

# Providing A Service

Research, observation and expertise affirm that talents and gifts are complex. Their expression and development involve the synthesis of many personality factors. Therefore, the following statement /definition shall guide the development of programs, services and opportunities for students identified as gifted and talented in the state of Arkansas.

#### The G.I.F.T.S. Program is one of several programs in Trumann School system designed to meet the needs of the student population more appropriately. Educational programming for gifted talented students has been a concern among Arkansas educators, parents and the state legislature. Act 106, passed by the General Assembly in 1979, was evidence of this concern. Educational standards require every school district to serve gifted and talented students as part of their educational program.

Educational opportunities designed to meet the needs of gifted and talented students are provided for eligible students regardless of race, sex, color, creed, or economic status. For additional information, please contact Mrs. Kimberly Stevens, Trumann Schools District Coordinator: 1-(870)-483-5314 kimberly.stevens@trumannwildcat.com

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Statement of Assurance

Gifted and talented children and youth are those of high potential or ability whose learning characteristics and educational needs require qualitatively differentiated educational experiences and or services.

Possession of these talents and gifts, or the potential for their development, will be evidenced through an interaction of above average intellectual ability, task commitment and or motivation and creative ability--AR dpt. of ED. Department of Educationa

### “G.I.F.T.S. Program”

### Gifted Individuals From Trumann Schools

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Gifted and Talented Program

## Definition of Giftedness

Trumann

School District

Screening is a continuous process. Standardized grade level achievement tests are administered each spring throughout the school district. Students with total scores at or above the 90th percentile are screened for evaluation. Students in grade levels K-2 receive weekly enrichment classes and are observed for potential gifted characteristics.

Formal Identification/Referral/Evaluation/Testing (begins in the 3rd grade)

In addition to screening, referrals of third grade through twelfth grade students are welcomed and can be made by teachers, principals, parents, or students. Students whose achievement test scores or referral place them into the “talent pool” are further screened by checking the grade point average and by obtaining classroom teacher observational ratings on the Renzulli Scale for Characteristics of Superior Students. Based on the scores through the screening process, potential students are further evaluated (after parental testing consent is obtained) by having a creativity test and ability/intelligence tests administered to them. Additional information is gathered about the students’ interests, hobbies and abilities. Student products, exemplary work samples maybe rated and interviews may be conducted. The data is then compiled to establish a case study of the student.

Identification Committee Review Meeting

Our district uses blind screening (meaning a number is used rather than a name) when identifing gifted students. A committee (selected by the GT coordinator) composed of three certified classroom teachers, one administrator, and the GT coordinator, will determine if placement is warranted and will make a recommendation for GT services to be offered. Notification of the committee’s decision is sent by mail.

Placement Once a student qualifies and a parent or guardian grants permission for the student to receive GT services, then he or she is placed in the program. Individual progress and or achievements are reviewed annually. The student may be placed into the program for a five to eight week trial period. If needed, an action plan may be recommended helping students remain in the program.

Withdrawal A student may be withdrawn from the program for the following reasons: Failure to evidence task commitment or difficulty meeting regular GT classroom requirements. A parent may request (must be made in writing) for the student to be withdrawn from the GT program, preferably preceded by a conference with GT coordinator. Students who have withdrawn from the program may not re-enter the program during that semester. A student may re-enter if eligibility criteria are met.

Progress Reports

Progress reports are sent home each semester. Placement recommendations are made at the beginning of each year and continuation of GT services forms are signed by parent or guardian annually.

For More Information please visit our Trumann District GT Web site http://trumannschooldistrictgtwebsite.weebly.com/

# Identification process: referral, evaluation, committee testing data review, ID committee placement recommendations, parental consent

A major concern in the Trumann School District is that talent among gifted and talented youth due to the lack of challenge, recognition, and opportunity is often untapped. Since gifted and talented students stand far from the norm, they often challenge the educational practices that have been designed around the norm. To meet the needs of gifted and talented students differentiated types and levels of programs must be offered. Recognizing this, the Trumann School District has committed itself to providing programming that will challenge the potential of and meet the needs of gifted and talented students.

Characteristics of the Gifted

Although the following characteristics generally describe gifted children, all characteristics may not be present in each Child.

* Learns rapidly and easily
* Has an advanced vocabulary
* Thinks clearly and abstractly
* Is intellectually curious
* Is independent, individualistic
* Produces original, or unusual ideas beyond his or her age /grade level
* Prefers complex ideas

## Philosophy