

PLAN FOR THE EDUCATION OF GIFTED AND TALENTED STUDENTS
CAYUSE PRAIRIE SCHOOL DISTRICT 10

BOARD OF TRUSTEES POLICY #2166: INSTRUCTION

Gifted Program

In accordance with the philosophy to develop the special abilities of each student, the district shall offer appropriate instructional programs to meet the needs of gifted students who are capable of high performance and require differentiated educational programs.

The Superintendent shall establish procedures consistent with state guidelines for nominating, assessing and selecting children of demonstrated achievement, or potential ability in terms of general intellectual ability and academic aptitude.

Legal References: 20F7F901, MCA Gifted and Talented Children ARM 10.55.804

Gifted and Talented Adoption Date: December, 1996

DEFINITIONS (from MCA 20-7-109)

(1) "Gifted and talented children" means children of outstanding abilities who are capable of high performance and require differentiated educational programs beyond those normally offered in public schools in order to fully achieve their potential contribution to self and society. The children so identified include those with demonstrated achievement or potential ability in a variety of worthwhile human endeavors.

(2) "Professionally qualified persons" means teachers, administrators, school psychologists, counselors, curriculum specialists, artists, musicians, and others with special training who are qualified to appraise pupils' special competencies.

MISSION

Cayuse Prairie School shall identify, provide appropriate services for, and regularly assess the progress of our gifted and talented students so that they may fully achieve their potential contribution to self and society, considering academic, as well as, social/emotional needs. The district shall provide qualified persons to carry out that endeavor.

NOTE: WINGS is the name given to the district gifted and talented program to denote the lift needed for these children to explore and soar beyond the level of the regular education students. WINGS will be used throughout this document to identify the gifted and talented program.

IDENTIFICATION

Identification Process:

A student may be referred for by parent, teacher, or other school personnel. Qualification for gifted identification is based on more than one piece of information.

Step 1: All students are assessed four times a year using Study Island (grades 2nd-8th). If they score in the excellent range, a referral will be made to the committee. When a referral is made, the referral form is sent to the school counselor who keeps track of the initial paperwork. The data, which may include grades, the most current standardized test scores, portfolios, outside school accomplishments, and a teacher rating form, is collected and analyzed by the gifted

committee (the classroom teacher, counselor and principal) to determine if further testing is warranted.

Step 2: If further testing is recommended, a parent packet is sent home which includes a parent permission to test and/or complete checklists. Sometimes the SIGS (Scales for Identifying Gifted Students) checklists completion will be all that is necessary.

Step 3: Parents and teachers will complete checklists from the SIGS. If the student scores above the 95th percentile in one or more of the highlighted categories of the SIGS, the committee will recommend certain accommodations (dependent on the student's needs) be made in the classroom.

Any and all results will all be shared in a meeting with the parents.

If further testing is warranted, the committee will recommend using the WISC-IV.

When available, the screening committee also considers student products, portfolios, outside of school accomplishments, to the extent that they may provide insight, and student grades.

Screening, Identification and Placement Committee

This committee consists of the counselor, an administrator and the classroom teacher(s). The committee reviews all the criteria for each nominated student and accepts for identification or tables for future review.

WINGS PROGRAM

The WINGS program is multifaceted and dynamic, as variable as the students for whom it was created. There are some components that are normally available and from which staff, parents and students may choose as part of the student's Personal Education Plan. Those components are as follows:

Compacting and Differentiation: It is difficult to generalize about students who are gifted because their characteristics and needs are so personal and unique. However, as a group they comprehend complex ideas quickly, learn more rapidly and in greater depth than their age peers, and may exhibit interests that differ from those of their peers. They need time for in-depth exploration, they manipulate ideas and draw generalizations about seemingly unconnected concepts, and they ask provocative questions.

A program that builds on these characteristics may be viewed as qualitatively (rather than quantitatively) different from the basic curriculum; it results from appropriate modification of content, process, environment, and product. These can and should be used on a regular basis in the classroom to assure that each student is finding their individual level of challenge, that their work requires rigor and complexity of thought, and that they have the opportunity to pursue topics of special interest. An effective curriculum for students who are gifted is essentially a basic curriculum that has been modified to meet their needs. The unique characteristics of the students must serve as the basis for decisions on how the curriculum should be modified. Each

teacher should provide frequent opportunities to use pretesting, contracts and other strategies to assess each student's proficiency level and to present challenging work above that level in the specific pathway.

Acceleration, Grade Skipping, Early Kindergarten Entrance: These options, while available, will only be allowed following careful scrutiny by professional educators, administration and parents and on a case by case basis.

Distance Learning: High school level courses are available to WINGS students. Currently, our provider is Brigham Young University. These courses have depth and rigor, demanding perseverance, discipline and self motivation as well as adequate computer skills.

PERSONAL EDUCATION PLANS

Each WINGS student will have a Personal Education Plan (PEP), to be developed by a team of teachers, parents and the student. This plan will be based on the student's proficiency, strengths, interests and needs, both academic and social/emotional. The plan, once developed and accepted by all parties, will be consulted regularly throughout the year, reviewed at the end of each year, and revised as needed. The PEP should serve as a guide for teachers and student to maintain a challenging level in each of the student's classes.

PROFESSIONAL DEVELOPMENT

Cayuse Prairie will provide professional development sessions onsite for all staff focused on specific curricular area(s). In addition, teachers will be encouraged to attend any outside professional development opportunities in the field of gifted education. Whenever possible within the budget, workshops will be presented at the school with focus on our students' current needs. As always, staff members are requested to share information learned with the rest of the staff.

PARENT INVOLVEMENT

Cayuse Prairie invites parents, staff and students to work together to accomplish the very best for our students and school community. The classroom teacher also works with parents who request help with their children's needs at home, and invites parent participation in the collaboration needed to serve their students at school. Parents are also encouraged to support classroom teachers in various ways: participating as volunteers to work with individuals or groups, assisting teachers in materials preparation, chaperoning on field trips.

PROGRAM REVIEW AND REVISION

The WINGS program was created many years ago by a large team of teachers, parents, community members and consultants in the field of gifted education. The program and this plan are currently under revision. The WINGS program will be reviewed by a committee of educators, administrator and parents every five years, and revised as needed during the following year. The next review will be April of 2016. Minor changes may be made prior to that date if situations warrant.

Contact Person for the Gifted and Talented Program, Annelies Pedersen, our school counselor
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