

# ***Visual and Performing Arts Gifted and Talented Program Procedures*** **School Union #93**

## **Screening**

We will identify approximately 5% of the total school population and provide services in a variety of settings. The program delivery format and structure may vary from subject to subject. Students will be identified at designated times throughout the year, prescribed partially by the results of the AIMSweb Universal Screening instrument, given at the beginning of the Fall, Winter and Spring trimesters. At the beginning of the year, voluntary parent and teacher referral forms will be provided. Upon receipt the G/T Coordinator will assemble supporting documentation for identification, including standardized testing scores, classroom work, and work evidence of advanced areas of student performance.

## **Selection**

Those students who are identified at the top 5% of Math and Reading AIMSweb screenings, as well as those whose school performance and recommendations show evidence of advanced work, will then be given the Naglieri Nonverbal Ability Test® – Second Edition screening instrument, a test of visual and spacial reasoning ability. Additionally, a referral from classroom and/or special area teacher or educator who works with the child will be required. These three identification processes; AIMSweb screening and/or student work as well as qualifying NNAT-2 results and an educator's referral will be required for selection. Those who qualify will then enter into the program.

## **Placement**

Test scores will be analyzed to focus on the top 5 % of students and all teacher and parent nominations and mitigating factors will be considered for placement in the Gifted and Talented program.

## **Process for reviewing identification procedures and services**

At least annually a team of three or more qualified professionals shall select children for placement in the gifted and talented program. The team must consist of an administrator and at least two others such as a building administrator, classroom teacher, teacher of the gifted and talented, director or special services, arts teacher, etc. The team will also review identification criteria to determine if any adjustments need to be made.

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## **Exiting the Program**

Possible exiting situations:

- Emotional trauma
- Attendance issues
- Frustration
- Teacher request
- Student request
- Parent/Guardian request

Exiting Procedures:

1. Students participating in the K-5 program will be reevaluated going into grade 6. In the event the student no longer qualifies for services, this will not be considered exiting the program. The gifted and talented services may be defined in duration in terms of K-5 and 6-8.
2. Qualified students are eligible to continue in the gifted and talented program from one year to another unless there is a written request for a student to exit the program from the gifted and talented coordinator, the parent/guardian, counselors or administrators.
3. Exiting of students from gifted and talented services is based upon multiple criteria including student performance in the program and in their general education classes, psychological or personal reasons, and is finalized by a consultation with parents and teachers.
4. Prior to formal exit from the program, the following steps will be followed:
  - a. Document and review student progress
  - b. Conference with student, parent, and other appropriate professional educators
  - c. Formal notification of the parent

## **Appeals Process**

The parents, guardians, or teacher of any student denied inclusion into the gifted and talented program may appeal the identification committee's decision. A sample of an appeal process is as follows:

- a. A parent, guardian, or teacher expresses concern regarding the exclusion of the student into the program. The gifted and talented program coordinator will review results of testing and information collected with the concerned person. The gifted and

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talented program coordinator will compare results and let the concerned person know why the decision was made according to the criteria of the program.

b. The concerned person initiates an appeal in writing to the gifted and talented program coordinator. The gifted and talented coordinator may conduct an alternate test. If an achievement score was low, an alternative achievement test will be administered. If an ability test score was low, an alternate test will be administered.

c. The gifted and talented advisory board on identification committee may meet to reconsider eligibility in terms of new test results, additional data, and/or student products.

d. The gifted and talented program coordinator may notify the parent, guardian, and teacher of the decision made by the advisory or identification committee. If the committee's decision is not satisfactory, a second appeal will be made, in writing, to the Superintendent. The Superintendent will then convene a meeting with the parent and the Gifted and Talented Program Committee. The Superintendent will then issue a final written determination.

e. In the event the student does not qualify for services, the student may be re-evaluated in a year at the request of the parent, guardian, and/or teacher.

### **Consideration of eligibility of transfer students**

In the event a student transfers from a different district and was previously identified and serviced in the district, School Union 93 will review the identification documentation and compare it to the local identification system. If the student does qualify for services in Union 93 under our local services criteria, then the student will automatically be eligible for services. If the student was not identified in his/her previous school district, then the student should be reviewed in School Union 93 within 45 days of the record review. If the student meets the local criteria, then he/she will be recommended for placement in the gifted and talented program.

### **Professional Training and development that takes place in order to implement the gifted and talented academic program(s):**

School Union 93 will support professional training and development in terms of financial support and release time in order to encourage the teacher's professional growth in educational differentiation. This will include courses, conferences, workshops, and webinars as well as associated costs.

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### **Staffing, roles, and responsibilities pertaining to the management of the gifted and talented academic program(s):**

The Curriculum Coordinator of School Union 93 will coordinate the Gifted and Talented Programs. Responsibilities will include:

- coordinating the student screening/selection process and maintaining data.
- developing an individualized Learning Plan for each selected student.
- maintaining student records for Gifted and Talented Program programming.
- providing instructional resources to students in collaboration with classroom teachers.
- ordering supplies and materials needed for Gifted and Talented programming.
- evaluating student progress twice a year
- planning staff development for teachers
- providing learning plan and program evaluation
- completing the annual program application and budget (state form)

Content area enrichment may also be provided by support staff: technology teachers, mentors, visiting artists, or community professionals.

### **The annual gifted and talented academic program evaluation process in each academic area, including tools and/or criteria to evaluate program effectiveness:**

The following procedure will be used to evaluate the program and student progress:

a. Distribute teacher, student, and parent surveys each fall and each spring to assess needs from and satisfaction with the Gifted and Talented Visual and Performing Arts Program. Review survey data as well program evaluation to inform the future direction of the programming.

b. The G/T Coordinator will meet with school grade-level and Union 93 administrators and conduct a round table discussion around their perceptions of the effectiveness of the program, their professional development needs around the Gifted and Talented Program, and their suggestions for program improvement.

c. Grade-level clusters of teachers will be asked to meet and share work created by Gifted and Talented students to discuss the growth of the students and ways that they could further be supported in the coming year.