

EDUCATIONAL OPPORTUNITIES FOR
GIFTED AND TALENTED STUDENTS

In compliance with Idaho Code (33-2003, Chapter 20), the Board of Trustees of Shelley Joint School District No. 60 shall provide a comprehensive program which addresses the instruction and training for children between the ages of five and eighteen years who are gifted and talented as defined by Idaho Code.

1.0 PURPOSE: To provide gifted and talented students with an array of options for educational interventions which will sustain challenge, ensure continued growth, and be driven by the individual needs of the student.

2.0 REFERENCES:

2.1 33-2001(4) Chapter 20, Idaho Code (Definition of gifted/talented children)

2.2 33-2003 Chapter 20, Idaho Code (Responsibility of school districts for education of gifted/talented children)

3.0 DEFINITIONS:

3.1 Accelerate means to provide opportunities for students to move through the education program at a more rapid rate based on performance level.

3.2 Affective learning means: (1) increasing knowledge in the areas of communication, feelings, and interpersonal relations, and (2) recognizing that emotions have a major effect on achievement.

3.3 Curriculum Compacting involves matching the content and pacing of curriculum and instruction to a student's abilities and needs. Through the use of pretesting, students can move ahead on the basis of mastery. Compacting gives the student a choice of activities with the time "purchased" through pretesting. This is a basic level service and should be offered to any student if superior knowledge is indicated in a given area. For a student identified as academically or intellectually gifted, curriculum compacting should be built into the student's daily program. To assure continued growth, the identified student should be placed with a classroom teacher who is trained in compacting and willing to differentiate the curriculum.

3.4 Gifted and Talented children mean those who are identified as possessing demonstrated or *potential* abilities that give evidence of high performing capabilities in five areas: 1) intellectual, 2) creative, 3) specific academic, 4) leadership, or 5) ability in the performing or visual arts, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities (Idaho Code 33-2001, Chapter 20).

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- 3.4.1 Intellectual - students who demonstrate a high aptitude for abstract reasoning and conceptualization, who master skills and concepts readily, and who are exceptionally attentive and observant;
 - 3.4.2 Creative - students who are highly insightful, imaginative, and innovative, and who consistently synthesize information to create new and novel solutions for conventional tasks;
 - 3.4.3 Specific academic - students who evidence exceptional learning ability in one or more specific disciplines;
 - 3.4.4 Leadership - students who emerge as leaders and demonstrate high ability to accomplish group goals by working with and through others;
 - 3.4.5 Visual and performing arts - students who are consistently superior in the development of a product or performance in any of the visual or performing arts.
- 3.5 G/T Facilitators Facilitators are the designated educational professionals who work directly with gifted/talented students. The role of the facilitator is not to dispense knowledge, but to help students create their own opportunities for learning. The facilitator may teach mini-courses, organize seminars, arrange for mentors, and provide other services, but a major responsibility of a facilitator is to consult with classroom teachers regarding the curriculum differentiation needs of identified students.
- 3.6 Independent study is a self-directed investigation of a topic or real problem in a particular area of personal interest beyond the required curriculum.
- 3.7 Pull-out programs are one means of temporarily grouping students in a talent area. Students may be released from their regular classroom on a scheduled basis to work with a teacher trained in the education of the gifted employing a curriculum rich in complex content, abstract thinking processes, research skills, product development, goal setting, affective concerns, and which offers the opportunity for independent study based on the individual interests of the students. Students pulled out of regular classes should not be penalized with twice the work. While they must be accountable for concepts missed, the classroom teacher will compact the curriculum and work with students to develop flexible deadlines.
- 4.0 GOVERNANCE STRUCTURE:
- 4.1 Shelley School District Gifted and Talented Advisory Committee
The Superintendent shall appoint members to the Shelley School District Gifted

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and Talented Advisory Committee after conferring with the Coordinator of Gifted and Talented Programs.

4.1.1 Duties of the Advisory Committee

The Advisory Committee, through the Coordinator, shall provide advice and recommendation to the superintendent concerning program development, curriculum implementation, materials, equipment, parent involvement, community projects, budget, and other related interests.

4.1.2 Membership of the Advisory Committee

In addition to the Coordinator of Gifted and Talented Programs, who serves as Chair, the membership of the council may include: an elementary and a secondary principal, an elementary and a secondary teacher, parent representative(s), program facilitators, and others as needed.

5.0 ARRAY OF SERVICES: The district may use a variety of programming options for gifted/talented students. Their use is subject to the availability of funding as determined by the Board of Trustees. It is possible that an identified student may benefit from or participate in one or more of the options listed below. Program options and placement criteria are explained in detail in Chapter Five of the *Best Practices Manual for Idaho Gifted/Talented Programs* and in the *Shelley District #60 Gifted and Talented Handbook*:

5.1 Enrichment Options

Enrichment in the regular classroom
Seminars
Mentorships
Summer programs
Competitions
Differentiated curriculum
Learning centers

5.2 Special Classes

Honors classes
Advanced Placement courses
Solutions Class
Independent study
Interest groups
Creativity mini-enrichment classes
Correspondence courses
Academic/Intellectual pull out class
Core classes homogeneously grouped

5.3 Flexible Pacing

Curriculum compacting

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Acceleration and/or grade skipping
Credit by examination
Concurrent enrollment
Cluster grouping
Cross-grade grouping
Individual education program

5.4 Other Services

Ongoing assessment
Flexible scheduling
Extended learning activities off campus
Counseling services
Other administrative accommodations

6.0 ANNUAL REVIEW OF DISTRICT PLAN: The Coordinator shall conduct an annual review of the district plan for the education of gifted and talented students. The plan will reflect the following:

- 6.1 A philosophy for the education of gifted and talented students that is consistent with the goals and values of the school district and community.
- 6.2 Program options by school.
- 6.3 A carefully integrated and articulated curricula throughout the district.
- 6.4 Budgeting issues.
- 6.5 Staff development and support in providing for the needs of gifted students.
- 6.6 Program evaluation.
- 6.7 Utilization of appropriate community and private resources.

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