

New TAG - 2011-12

Sibley-Ocheyedan School District
Talented and Gifted Program Plan (Revised 2011)

Identification

- A. Selection committees will be composed of, but not limited to the following:
1. Grades Preschool—4: One teacher 1-2, one teacher 3-4, and one administrator.
 2. Grades 5-8: One teacher 5-6, one teacher 7-8, and one administrator.
 3. Grades 9-12: Two teachers 9-12 and one administrator.
 4. Selection committee shall meet at least once annually, with additional meetings scheduled as needed.
- B. Each selection committee shall:
1. Review teacher nominations
 2. Review achievement score data (ex. ITBS/ITED)
 3. Review intelligence score data (Cognitive Abilities, TEMA, TERA, etc.)
 4. Hear and review all advocacy case studies
 5. Select up to 3-5% of elementary student population for gifted services
 6. Select up to 10% of middle/high school student population for gifted services.
- C. Selection Guidelines
1. Students need the following to be considered for selection to participate in the Sibley-Ocheyedan Talented and Gifted program:
 - a. Teacher nomination
 - b. A score of 90% or above on composite and/or specific subtest of an achievement test (ITBS/ITED, etc)
 - c. Score two standard deviations above the norm on an intelligence test (Cognitive Abilities—130 and above at elementary level, TEMA, TERA, etc.) Middle School/High School students who score 125 and above will also be considered for placement.
 - d. OR Strong advocacy case study including, but not limited to, classroom observation, student projects, and professional opinions.
- D. Placement: A student may be placed in the Sibley-Ocheyedan Talented and Gifted program by majority vote of the selection committee members. Parents will be notified of identification and asked to give written permission for the district to provide gifted services. Meeting will be held yearly with parent to explain the program, the selection process, and exit process.
- E. Identification shall be limited to general intellectual ability and specific academic ability in preschool through 12th grade. Support for leadership, visual and performing arts, and creativity will be administered through extracurricular activities, independent studies and mentoring.

Curriculum Programming: Preschool-Grade 4

A. Preschool and Kindergarten Programming

1. Programming will include, but not be limited to, enrichment within the classroom.
2. TAG coordinator will meet with preschool and kindergarten teachers monthly to consult with them on any students who may have higher vocabulary and/or higher number sense.
3. Students who appear to possess exceptional abilities may be administered an appropriate early childhood test of intelligence (TEMA-2, TERA-2)
4. TAG coordinator will collaborate with the classroom teacher to provide appropriate enrichment programming to preschool/kindergarten students who exhibit gifted characteristics.

B. Grade 1-2 Programming

1. Each classroom teacher will nominate 2-4 students.
2. A rubric will be completed on each nominated student; those who meet the scoring requirements will be mentored through services including, but not limited to, enrichment within the classroom. (student name appearing 5 times or more on nomination form will provide a strong case for enrichment services)
3. Whole class enrichment (Stretch Your Mind/ Thinking Skills class) will be provided weekly for six weeks in the fall and again in the spring. The whole class enrichment will serve to provide an additional gifted identification resource, as well as challenging enrichment for all students.
4. The TAG coordinator will collaborate with the classroom teacher to provide appropriate enrichment programming for students who exhibit exceptional academic abilities.
5. In preparation for the formal identification process, a test of intelligence (Cognitive Abilities Test) will be administered at the end of second grade.
6. Achievement test data (ITBS) will also be collected on all second grade students.

C. Grade 3-4 Programming: Formal Identification

1. Students who meet the requirements stated under the Identification Section C will be considered for formal identification. Students who meet the scoring requirements of the identification rubric will be recommended for placement in the Talented and Gifted program.
2. Identified 3rd-4th grade students will be provided with pull-out enrichment services; recommended pull-out contact time is 30 minutes twice weekly.
3. Additionally, the TAG coordinator will collaborate with the classroom teachers to assist them in providing appropriate enrichment services within the classroom.
4. Whole class enrichment (Stretch Your Mind/Thinking Skills class) will be provided weekly for six weeks to all students in grades 3-4. The whole class

enrichment will provide an additional resource for identification of high ability students, and will provide challenging enrichment for all students.

5. Students scoring 125-129 on the Cognitive Abilities Test will be placed on a watch list for possible identification in middle school.

D. Affective needs of students in Preschool-Grade 4

1. The TAG coordinator, guidance counselor, and classroom teacher will collaborate to make sure emotional and social needs of the gifted students are being addressed.
2. Pull-out services will be provided to students in grades 3-4 to help meet the social and emotional needs of the identified gifted students.

Curriculum Programming: Grades 5-8

A. Middle School Identification

1. Students who meet the requirements stated under the Identification Section C will be considered for placement in the middle gifted school program. Additionally, students who achieve a score of 125 or above on the Cognitive Abilities Test will be considered for placement.

B. Middle School Academic Program

1. Pull-out services will be provided to identified middle school students. Identified 5-8 grade students will have pull-out services weekly during study hall period. The purpose of the pull out is to provide an opportunity for gifted students to explore passion areas, engage in advance research skills, develop strong study skills, and to prepare them for AP and other advance classes in high school. Cognitive abilities will be administered at the end of 6th grade to all students with an ITBS score above 90% and students nominated by the Advocacy Case Study Team.

2. Additional Enrichment Services

- a. The TAG Coordinator will serve as a resource person to classroom teachers to assist with compacting, acceleration, differentiated instruction, and other educational strategies designed to meet the needs of the gifted student.
- b. Identified students will be encouraged to identify interests, talents, and passions through participation in a variety of co-curricular activities.

B. Affective Needs of Middle School Students

1. The TAG coordinator, guidance counselor, or other qualified staff member will meet with each grade level of identified students once each Trimester to provide students an opportunity to discuss any areas of concern.
2. Pull-out services will be offered to identified students in grades 5-8 to help meet the academic as well as emotional and social needs of middle school gifted students.
3. Additionally, the TAG coordinator will collaborate with the guidance counselor to ensure the social and emotional needs of the gifted middle school student are being met.

Curriculum Programming: Grades 9-12

A. High School Identification

1. Students who meet the requirements stated under the Identification Section C will be considered for placement in the high school gifted program. Up to 10% of the student population will be identified.

B. High School Academic Programming

1. Identified high school students are allowed and encouraged to take AP and/or dual enrollment classes from freshman year on.
2. Identified freshmen and sophomore students also are given priority in signing up for advanced May Term classes.
3. Identified students are provided many opportunities to explore personal strengths and passions through co-curricular activities. See attachment # for a list of co-curricular options offered at Sibley-Ocheyedan Schools.
4. Identified junior and senior students are provided an option for participating in an advance independent study for credit.
5. The TAG coordinator at the high school monitors the PEP of each identified student, and assists with college planning, scheduling needed classes, job shadowing, mentoring, independent studies, etc.
6. The TAG coordinator meets with each student individually 2-3 times each year to discuss and to monitor the student's educational plan.
7. The TAG Coordinator will serve as a resource person to teachers to assist with compacting, acceleration, differentiated instruction, and other educational strategies designed to meet the needs of the gifted student.

C. Affective Needs of High School Students

1. The TAG coordinator will meet with identified high school students as a group once each quarter (4x per year) in order to monitor social/emotional needs (or will arrange for qualified person such as guidance counselor to do so)
2. Students will be provided opportunities to explore areas of talent and passion.
3. Additionally, the TAG coordinator will collaborate with the guidance counselor to make sure the social and emotional needs of the gifted high school student are being met.

Additional Program Considerations

Personal Education Plans (PEP)

1. A Personal Education Plan (PEP) will be written by the TAG coordinator annually for each identified student. The plan will be reviewed and revised as needed.
2. The PEP will be implemented by the classroom teacher, with the TAG coordinator serving as a resource person.

3. The Personal Education Plan may include recommendations for compacting, acceleration, differentiated instruction, and other strategies designed to meet the needs of the individual student.
4. The TAG coordinator will meet with the parent at least once yearly to review the PEP.

Special Note on Identification: Advocacy Case Study

If a student does not meet the criteria stated in the selection guidelines set forth in Identification Section C, but it is believed that the child should be placed in the TAG program, an alternative advocacy route can be used. An advocacy team consisting of teachers, administrators, and/or parents, may present a case study on the child to the selection committee. The committee may recommend the child for placement based on the case study, which may include classroom observation, portfolio of student work, tests other than those listed, student accomplishments, etc., even though the child does not meet other test or non-test data criteria.

Exit Strategy

A. Criteria for exit; In order for the exit process to begin, one or more of the following must occur;

1. The student request to no longer participate in the program.
2. The parents request that the student no longer participate in the program.
3. Placement in the program is determined to be inappropriate for the student, as evidenced by performance and/or need.

B. Exit Process: A conference will be held including, but not limited to the student, a parent/guardian, a TAG coordinator, and an administrator, for the purpose of deciding whether or not an exit is appropriate for the student.

Evaluation

Formal evaluation of the Talented and Gifted program shall take place annually, and will include, but not be limited to the following;

1. An evaluation rubric/checklist completed by the TAG coordinator
2. Evidence of an evaluative conference between the TAG coordinator and building administrator. The above checklist/rubric will be shared with the administrator. A plan will be developed to address any problem areas in programming.
3. A parent evaluation of the program.

In-service and Continuing Education

Because of the importance of continued professional growth, Talented and Gifted personnel shall be given opportunities to attend conferences, classes, and TAG staff development. In-service opportunities on topics related to gifted education shall be made available to all instructional staff members, and may be provided by TAG staff members, AEA personnel, or other expert in the field of gifted education.