



HARMONY GROVE SCHOOL DISTRICT

GIFTED AND TALENTED SERVICES HANDBOOK

BRANDON BAGWELL, DISTRICT GT COORDINATOR, AP COORDINATOR, ACSIP CHAIR
HEATH BENNETT, SUPERINTENDENT OF SCHOOLS

2621 HWY 229 BENTON, AR. • TEL (501) 778 6271 EXT 1131 • www.harmonygrovesd.org

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Philosophy

It is the belief of the Harmony Grove School District that all children can learn and our mission is to establish and uphold high academic standards for all students by providing effective instructional programs and services to assist and support students for academic success.

As a part of this mission the Harmony Grove School District supports gifted education and in compliance with ADE identifies gifted and talented students and provides a comprehensive and differentiated educational program for them.

The District believes that developing the unique potential of the gifted and talented student requires differentiated educational programs that extend and/or replace those normally provided by the regular school program.

The ultimate goal in designing and implementing appropriate program options for gifted and talented students is to develop within the individual a desire for excellence, a sense of responsibility to self and society, and a world-class educated graduate.

This handbook outlines the Harmony Grove School District Gifted Services in compliance with the Department of Education Gifted Program Approval Standards.

Harmony Grove School District Leadership

Mr. Heath Bennett, Superintendent

Mr. Chad Withers, High School Principal

Mr. Richard Moore, Jr. High School Principal

Mrs. Tammy Madden, Middle School Principal

Mrs. Meghann Donaldson, Westbrook Elementary Principal

Gifted and Talented Program

Mr. Brandon Bagwell, District GT Coordinator & AP Coordinator

Board of Education

Mr. Jason Finley, President

Mr. Wes Toler, Vice-President

Mr. Quinn Best, Secretary

Mr. James Scroggins

Mr. Clyde Crookham

Explanations

ADE Program Standard: 3.00 Definition

ADE Program Standards: 8.0-8.05 Program Options

Definition

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.

Rationale

There are students in the Harmony Grove School District who are recognized as students in need of placement for gifted services as defined by the Arkansas Department of Education.

Vision

The vision of the Harmony Grove Gifted Program is to offer appropriate educational opportunities to motivate, to challenge, and to enable academic growth for students.

Mission

The mission of the district's GT program is to extend the depth and complexity of the learning experience for the gifted student by promoting higher level thought processes, critical and creative thinking skills, freedom to study areas of interests, to expanded levels of inquiry, and to develop within each individual a sense of individual worth and a responsibility to self and to society.

Community Involvement

ADE 4.04.03 Community Involvement

The Gifted and Talented Program will involve the Haskell community through district and school newsletters, the HGS Website, supplemental websites, media news, parent meetings, and local civic organizations.

Advisory Council

An advisory council to the Gifted and Talented Program will meet at least annually to discuss issues and concerns for the Gifted and Talented Program. The council will be made up of diverse members and will include parents, community members, educators, and students.

The GT Advisory Council's major function is to serve as the formal organization for promoting a respectful and effective partnership between the Gifted and Talented Programs Office and the community. The major purposes of the GT Advisory Council include the following:

- to provide guidance for Harmony Grove Gifted and Talented Programs
- to participate in planning for the continued improvement of GT programs
- to provide ongoing assessment of the direction of GT programs
- to explore ways to identify and utilize community resources that help to enrich and expand opportunities for advanced students
- to communicate GT program information, direction, successes and needs to a variety of audiences

Community

Public meetings are held at various locations throughout the year through the PTO & School Board Meetings to inform the community about the HGS Gifted Program and ways to be involved.

Program Goals for the Gifted Student

ADE 8.0-8.05 Program Options

The ultimate goal of the Harmony Grove Gifted Program is to extend the depth and complexity of the learning experience for the gifted student and to develop within each individual a sense of individual worth and a responsibility to self and to society.

1. Each student develops self-understanding.
 - Recognizes and uses abilities
 - Becomes self-directed
 - Appreciates likenesses and differences between self and others
 - Develops a positive self-image
2. Each student develops an understanding of giftedness.
 - Understands self as a gifted individual
 - Learns to cope with frustrations and stress
 - Develops realistic expectations of self and others
 - Understands role in the school, community, and society
3. Each student develops intellectual curiosity and develops a lifetime commitment to learning.
 - Becomes an autonomous learner
 - Becomes self-motivated
 - Explores areas of interest
 - Becomes familiar with community
4. Each student develops research skills and methods.
 - Becomes familiar with available resources and latest information technology
 - Develops an understanding of advanced study techniques
 - Learns effective time management
 - Gathers information in an organized and systematic way
5. Each student develops products that challenge existing ideas and produce new ideas.
 - Learns to communicate in written form
 - Learns to express self verbally
 - Uses varied techniques, materials, forms, and technologies
 - Learns to identify and select appropriate audiences
 - Communicates with an audience effectively
 - Evaluates products using appropriate and specific criteria
6. Each student develops creative, complex, abstract, and/or higher level thinking skills.
 - Develops critical thinking skills
 - Develops open-ended questioning techniques with an emphasis on generalization, analysis, and synthesis

- Ability to think through the production of large numbers of ideas and solutions
7. Each student explores content areas that are related to broad-based issues, themes, or problems.
- Understands the integration of multiple disciplines into areas of study
 - Develops multi-cultural awareness
 - Develops responsible attitudes toward real life situations and problems

2022-2025 Program Goals

ADE 8.0- 8.05 Program Options

Goal 1: Enhance the Evaluation

Enhance the evaluation of the program by including more evaluation instruments including, but not limited to: questionnaires, surveys, interviews, graphs, statistical analysis, anecdotal data, focus groups, etc. We will also work to induct a GT Student Advisory Council to give students a voice in the evaluation and improvement of our school's program.

Goal 2: Enhance Opportunities for Secondary Students

Our goal is to provide quarterly opportunities to all GT students at the secondary level in addition to advanced coursework. The GT Program at the secondary level needs improvement through the addition of opportunities. Students receive test preparation for ACT, competitions, concurrent credit, and AP Exams, but there are no GT classes nor pull-out opportunities for secondary students in grades 10-12. Junior High students participate in periodic affective meetings. There will be an effort to meet with the gifted students more frequently and offer speakers, mentors, and special opportunities. Recommendation for a secondary facilitator will continue to be made in an effort to provide more options for secondary students.

Goal 3: Staff Development

Beginning with the 2021-2022 school year, the GT Department will produce a *Monthly GT Minute* which will serve as an informal staff professional development opportunity. These monthly distributions will include up-to-date and relevant information about giftedness including affective needs, appropriate curriculum, identification, and more. The *Monthly GT Minute* will be distributed via email and published on our website. In addition, staff members will receive periodic (monthly and/or quarterly) GT Bite-Sized PD briefs via email.

Goal 4: Social Media

Beginning with the 2021-2022 school year, the HGSD GT Department will create a Facebook account to publish information about the GT services our school provides in addition to promotional information about our program and ways the community can be involved and support student giftedness.

Professional Development Plan

ADE 5.0-5.02 Staff Development

The Gifted and Talented Programs Coordinator will work with the Professional Development Office of the Harmony Grove School District to conduct relevant professional development for the faculty, administration, and staff concerning the needs of gifted and talented students and their programming and instruction. Adequate training is offered, encouraged, and funded for gifted facilitators, K-2 classroom teachers for enrichment, regular classroom teachers with gifted students, as well as teachers for Pre-Advanced Placement and Advanced Placement.

- Planning for the overall district staff development is based on the data obtained from the annual evaluation of gifted programs.
- Teachers of the gifted and the Gifted Program Administrator, provide training at schools across the district in the areas of the following:
 - Characteristics and Needs of the Gifted
 - Identification and Placement Procedures
 - Teaching/ Differentiation Strategies
 - Creativity
 - Recognizing and supporting at Risk, Underrepresented, or Twice Exceptional Gifted Students
- The teachers of gifted students are provided professional development opportunities to ensure that their students have access to a world class educational program. The GT Coordinator attends the AGATE Conference each year. AP and Pre-AP teachers attend a College Board training for AP/Pre-AP classes at least every five (5) years. Teachers also attend curriculum training in the district during scheduled meetings/workshops and to those offered around the state.
- A Professional Library is housed in the Office for Gifted Programs and all staff have access to any materials from the Office for Gifted Programs. A budget from the Office for Gifted Program allocates specific books and training for classroom teachers.
- All Pre-Advanced Placement and Advanced Placement teachers will receive appropriate training for certification as mandated by the Arkansas Department of Education. ADE requires that all teachers are trained by a College Board or IBO sanctioned workshop a minimum of once every five (5) years.
- Opportunities for professional development in the areas of identification, differentiation, teaching the gifted child in the regular classroom, etc. are disseminated from the Office for Gifted Programs on a regular basis throughout the year.
- The Harmony Grove Office for Gifted Programs with the Office for Professional Development budgets for training as needed by the district.

Qualified Personnel

ADE Program Standard: 3.00 Definition

ADE 6.00- 6.03 Personnel

The Harmony Grove School District employs persons licensed in Gifted and Talented Education to teach and to supervise the teaching of gifted students as outlined by the Department of Education Gifted and Talented Standards.

Required Certifications:

Gifted Certification, Master's Degree preferred
Classroom Teachers with Pre-AP Certification
Classroom Teachers with AP Certification
Classroom Teachers with Content Differentiation Training

All educators who work as Teachers of the Gifted hold licenses in gifted education or have ALPs on file (Additional Licensure Plan) with the Department of Education.

Regular communication with gifted teachers, Pre-AP teachers and AP teachers is completed at least monthly. This is through email announcements, discussions, meetings, and social media.

Job Descriptions

- The Teacher of the Gifted
- The Program Coordinator of the Gifted

Title: **Facilitator/Teacher for Gifted and Talented Students**

Qualifications:

1. Valid teaching certificate
2. Licensure in gifted and talented as set by the Arkansas Department of Education or ALP in Gifted Education
3. Prior experience as a successful classroom teacher

Reports to: Building Principal and the Gifted Program Coordinator/Program Administrator. Performance of this job will be evaluated in accordance with provisions of the policy of the Harmony Grove Board of Education.

Performance Responsibilities:

1. Teaches students identified as gifted in the pullout and Pre-AP/AP classrooms in unique ways to ensure learning; uses differentiation; offers creative outlets, addresses social and emotional needs.
2. The GT Program Coordinator, selects, develops, and implements curriculum materials and strategies for use with gifted students; provides resources for the gifted students as needed including mentors, supplemental enrichment, and curriculum extensions.

3. Uses a variety of teaching strategies that effectively incorporate higher conceptual levels in the areas of content, process development, product development, and affective skills.
4. With the guidance counselor, provides guidance/counseling for gifted students and their parents.
5. Provides an on-going evaluation of each student's performance, based on program goals and individual characteristics and abilities. Keeps updated records and communicates this information appropriately to students, parents, the gifted program administrator, and others as necessary.
6. Assists as needed for screening and evaluations in the identification of students who qualify for services.
7. Acts as a liaison between the principal, the gifted program coordinator and or/ counselor and parents involved with students in the program.
8. With input from the GT Program Coordinator, offers professional development at the building level regarding gifted education.
9. Attends professional meetings and professional development to stay abreast of best practices and current research in gifted education.
10. With the GT Program Coordinator, assists in preparing newsletters, webpages, and other sources to acquaint parents, classroom teachers, administrators, and the community.
11. Performs other duties as assigned.

Title: **K-12 Gifted Programs Coordinator/Administrator**

Qualifications:

- Valid teaching certificate
- Prior experience as a successful classroom teacher
- Certification in Gifted, Talent, & Creative; Master's Degree in Gifted Education Preferred
 - Licensure in Administration preferred

Reports to: Superintendent

Supervises: Harmony Grove Schools K-12 Gifted and Talented Programs:

- K-3 Enrichment
- 3-6 Pull-out Classroom
- 6-11 Pre-AP (Documentation for GT)
- 10-12 Advanced Placement (Documentation for GT)
- Concurrent Courses (Documentation for GT)
- Advanced Placement Program
- Camp Summit (Summer Program)

Performance Responsibilities:

1. Supervises and coordinates all district programs for gifted students.

2. Helps establish and maintain special classes and services for gifted and talented students. Determines need for new programs and services by presenting new concepts and ideas based upon best practices to the Superintendent.
3. Selects instructional materials, supplies, and equipment necessary for instructional purposes in gifted and talented education programs.
4. With the assistance of the Superintendent, develops policies and procedures for the gifted program.
5. Conducts regular and requested classroom visitations, observes teachers in instructional settings, and assists them with teaching methods, teaching techniques, instructional aids, and room organization. Assists principals in the supervision and of gifted, pre-AP, AP, and concurrent credit teachers and classroom teachers who teach gifted students.
6. Assists the Superintendent and the building principals in selection and placement of gifted and talented, Pre-AP, and AP personnel.
7. Plans and supervises the budget for gifted programs with the District Treasurer and a system of record keeping and supplies data as requested on financial and program reports required by the Arkansas Department of Education.
8. Coordinates and evaluates students for gifted identification.
9. Maintains records on all students identified and evaluated.
10. Prepares required yearly documentation required by the Arkansas Department of Education.
11. Provides consultant assistance, professional development, and resources for gifted and talented education to principals, gifted teachers/facilitators, Pre-AP, AP, and classroom teachers to ensure the implementation of a differentiated curriculum and to parents and the community to ensure an understanding of the HGS Gifted Program.
12. Provides periodic evaluation of existing programs and services and specifies necessary changes in the program based on those evaluations.
13. Assists in writing and dissemination of information regarding the gifted program in such venues as brochures, district newsletters, and the district website.
14. Performs other duties as requested.

Identification

ADE 7.0-7.09 Identification

Harmony Grove School District's identification offers a comprehensive unbiased identification plan. It is based on the research and recommendations of experts in the field of gifted education and the guidelines found in the ADE Gifted and Talented Program Approval Standards. The purpose of identification is to find and serve those students who need special programs to develop their exceptional abilities.

Identification Procedure

Students are identified using multiple criteria to determine above average ability, creativity, and task commitment. This case study determines if a child needs additional programming options such as the gifted program. No single criterion or cut-off score is used to exclude a student from placement. A committee evaluates all data to determine if the child requires additional educational programming.

After data have been gathered and recorded by the case study/placement committee, recommendations concerning placement will be made.

At the placement conference, the case study will be summarized and the following program options will be considered:

- (1) placement in the Gifted and Talented Program
- (2) placement in the regular classroom
- (3) acceleration/compacting in a strength area or areas
- (4) Pre-AP/Advanced Placement courses

All placement committee members and parents, sign a form agreeing to placement in the Gifted and Talented Program if the student is identified. The case study profile will be documented and placed in the student's GT folder for appropriate programming and a label will be affixed to the permanent file to indicate the need for special programming. The office of the Gifted and Talented Coordinator will also keep all documentation concerning recommendations and placement decisions on file.

If placement in the Gifted and Talented program is not the recommended consensus, the student may be monitored periodically and supplemental resources should be provided in the regular classroom, if needed.

Non-Discrimination and Non-Biased Assessment

It is the policy of the Harmony Grove School District to not discriminate against any student on the basis of race, gender, ethnicity, or culture in the selection process for gifted and talented students.

The Case Study

After a student has been referred, the formal screening process begins with a case study approach. The case study approach utilizes multiple criteria based on the state definition of gifted and talented, program goals, and the characteristics of gifted and talented students. Procedures for obtaining information about referred students for the case study may include: an intelligence quotient (Otis Lennon, Naglieri, etc.), grades, achievement tests, benchmark exams, creativity tests (Torrance Test of Creativity, etc.), behavioral rating scales (Renzulli's rating scales), task commitment rating scales (HOPE scale), parent questionnaires, teacher observations, biographical data, and/or product evaluations. The case study will define provisions for educational opportunity.

Parent Notification

Parents/guardians will be notified of student referral to the gifted program; parent permission for testing is acquired; parents are notified of the committee decision in a letter and have the opportunity for conferencing and/or appeal.

Parent Appeal

Parents who wish to appeal the decision of the case study/placement committee should contact the Gifted Program Administrator within 10 business days of receiving the placement decision. The Coordinator of the Gifted and Talented Program with the Placement Committee will review all placement criteria and the argument from the appeal. The committee will determine if the placement stands or if new information warrants a decision change.

Students will not automatically retest as part of the appeal process. However, if other data seem to warrant reconsideration, a student may be re-evaluated. The Coordinator of the Gifted and Talented Program will offer to discuss the student's academic profile with the parent. Suggestions for home and school strategies to help the student progress will be made based on the data collected by the case study/placement committee. The decision of the Placement Committee is final; however, students may be referred the following year.

Exit Procedure

When considering the removal of a student from the gifted and talented program, special examination of the reasons for removal or for non-performance must be involved. The case study profile and program evaluations should be analyzed carefully. Throughout the process, the focus should be on meeting the academic, social, and emotional needs of the student.

When performance is not commensurate with expected abilities of the gifted and talented student, a conference with the student will be held. A Plan of Action outlining goals for the student and a timeline will be created between the teachers and student. If the student's performance does not improve and there are no other special considerations, a conference will be called. The committee will determine the outcome based on the data. If a student is exited, all attending sign the form, which is placed in his/her folder.

A student may exit the program at any time upon written request from the parent.

Documentation of Program

Students identified Gifted and Talented are coded in e-school and identified as such on pertinent correspondence and on the student transcript.

Program Options

ADE 8.0-8.05 Program Options

Gifted Children are as different from each other as they are from other populations. No single program option can meet the needs of all gifted children and HGSD endeavors to find the best option to meet the needs of each identified student. The HGS Gifted Program Options are systematically developed, with long-range goals that are coordinated to guide the development of gifted students from identification through graduation. There is consistency among the program's components; curriculum objectives and evaluation procedures are based on the district's philosophy of education and are in compliance with the ADE Approval Standards. Each year, there is a program approval application on file and approved by the ADE DESE for Gifted Programs at Harmony Grove School District.

Organization

Harmony Grove Schools follow the approved programs standard for elementary schools. At the K-3 level, whole group enrichment is provided by a teacher for the gifted. For identified gifted students in 3-6, the Gifted Pull-Out Classroom is offered. These services are offered for at least 150 minutes weekly and are facilitated by a GT certified teacher or a teacher with an ALP on file with the ADE. Gifted students participate in classes in which they receive instructional services different from those normally provided in the regular classroom. They have the opportunity to work at the level of their abilities and in their areas of interests or talents.

Harmony Grove follows the approved programs standard for secondary gifted students by offering 6-12 Pre-Advanced Placement classes and Advanced Placement Classes. Concurrent credit classes are also offered for students in grades 10-12. In addition, options in technology, engineering, music, art, and drama and extracurricular options such as Quiz Bowl, Math Olympiads, The Stock Market Game, Beta Club, Chess, and more are offered for students with talents in these areas.

K-3 Enrichment, 3-6 Pull-Out Class, and 6-12 Honors and AP Classes

The Curriculum for Gifted Learners at HGS focuses on and includes content which is more elaborate, complex, and in-depth

- A. It allows for the development and application of productive thinking skills to enable students to conceptualize existing knowledge and to generate new knowledge.
- B. It enables students to explore constantly changing knowledge and information and to learn to use necessary resources to understand and extend this knowledge.
- C. It promotes self-understanding and self-initiated and self-directed growth and the development of interpersonal relationships.

- D. It stresses higher-level thinking skills, creativity, and excellence in performance and projects.

Classes in grades K-12 also offer creative outlets and the opportunity to include activities to meet the social and emotional needs of the gifted child.

Students at the elementary level receive gifted services.

A. In Elementary and Middle School

- a. K-3 Enrichment Lessons are offered a minimum of 30 minutes per week by a GT teacher or trained classroom teacher. Available resources and additional lessons are shared with classroom teachers.
- b. Identified GT students in grades 3rd-6th attend the GT Pull-Out Classroom with a GT certified teacher. Enrichment/RTI time where students learn logic and problem solving, affective needs are met, and they learn and participate in academic competitions such as Math Olympiads for grade 5, Chess, Quiz Bowl, and Stock Market Game. Other programs are implemented on an as needed basis.
- c. Curriculum is extended beyond the regular curriculum. The William and Mary Curriculum for High Ability Learners may be offered as a supplement. In addition, teacher created units or units from other gifted suppliers may be implemented.

B. Identified gifted students at the secondary level are served through Pre-AP, AP, and Concurrent Credit Classes. Students may also be served through acceleration of coursework (Algebra I in 8th grade). Pull out time is available a few times throughout the year. Affective needs conferencing is available any time. Extracurricular academic activities are also available to students at the secondary level.

Honors

Honors courses are offered in each secondary school areas grades 6-11, in the four core content areas.

- Motivated, interested, and able students are encouraged to participate in these classes that focus on learning.
- All identified gifted students in grades 6-12 are strongly encouraged to enroll in at least 1 Honors or AP class.
- Any student who requests these advanced classes may participate.

Concurrent Credit and Advanced Placement

Advanced Placement Classes and Concurrent Credit classes provide motivated, interested, and able high school students with the opportunity to take college-level courses in a high school setting with the possibility of earning college credit.

- Gifted students are served in the Advanced Placement and concurrent credit classes. Each identified student is strongly encouraged to enroll in at least one Pre-AP, AP, and/or concurrent credit class each year.
- Both concurrent credit and advanced placement programs offer courses taught by dedicated and trained high school teachers who follow course content guidelines developed and published by the College Board (AP) or approved by the partnering college.
- Any student who requests these advanced placement classes may participate, however, there are specific requirements for concurrent credit courses as these are dual enrollment in high school and college. Please see the high school counselor for more information.

The teachers of Pre-AP and AP classes have attended a DESE approved training program. AP teachers are required to submit a course syllabus to be approved by the College Board. Concurrent Credit teachers must have a masters' degree in the content area or at least 18 graduate hours in the content area and must have submitted a resume and course outline which has been accepted and approved by the partnering institute.

Harmony Grove Acceleration Policy 4.54

The Board believes that acceleration is an effective and research-based intervention for the academic growth of students who are ready for an advanced or faster-paced curriculum. It can allow a student to move through the traditional educational setting more rapidly, based on assessed readiness, capability, and motivation. At the same time, the Board understands that acceleration is not a replacement for gifted education or programs.

Generally, acceleration can occur through one of two broad categories: content-based and grade-based. Grade based acceleration shortens the number of years a student would otherwise spend in K-12 education, while content based acceleration occurs within the normal K-12-time span. Either form of acceleration can be triggered by either a parent/guardian, student, or community member's request or by the referral of school personnel. In either case, the process of determining the appropriateness of the request shall be under the direction of the district/school Gifted and Talented Program Coordinator who shall convene the individuals necessary to make an informed decision which shall include the student's parents or guardians.

While the needs of the student should dictate when acceleration decisions are considered, the Board believes the optimal time for referrals is in the spring which gives adequate time for working through the determination process and for preparing those concerned for a smooth transition to the acceleration beginning in the following school-year.

The District's Gifted and Talented Program Coordinator will create a written format to govern the referral and determination process which shall be made available to any parent or staff member upon request.

The parents/guardians of any student whose request for acceleration has been denied may appeal the decision, in writing, to the District's GT Coordinator and the placement committee will again thoroughly review the case study that was completed on the student. Upon completion of the review, the Committee will either request additional new testing be conducted to help the committee make its determination or it will uphold the initial decision. The Committee's decision may not be further appealed.

Date Adopted: 2/19/2013

Acceleration Request Procedures

1. A referral shall be made to the GT Coordinator of the school. Either the parents or the school may initiate a referral.

A. Parent-Initiated Referral

(1) A written request shall be made to the GT Coordinator of the school.

Included in that request shall be:

- a. Reasons for seeking the change
- b. Parents' authorization for data collection.

(2) The GT Coordinator shall notify the appropriate school personnel (i.e., principal, counselor, past and present teachers, etc.).

(3) Parents shall be presented with a copy of a parent packet which is to be completed and returned to the GT Coordinator.

B. School Initiated Referral

(1) A written request shall be made to the GT Coordinator. Included in that request shall be:

a. Reasons for seeking the change

b. Teacher's commitment to support the change.

(2) The GT Coordinator shall notify the appropriate school personnel (i.e., principal, counselor, past and present teacher, etc.).

(3) The parents shall be presented with a copy of why the school seeks such a change.

(4) Parents shall complete a parent packet, including authorization to collect data, and return it to the GT Coordinator.

2. The teacher(s) shall complete behavioral rating scales. These scales shall be completed by the student's present teacher(s), as well as the previous teacher(s) within the school that the student is presently attending. Upon completion, these scales are to be returned to the GT Coordinator of the school, which may include any or all of the following:

A. Characteristics of superior students

B. Intellectual functioning

C. Physical development

D. Social development

E. Emotional development

4. The GT Coordinator and/or other school personnel (where appropriate) will determine specific tests to assess:

A. Learning aptitude.

B. Educational achievements.

C. Emotional maturity.

D. Social behavior.

5. All data collected shall be compiled by the GT Coordinator on an individual student data sheet and

6. The GT Coordinator shall convene a committee consisting of the principal, counselor, and other appropriate personnel to make a recommendation regarding the change

7. An evaluation conference shall be held to present the results of the data to the parents and to make recommendations. In addition to the parents, persons in attendance may include:

- A. Principal or designee (chairman)
- B. G/T Coordinator
- D. Receiving principal/teacher if a change is recommended
- E. Counselor
- F. Student (if appropriate)

8. The decision of the evaluation conference shall be documented and signed by all parties involved.

Acceleration Appeals Procedures K-12

Any disagreement with the placement decision as a result of the acceleration request conference may be appealed. The following procedures shall be followed:

- A written request shall be filed with the GT Coordinator for an acceleration appeals evaluation with 10 days of decision. This request should state the decision reached by the initial acceleration committee and the reason for the disagreement of placement. Any additional pertinent information regarding the student may also be submitted at this time with the appeals request.
- The GT Coordinator will convene an acceleration evaluation committee. This committee will review the appeals request and the chair of this committee will schedule an appeals evaluation conference within ten working days of receipt of the appeals request. The committee will be composed of a minimum of five (5) of the following:
 - (1) Principal or designee (chairman)
 - (2) Certified G/T personnel
 - (3) Teacher(s)
 - (4) Counselor
- The appeals evaluation decision will be submitted to the building principal to implement. All parties directly involved with the student shall have access to the appeals decision. This decision is final.

Curriculum

ADE 9.0-9.03 Curriculum

The Gifted and Talented Program will provide curriculum for the identified gifted and talented students that are differentiated in depth, in pace, and in type both in the gifted classroom option and in the regular classroom.

Curriculum for the gifted has an emphasis on creativity and higher order thinking skills as well strategies to improve communication, research, and their affective development.

The curriculum for the gifted extends or replaces the regular curriculum.

The Harmony Grove GT Curriculum provides a scope and sequence for the process skills.

Documentation of Curriculum

The differentiated curriculum for the identified Gifted and Talented students will be documented through submitted student work samples and documentation in the lesson plans, submitted Gifted Programs Lesson Plans and documented in the lesson plans; through submitted secondary Content Differentiation Forms, lesson plans, and student work samples. Observation of teachers and teacher meetings, workshops and conferences will document curriculum planning.

Curriculum References

The Gifted and Talented Program will provide curriculum for the identified gifted and talented students that may include locally written curriculum developed by teachers of the gifted, commercially produced curriculum for high ability learners such as The College of William and Mary Curriculum for High Ability Learners, PETS Curriculum from Pieces of Learning, and/or Talents Unlimited Curriculum.

Advanced study in core areas and in the fine arts, Pre-Advanced Placement and Advanced Placement are also offered as curriculum options for the gifted student. Quiz Bowl, Stock Market Game, Chess, NewzBrain, and Math Olympiads are offered as supplemental enrichment curriculum opportunities for the gifted students of Harmony Grove Schools.

Annual Evaluation

ADE 10.0-10.07 Evaluation

The Gifted and Talented Program will conduct an annual evaluation. Surveys will be offered to students, parents, teachers, administrators, and community members in order to get an appraisal of the understanding of and the needs for the Harmony Grove School District Gifted Program. In addition to surveys, questionnaires, focus group meetings, and interviews may assist in determining the best plans for the program. The Gifted Program Administrator, in a summary report will compile the results of the surveys, and share with stakeholders. Information about the HGS gifted program is shared with all stakeholders in a variety of ways.

- The HGS Gifted Handbook is presented to teachers of the gifted, the HGS administration, the school principals, and is posted on the district website. Information to parents and guardians is distributed to parents in the referral letters.
- To inform parents and the community about the HGS gifted program the district office offers information for parents concerning GT, Honors, concurrent credit, and AP. This is available at Open Houses, during parent teacher conferences, in schools, at the district's office, on the website, and as requested. The teachers of the gifted as well as the district program distributes information during the school year; these are also posted on the website. Information is presented to stakeholders during the Annual Report to the Public at each September Board meeting.
- In each of these outlets, the opportunity for discussion sharing options, suggesting needs and concerns are gathered and added to the evaluation information to help determine the best Plan of Action for the Gifted Program.
- Evaluation Instruments are distributed at least annually to stakeholders and may be found at www.harmonygrovesd.org/campuslife/qt or upon request from the gifted office.

Forms from the Office for Gifted & Talented Programs

Please go to the HGSD [GT website](#) or contact Brandon Bagwell, GT Coordinator, at 501-778-6271 ext. 1131.