



Highly Capable and Gifted and Talented Plan

Federal Definition of Highly Capable and Talented Federal Definition

The **Javits Act** provides grants for education programs serving bright children from low-income families. The following definition is taken directly from the act: *"The term gifted and talented student means children and youths who give evidence of higher performance capability in such areas as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who require services or activities not ordinarily provided by the schools in order to develop such capabilities fully."* (National Association for Gifted Children)

Idaho State Department of Education Definition of Highly Capable and Talented

All students identified as gifted and talented in the State of Idaho have the right to an appropriate education that provides educational interventions, which sustain, challenge and ensure continued growth within the public school system.

"Each public school district is responsible for and shall provide for the special instructional needs of gifted/talented children enrolled therein. Public school districts in the state shall provide instruction and training for children between the ages of five (5) years and eighteen (18) years who are gifted/talented as defined in this chapter and by the State Board of Education. The State Board of Education shall, through its department of education, determine eligibility criteria and assist school districts in developing a variety of flexible approaches for instruction and training that may include administrative accommodations, curriculum modifications and special programs" (Idaho Code 33-2003).

"Gifted and talented children" mean those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or 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).

Philosophy Statement of Palouse Prairie School

Palouse Prairie provides a culture that honors diverse needs while holding all students accountable toward the attainment of the same long-term learning targets, putting equity at the center of the school's commitment and vision. Palouse Prairie School provides varied instructional approaches and employs research based practices such as project-based learning, flexible grouping, differentiation, block scheduling and advanced learning plans to meet the needs of all students. Differentiation is a philosophical belief and an instructional approach through which teachers proactively plans to meet students' varied needs based upon ongoing assessment.



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Gifted children represent all cultural, ethnic, linguistic and socioeconomic backgrounds and may demonstrate both gifts and disabilities.

Gifted and talented students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of the following:

- General or specific intellectual ability
- Specific academic aptitude
- Creative or productive thinking
- Leadership and human relations abilities
- Visual arts, performing arts, spatial or musical abilities, psychomotor abilities

Program Goals

- To offer robust curriculum and instruction for gifted learners which provides them learning experiences rich and relevant to their lives, activities requiring them to process important ideas at a high level, and products causing them to grapple with meaningful problems and pose defensible solutions.
- Provide classrooms respectful to the learner, and provide structure, choice, and guidance to allow the student to achieve more than they thought they could.
- Teaching is paced in response to the student's individual needs while still being able to achieve a depth or breadth of understanding.
- Students are provided learning experiences with a high "degree of difficulty" implying the content, processes and products should be more complex, more abstract, more open-ended, and more multifaceted. Students may also (but not always) be able to function with a greater degree of independence than their peers (Expeditionary Learning, Core Practice 11).
- Teachers provide students with "supported risk."
 - o Highly able learners often make very good grades with relative ease for along time in school. They see themselves (and often rightly so) as expected to make "As," get right answers, and lead the way. In other words, they succeed without "normal" encounters with failure. Then, when a teacher presents a high-challenge task, the student feels threatened. Not only has he or she likely not learned to study hard, take risks and strive, but the student's image is threatened as well. A good teacher of gifted students understands that dynamic, and thus invites, and insists on risk-but in a way that supports success. (Tomlinson, C., 1997)

Explanation of the Highly Capable and Talented Program Options

- Several features of Palouse Prairie School support the needs of highly capable students on a daily basis. Palouse Prairie School accomplishes this through methods including, but not limited to, skill and/or content tiering lessons, curriculum compacting, real world projects in alignment with classroom content and advanced learning plans (ALP's). In addition, block scheduling of mathematics classes allows students to attend mathematics classes in higher grades. Acceleration to higher-grade levels may be considered for exceptional students if other program structures do not prove to be effective (see Palouse Prairie Acceleration Policy).



Identification Procedures

The identification procedures are guided by the Response to Intervention (Rtl) team of educators. This group integrates the global and specific needs of the student and the school to provide the strongest learning environment and plan for each student identified. The team includes: the Director of Curriculum and Instruction, Director of Administration and Operations, Special Education Teacher and the student's classroom teacher. The Rtl process consists of three tiers. All students at Palouse Prairie enter Tier 1 and are guided by the classroom teacher with support from the Director of Curriculum and Instruction as needed. Students' needs that are not met in Tier I may move through the different Tiers directed by the answers from the guiding questions. Following initiation of Tier II, the teacher fills out a teacher rating scale and parents fill out a parent rating scale providing observations, and evidence-based opinion of the student's abilities. These assessments are considered together with the student's class performance, standardized test scores, and performance on other data associated with Habits of Scholarship and behavior.

Referral: GT Referrals are accepted from parents, teachers, peers, community members, and students throughout the year and will be reviewed by the Rtl team. These are available through the school's Director of Curriculum and Instruction.

Data Review: Students may also be flagged for further consideration by standardized states scores in the top 5%-10% for the district, or other data available on all students.

Tier 1: General Education Instruction

Purpose: Differentiate the curriculum instruction, and or the environment within the regular education classroom and collect data of the interventions. The Director of Curriculum and Instruction and the classroom teacher work together along with others in our Professional Learning Community to differentiate the curriculum, instruction, and or the environment within the regular education classroom.

Guiding Questions: Is the student's skill level/ability much above peers the same age? If so, does the student require intense or sustained resources, adaptations, or acceleration beyond those generally available in the regular setting in order to demonstrate continued progress commensurate with his/her ability?

Action: If answers to above questions are "no", students maintain in the Tier 1. Differentiation may be continued as necessary. If "yes" to both questions, the process continues to Tier II: Initial Evaluation. Interventions and the initial evaluation process are initiated with parental consent. Except in rare cases, students do not move forward to Tier II: GT Initial Evaluation prior to 3rd grade. The student's needs are monitored.



Tier II: GT Initial Evaluation

Purpose: Rtl Team review data from Tier I: General Education Interventions to determine whether or not student needs are being met in the regular classroom, establish Tier II Interventions, and additional data is collected.

Interventions at this tier become more intense, and the Director of Curriculum and Instruction may become more involved even though many interventions may still take place in the regular classroom for a period of 4-6 weeks. The need for additional data may be identified if necessary. A variety of assessment tools are used to collect information on a student whose background or talent area makes him/her unique from others. Information is collected with input from teachers, parents, and/or the learners themselves, and may include:

- Verbal, non-verbal or written tests such as individual tests of achievement (ISAT 2.0, MAP)
- Observations and rating scales (teacher and parent rating scales)
- Performance data (as evidenced by classroom work, assessments, and portfolios)

The Body of Evidence is presented to the GT Review Team. The Guiding Questions are used to focus the GT Review Team's discussion. The results of this meeting are then shared at a Tier III: GT Assessment and Identification meeting. Parent will be notified of this meeting and are invited to attend.

Guiding Questions: Does the student require intense or sustained resources, adaptations, or acceleration beyond those generally available in the regular classroom setting in order to demonstrate continued progress commensurate with his/her ability? Does the information available from multiple sources of data indicate the presence of giftedness as defined by the state and district guidelines?

Action: If "no" and the intervention(s) was successful, the student moves to "Program and Monitor" status and Rtl process ends. If "yes" and the intervention(s) were not successful, the team may repeat the process with another strategy or decide to go to Tier III: Assessment for Identification.

Tier III: GT Assessment and Identification

Purpose: Determine whether or not to formally identify student and begin writing an ALP. The classroom teacher, Directors, and parents make this determination. A team of teachers meets to determine if the student's needs exceed those, which can be met in the classroom, *and* if the student is eligible for gifted educational services. Parents are invited to attend these meetings and are considered to be a part of the team. Qualifying students typically score two or more years above grade level in at least one academic area and demonstrate characteristics typical of gifted learners. They may also demonstrate precocious levels of performance in a strength area and/or have cognitive abilities within the superior range.



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Committee: Results are shared at a Tier III meeting. Efforts are made to inform parents of the process and include them in the meeting.

Guiding Questions: Does the information available from multiple sources of data indicate the presence of giftedness as defined by state and district guidelines?

Action: If “no”, progress and monitor. If “yes”, formally identify. The student’s parents’ consent needs to be obtained. The School Psychologist will formally administer a diagnostic assessment test such as the Woodcock-Johnson Test of Cognitive Abilities, Woodcock-Johnson Test of Achievement, Torrance (TTCT), Test of the Written Language (TOWL), Visual, Auditory Spatial, and a Group Achievement Performance test. Each student identified, as gifted/talented will have an Advanced Learning Plan (ALP) designed in collaboration between the student, parents and teachers. This plan will outline what programming is needed to assist the student in their continued growth. .

Program Evaluation

If the student is identified as exceptional, the team will work with the student’s parents to create a written Advanced Learning Plan that consists of long-range goals, student-specific learning targets and particular instruction settings including acceleration, compacting the curriculum, or other appropriate strategies. The overarching philosophy is that students’ learning will be supported within the regular classroom setting. However, at times the student may be accelerated in specific content areas if classroom interventions are ineffective (See Palouse Prairie Grade Acceleration Policy 2640). It is not required to have a student’s Advanced Learning Plan revised each year. However, the RtI team can meet with parents at their request or at the request of the RtI team to revise their child’s Advanced Learning Plan in order to meet the needs of the child. It is the student’s responsibility to maintain their mastery of learning targets in their core classes. It is the student’s responsibility to maintain appropriate behavior and comply with Palouse Prairie norms and expectations.