

Programs and Services - Talented and Gifted Program**

I. Program Goals

In order to meet the unique learning needs of identified talented and gifted students, the district sets the following goals. The means of meeting these goals may include, but are not limited to the following:

Goal 1:

The student will demonstrate growth at his/her rate and level of learning. The means of meeting this goal may include, but are not limited to the following:

- Using flexible grouping within the classrooms;
- Modifying curriculum;
- Accelerating instruction;
- Providing instruction at an advanced level;
- Basing instruction on the learning style of the student;
- Providing remedial instruction as needed;
- Allowing early entrance;
- Allowing grade skipping; or
- Permitting concurrent enrollment.

Goal 2:

The student will participate in a variety of activities with other talented and gifted youth. The means of meeting this goal may include, but are not limited to the following:

- Providing pull-out enrichment classes;
- Providing pull-out classes for intensive study;
- Conducting honors classes; or
- Supporting out-of-district organized activities (OM, Chess Tournament, Pentagames, Writing Festival).

Goal 3:

The student will demonstrate individual excellence in his/her performance. The means of meeting this goal may include, but are not limited to the following:

- Providing opportunities for in-depth investigation or research in areas of interest;
- Designing opportunities to do original, creative work;

- Providing direct instruction on selected topics at a high level and a fast pace; or
- Supporting specially designed field trips.

Goal 4:

The student will develop positive social and emotional attitudes and behaviors. The means of meeting this goal may include, but are not limited to the following:

- Identifying possible mentors;
- Organizing and running a TAG student support group; or
- Scheduling individual or group counseling and social skills sessions as appropriate.

II. Student Assessment

The purpose of assessment is primarily to ascertain an appropriate level of instruction and rate of learning for each identified student. The following may be used to complete assessment.

1. Level of instruction: student's instructional level in the academic program:
 - Grade equivalent score on standardized group tests;
 - Results of individual evaluation completed if needed;
 - Portfolio of student work;
 - Results of statewide assessments;
 - Curriculum based (VEC) tests; or
 - Pre and post or end-of-chapter tests.

2. Rate of learning: student's rate of progress in mastering or attaining the skills and subject matter:
 - Comparison of student with remainder of class;
 - The difference in the amount of time necessary for student to complete a task or attain a learning as compared to the typical same grade peer;
 - Comparison over time of student's growth against normal growth curve provided by publisher;
 - Comparison of student in one given academic area against self across other curricular areas;
 - Teacher/Parent rating;
 - Portfolio of student work maintained over time; or
 - Student self-rating.

III. Program and Service Options

The following is a list of programs and services available to identified talented and gifted students. The list is intended for use by staff and parents as a resource in the development of individual plans for identified students.

CLASSROOM

- Learning centers
- Independent course of study
- Alternative texts at higher level
- Ability grouping for selected areas/topics
- Adapted assignments (higher level)
- Adapted instruction (faster pace)
- Extension activities beyond customary assignments
- Continuous progress
- In-class counseling/social skills
- Specialized instruction in the regular classroom

SCHOOL

- Computer lab
- Invention convention
- Leadership group
- Cross grade grouping
- "Pull out" enrichment classes/instruction
- Small group/independent intensive study
- Honors classes
- Credit by examination
- Individual counseling
- Social skills group
- TAG support group

DISTRICT

- Early entrance
- Grade skipping
- Concurrent enrollment
- Mentorship/Internship

OUT-OF-DISTRICT

- Odyssey of the Mind
- Pentagames
- County Fair
- Writing Festival
- OMSI Chess Tournament
- Summer programs at colleges and universities

IV. Exiting Students from Program

When a student no longer meets eligibility criteria or when he/she is unsuccessful in the designed program, the following procedure will be followed:

1. A conference with the TAG staff, classroom teacher, parent and student (when appropriate) will be held to evaluate and adjust the designed program;
2. A referral to the special education department may be made upon the team's recommendation;
3. A reevaluation of student's eligibility as TAG may be conducted;
4. The student may work with the school counselor regarding his/her status; and
5. The team (see #1 above) may make a determination regarding additional steps to be taken.

V. Staffing

The district will provide the licensed and classified staff necessary to support the TAG program. An ongoing system of staff development will be based on an annual needs assessment by staff, parents, students and on an annual program evaluation.

VII. Program Evaluation

The district will conduct an ongoing evaluation designed to measure both the quantitative and qualitative aspects of the TAG program and its impact.

1. Empirical data may include numbers of students served, numbers of objectives met, etc.
2. Subjective data may include attitudinal surveys completed by staff, students, parents.

Information gathered through evaluation will be reported annually to the Board and will be the basis for recommendations for program and staffing changes.