

Definition:

Gifted and talented children, as defined by Maine State Law Chapter 104, shall mean those children in grades K-12 who excel, or have the potential to excel beyond their age peers, in the regular school program. These children excel to the extent that they need and can benefit from programs for the gifted and talented. Gifted and talented children shall receive specialized instruction through these programs if they have exceptional ability, aptitude, skill or creativity in general intellectual ability, academic aptitude, or artistic ability.

Presently, the Millinocket School Department serves students in the area of “General Intellectual Ability” as shown by demonstrated significant achievement or potential for significant accomplishment above their age peers in all academic areas.

Referral/Identification Process:

Teachers and/or parents of third graders, seventh graders, and tenth graders will complete the Gifted and Talented Referral forms on students whom they feel are of gifted intellect or of artistic ability for consideration in the program.

The following procedures will be followed to identify five percent of the total class population as academically and artistically gifted:

Multiple assessments are comprehensively reviewed to determine eligibility in the program. These assessments may include, but are not limited to, the Otis-Lennon, California Test of Basic Skills, IOWA Test of Basic Skills, Slosson, and other achievement tests. The assessments also include the Parent & Teacher Referral form, Wechsler Intelligence Scale for Children, PSAT, SAT, and the Maine Educational Assessments. These general screenings will begin in the fourth grade and may be initiated in other upper level grades based upon teacher or parent referral. The student selection will be determined by individual performance on the above tests that places them in the top five percent of their total class and meeting selection guidelines. Students being referred to the program for artistic ability will be screened using the Parent & Teacher Referral form or a Self-Nomination form. A review by Art Selection Committee of nominee’s art portfolio will be conducted.

The Gifted and Talented Selection Committee or Art Selection Committee, composed of a least one classroom teacher or art teacher, administrator, guidance counselor, special educators, supportive staff, and teacher of the gifted and talented education, will review the cumulative data and scores to determine eligibility. New students to the district who were not screened initially may be referred at any time. All personal identifying information attached to the student’s scores will be removed prior to the Selection’s Committee’s review to insure impartiality and to protect student confidentiality.

Students achieving scores of 130 or above on the Wechsler Scales or students achieving scores of 140 or above on the verbal or non-verbal portion of the Otis-Lennon School Ability Test will automatically qualify for G.T. programming. If the student obtains a score of 140 or above and is unproductive in the classroom, then the selection committee will seek additional input from the guidance counselor, classroom teacher, or parent on the appropriateness of the student's involvement in the G.T. programming.

Grades Served:

All students in grades one through three receive instruction from the Teacher of Gifted and Talented Education in the regular classroom setting. Students in these grades are not formally identified, but individual exceptions may be made for individualized programming.

Students in grades four and five are identified and receive instruction from the Teacher of Gifted Education both in the regular classroom setting and small group setting.

Students in grades six through twelve, with re-identification conducted in grades seven and ten, are served by either the Teacher of Gifted Education or through other academic programming options.

Types of Programming:

Each of the following is recognized by the Millinocket School Department as a valid program option that may be considered in developing specialized learning plans for identified gifted students. However, the choice of any particular program option may be influenced by such factors as:

1. The area and degree of giftedness in the student(s).
2. The age, emotional maturity, and social skills of the student(s).
3. The availability of appropriate personnel.
4. The limitations of scheduling.
5. The limitations of monetary and material resources.

Differentiated Curriculum

Learning experiences may be modified in the areas of content, process and/or product. Such modifications will be specified in the student(s) Individual Learning Plan (ILP).

Enrichment

Activities may be developed to broaden or extend student experiences beyond that which is offered in the regular curriculum.

Independent Study

Students will be encouraged to work in depth in areas of special interest under the supervision of a teacher or other appropriate staff member.

Mentorship

Arrangements may be made to match a student with a person who has a specialized background in the student's particular area of interest.

Homogeneous Grouping

Student(s) can be grouped by ability and need within the regular classroom or in pullout situations.

Mini-Courses

A staff member may provide an in-depth course within a building based on student strengths or needs.

Guidance

Social/emotional needs of students may be met on a group or individual basis by guidance counselors, teachers, or other appropriate staff members.

Acceleration

Adjustments can be made in pacing of student progress through the curriculum. Such adjustments will be specified in the student(s) Individual Learning Plan.

Extra-Curricular Activities

Voluntary participation in outside activities such as Olympics of the Mind, math teams, talent searches, etc. are encouraged and supported by the G.T. program.

Communication and Collaboration of Staff:

The regular classroom teacher and gifted/talented program staff will develop Individual Learning Plans for identified students. These learning plans will be placed in each student's cumulative file. A copy of each student's Individual Learning Plan will also be submitted to the Superintendent of Schools each year.

Parents will receive notification of their children's participation in the program and will provide written consent for this placement.

Once per year the regular classroom teacher(s) and gifted/talented program staff members will review each child's program to determine appropriateness of placement and instruction.

