

Lakeside School Gifted and Talented Handbook



Linda Self-Gifted and Talented Coordinator

Sarah Willis Gifted and Talented Teacher

Gifted and Talented Policy Handbook

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Purpose

The Arkansas State Department of Education uses the following definition of giftedness:

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.

Programs in public schools are built on the belief that all students are unique individuals. We, at the Lakeside School District, believe that gifted and talented individuals have special characteristics and learning styles that require special provisions, experiences, and services not provided for in the regular instructional program. There are specific frameworks for gifted students that aren't addressed in the regular classroom. Arkansas students are fortunate enough to have mandated programs for gifted children. The placed students participate in projects and activities that include creativity, student-selected themes, and above grade-level curricula.

Gifted and talented students are outstanding producers and consumers of knowledge and ideas. They may have potential abilities in general intelligence, exceptional leadership, and specified aptitudes. These abilities must be cultivated, nurtured, and developed.

Maximizing the potential of gifted and talented students requires a commitment of school, community, and home. We are committed to providing a program for identifying and meeting the needs and interests of our gifted and talented students. Identification and placement of these students will be based on documented objective and subjective evidence of above-average ability, creative ability, task commitment, skills and products.

The program will be monitored and evaluated annually as an ongoing process to ensure that the needs of students are being met.

Community Involvement

The Lakeside Gifted and Talented program feels it is important to have strong ties to the community, therefore is always looking for ways to enhance our program by using community resources. We put information in the school newsletter, district website, Facebook, Instagram, local newspapers, and magazines to share with the community information about our program.

Parents and community members are welcome to call, email, or make an appointment with the GT staff to discuss the program or provide ideas for learning opportunities.

Nominations and Identification

Nominations for students to be placed in the gifted program are ongoing throughout the year. Teachers, parents/guardians, and other school personnel, as well as students, may nominate a student for the program.

Parents/Guardians must sign a form giving permission for their child to be tested before and data can be collected on that child. Multiple criteria, such as Standardized test scores, Intelligence Tests, are used to make the best decisions for placement.

A committee of at least 5 people, including the GT Coordinator, administrators, counselors, and teachers will meet to review the criteria for the individual student and make the decisions. Parents are notified of the committee's decision.

Parent permission is required for testing of students and participation of students in the program. Appeals can be made in writing to the GT Coordinator.

Program Options and Curriculum

The gifted program at Lakeside School District recognizes the need for exceptional students to be provided opportunities to learn through broad-based themes. They also need to have experiences with students of like ability. Therefore, the following options are available:

Kindergarten, First and Second Grades

Students receive 30 minutes a week of instruction by their classroom teacher or the gifted and talented teacher. These lessons enhance their classroom curriculum and stress creativity and higher level thinking skills. Students also receive Project Lead the Way, which is STEM based instruction. No students are specifically identified to receive resource or pull-out services at this level.

Third Grade

Students are first identified for gifted and talented services during the third grade. Once identified, students participate in a resource/pull-out program taught by a certified GT teacher. A minimum of 150 minutes a week direct instruction must be provided during the regular school day. The curriculum is ever evolving as it is based on the interest and needs of the students.

Fourth and Fifth Grades

Identified students participate in a resource/pull-out program taught by a certified GT teacher. A minimum of 150 minutes a week direct instruction must be provided during the regular school day. The varying curriculum seeks to be authentic and meaningful to the students. Lessons incorporate research, hands-on tasks, creative products and social skills.

Sixth Grade

Identified students participate in Pre-AP science and mathematics courses. A minimum of 150 minutes a week direct instruction must be provided during the regular school day in these classes. Opportunities are offered for identified students to participate in specific activities with the GT teacher.

Seventh-Twelfth Grades

Identified students may be served through a variety of options including differentiated classes, independent study, advanced academic classes, and AP classes. G/T students in grades 10- 12 may also receive concurrent college class credits. All of these options emphasize creative and critical thinking as well as research. Extracurricular opportunities such as Quiz Bowl are also offered.

Competitions

During the year, there are several opportunities for students to display their different talents. Some are team competitions and others are geared toward individuals.

Quiz Bowl is a game where students face off on teams of 5 players to buzz in and get the answers to questions about sports, math, history, pop culture, current events, science, music, art, and pretty much anything else. Students who can name facts and figures quickly do well at quiz bowl. Independent reading and absorption of information helps tremendously.

Chess is another competition our students love. The game of chess greatly improves critical and creative thinking, strategy, logic, and patience. We will spend some time teaching the students how to play (if they don't already know), but many games will have to be played outside of class. If you don't know, please let your child teach you! Contrary to what most people think, chess is easy to learn. Your child will love spending the time with you playing, too.

Challenges

We will be learning some exciting new things and using different tools to measure what the students learn. We will often focus more on problem solving strategies and be faced with situations where there are multiple ways to solve a problem. Students sometimes become frustrated as they reach a level of learning where they don't have all the answers or there isn't just one right answer. We are really working toward creating life-long learners and problem solvers, so although this is difficult, we want them to keep this in mind.