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# **Rolling Hills Public Charter School Gifted and Talented Program**

*Welcome!*

The Rolling Hills Public Charter School District Gifted Program (GATE) is a model of distinction. It provides professional capability and model resources to develop academic rigor, social integrity, and creative discerning in a diverse population of gifted and talented children. This practical and cooperative program succeeds through the commitment of Rolling Hills Public Charter School, families and community.

The Rolling Hills Public Charter School District provides services to gifted students who respond to their distinctive social, emotional and intellectual needs.

Benefits of our program include:

- a faster pace of instruction,
- opportunity to research subjects in depth,
- introduction to advanced curriculum,
- frequent student choice of what and how they learn
- the opportunity to interact with academic peers.

Services to gifted students fulfill a mandate in Idaho State law.

- Options for Gifted Students - Options to facilitate acceleration, enrichment, differentiation and other services for gifted students including options determined and implemented by the schools as well as classes offered by the gifted program
- Elementary Gifted Programs

In this packet, you will find the information you need to become better acquainted with the Rolling Hills Public Charter School Gifted and Talented Education Program (GATE) along with the referral forms required for you to complete, or have completed, to be considered for the program. You will need to complete

- the Qualification Review Form,
- three (3) Teacher/Counselor Referral forms,
- one (1) Parent/Guardian Letter of Referral, and
- copies of tests administered (if any).

These should all be submitted as one (1) packet to RHPCS. You will be notified, in writing, in 10 business days, of acceptance or denial to the GATE program. Should you be denied, you may appeal to the district gifted qualification review committee (appeals committee) which meets monthly throughout the school year.

**Committee Members:**

Holly Freed – Supervisor/Teacher, Bill Sutton – Parent, Courtney Lennberg – Parent  
Joey Nicholls – Parent, Michelle Korn – Teacher, Stephanie Lee – Special Education Teacher,  
Rebecca Evans – Board Member

**Educational Services**

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**Supervisor: Holly C. Freed**

***Rolling Hills Public Charter School GATE Qualification Review Form***

Date of Application: \_\_\_\_\_ Received by RHPCS: \_\_\_\_\_

The Idaho Code 22-2001 states Gifted and Talented children demonstrate high performing capabilities in five specific academic areas and require services that are not usually provided by the school.

- Intellectual
- Specific Academic
- Leadership
- Creativity
- Visual/Performing Arts

Students Full Name: \_\_\_\_\_

Parents Names: \_\_\_\_\_

Address: \_\_\_\_\_

School District Student Resides: \_\_\_\_\_

Reason for Referral: \_\_\_\_\_

Area of Gift/Talent: \_\_\_\_\_

( ) Intellectual – as evidenced by superior aptitude for

- ( ) Understanding facts, concepts, generalizations and their relationships
- ( ) Identifying patterns
- ( ) Verbal and nonverbal reasoning
- ( ) Spatial perceptions
- ( ) Developing and evaluating ideas

( ) Specific Academic - as evidenced by superior ability in mastering skills and concepts in one or more curriculum areas

- ( ) Math Test: \_\_\_\_\_ Scores: \_\_\_\_\_
- ( ) Reading Test: \_\_\_\_\_ Fluency: \_\_\_\_\_ Comprehension \_\_\_\_\_
- ( ) Writing Test: \_\_\_\_\_ Scores: \_\_\_\_\_
- ( ) Science Test: \_\_\_\_\_ Scores: \_\_\_\_\_
- ( ) Other: \_\_\_\_\_ Test: \_\_\_\_\_ Scores: \_\_\_\_\_

( ) Leadership – as evidenced by a variety of superior characteristics including

- ( ) Responsibility Example: \_\_\_\_\_
- ( ) Rapid insight into cause-effect relationship Example: \_\_\_\_\_
- ( ) Interpersonal intuition Example: \_\_\_\_\_
- ( ) Ability to motivate performance of others Example: \_\_\_\_\_

( ) Creativity – as evidenced by superior abilities in

- ( ) Fluency, flexibility, originality, elaboration Example: \_\_\_\_\_
- ( ) Divergent thinking skills Example: \_\_\_\_\_
- ( ) Problem solving strategies Example: \_\_\_\_\_

( ) Visual/Performing Arts - as evidenced by a superior aptitude for demonstrating, typically through exhibition or performance, aesthetic, critical, historical and production aspects of dance, music, theater or the visual arts.

- ( ) Dance Example: \_\_\_\_\_
- ( ) Music Example: \_\_\_\_\_
- ( ) Theater Example: \_\_\_\_\_
- ( ) Visual Arts Example: \_\_\_\_\_

Previous Tests Given to Student:

- ( ) WISC IV Date Given: \_\_\_\_\_ Source: \_\_\_\_\_ Score: \_\_\_\_\_
- ( ) Woodcock Date Given: \_\_\_\_\_ Source: \_\_\_\_\_ Score: \_\_\_\_\_
- ( ) \_\_\_\_\_ Date Given: \_\_\_\_\_ Source: \_\_\_\_\_ Score: \_\_\_\_\_
- ( ) \_\_\_\_\_ Date Given: \_\_\_\_\_ Source: \_\_\_\_\_ Score: \_\_\_\_\_
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- ( ) \_\_\_\_\_ Date Given: \_\_\_\_\_ Source: \_\_\_\_\_ Score: \_\_\_\_\_

Student Grades for *current* school year:

Math \_\_\_\_\_ Reading \_\_\_\_\_ Writing \_\_\_\_\_ Science \_\_\_\_\_ Social Studies \_\_\_\_\_  
Music \_\_\_\_\_ P.E. \_\_\_\_\_ Computer \_\_\_\_\_ Other: \_\_\_\_\_

Student Grades for *previous* school year:

Math \_\_\_\_\_ Reading \_\_\_\_\_ Writing \_\_\_\_\_ Science \_\_\_\_\_ Social Studies \_\_\_\_\_  
Music \_\_\_\_\_ P.E. \_\_\_\_\_ Computer \_\_\_\_\_ Other: \_\_\_\_\_

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Attach the following along with this application/referral form:

- ( ) Teacher/Counselor Referral Forms Attached (three referrals needed)
- ( ) Test Results Attached
- ( ) Parent Letter Attached

Once received by RHPCS, parents/guardians will be notified, in writing within 10 business days, of the GATE Committee findings. Should your child be denied admittance into the G/T program you may appeal to the district gifted qualification review committee (appeals committee) which meets monthly throughout the school year.













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# **Rolling Hills Public Charter School Gifted and Talented Program**

## **Rolling Hills Public Charter School (RHPCS) Gifted and Talented Education Program**

According to Idaho Code 33-2001, all students identified as gifted and talented in the State of Idaho have the right to an education that sustains, challenges, and ensures continued growth within the public school system.

As such, RHPCS, needs to have a Gifted and Talented Education program (GATE) that addresses:

1. Identification
2. Qualification
3. Program implementation
4. Program sustaining practices
5. Program monitoring for compliance
6. Exit from program
7. Policies/Procedures

### **Identification of GATE students**

In 1993 Idaho's gifted and talented mandate was approved. It requires all districts in Idaho to identify and serve gifted and talented children between the ages of 5 and 18 in five talent areas. All districts need to identify their students between the ages of 5 and 18 in these five areas in order to comply with the Idaho Code 33-200:

- Intellectual – as evidenced by superior aptitude for
  - Understanding facts, concepts, generalizations and their relationships
  - Identifying patterns
  - Verbal and nonverbal reasoning
  - Spatial perceptions
  - Developing and evaluating ideas
- Specific Academic - as evidenced by superior ability in mastering skills and concepts in one or more curriculum areas
- Leadership – as evidenced by a variety of superior characteristics including
  - Responsibility
  - Rapid insight into cause-effect relationship
  - Interpersonal intuition
  - Ability to motivate performance of others
- Creativity – as evidenced by superior abilities in
  - Fluency, flexibility, originality, elaboration
  - Divergent thinking skills
  - Problem solving strategies
- Visual/Performing Arts - as evidenced by a superior aptitude for demonstrating, typically through exhibition or performance, aesthetic, critical, historical and production aspects of dance, music, theater or the visual arts.

## *Characteristics of G/T Students*

Gifted and talented students may demonstrate the following characteristics:

- Unusual alertness, even in infancy
- Rapid learner, puts thought together quickly
- Excellent memory
- Unusually large vocabulary and complex sentence structure for age
- Advanced comprehension of word nuances, metaphors and abstract ideas
- Enjoys solving problems, especially with numbers and puzzles
- Often self-taught reading and writing skills as preschooler
- Deep intense feelings and reactions
- Highly sensitive
- Thinking is abstract, complex, logical and insightful
- Idealism and sense of justice at early age
- Concern with social and political issues and injustices
- Longer attention span and intense concentration preoccupied with own thoughts – daydreamer
- Learn basic skills quickly and with little practice
- Asks probing questions
- Wide range of interests or extreme focus in one area
- Highly developed curiosity
- Interest in experimenting and doing things differently
- Puts idea or things together that are not typical
- Keen and or unusual sense of humor
- Desire to organized people/things through games or complex schemas
- Vivid imaginations and imaginary playmates when in preschool
- Ability to retain a great deal of information; outstanding memory
- May be able to “track” two or more things simultaneously (example: their daydreams and your words)
- Wide range of interests
- Strongly motivated to do things that interest them, may be unwilling to work on other activities
- Prefers complex and challenging tasks to “basic” work
- Resists challenging work for fear that the struggle will be seen by others (“If my teacher and peers see me struggle, they will conclude I’m not so smart.”)
- Procrastinates to the point that work never even gets started
- May be reluctant to move from one subject area to another
- May cry easily in frustration that their work at school can never be perfect
- May prefer the company of older students or adults
- Operates on higher levels of thinking than their age peers; is comfortable with abstract thinking.
- Transfers concepts and learning to new situations
- Sees connections between apparently unconnected ideas and activities
- Brilliant thinker, but absentminded about details or where their work might be found

- Catches on quickly, then resists doing work, or works in a sloppy, careless manner
- Asks for lots of help and reassurance from the teacher (“Is this all right? Is this what you want? Please repeat the directions.”)
- May prefer to work alone; resists cooperative learning
- May be “street smart” while not doing well on school tasks
- Standardized test scores may be significantly better than class performance

**Qualification of GATE students**

**Rolling Hills Public Charter School Gifted Program Criteria and Qualification Process**

Referrals initiate at the student’s home school. The teacher and parent make a referral to the school’s Gifted and Talented Education Team (GATE). The team considers the student’s profile and data and determines *if* there is enough evidence to move forward with a referral. Permission for assessment may then be requested and assessments would be administered. ***Note that not all gifted referrals will result in assessment.*** Parents will be notified of all results.

**Rolling Hills Public Charter School Talented and Gifted Program (GATE) Criteria**

Qualification requires scores on a nationally standardized cognitive test and a nationally standardized achievement test.

- Weschler Intelligence Scale for Children (WISC IV) as the cognitive assessment. A full scale cognitive score must be at least 96th percentile (126 IQ) to be considered toward qualification.
- Woodcock Johnson Achievement Test as the achievement assessment. A total achievement score must be at least 97th percentile to be considered toward qualification.
- The following score combinations qualify

Cognitive 96th percentile	plus	Achievement 98th percentile
Cognitive 96th percentile	plus	Achievement 99th percentile
Cognitive 97th percentile	plus	Achievement 97th percentile
Cognitive 98th percentile	plus	Achievement 97th percentile
Cognitive 99th percentile	plus	Achievement 97th percentile

- Different tests may be administered in special situations based on the decision of the psychologist and the gifted program supervisor and the team, such as the Easy CBM tests.
- Other tests may be accepted from testing done outside the Rolling Hills Public Charter School District however, any testing done outside the District regardless of the test used

must be reviewed by the district gifted qualification review committee (appeals committee) to determine if the scores qualify.

- If a student's scores do not qualify but the parents and/or staff feel the student should qualify, based on extenuating circumstances, the parents and/or staff may appeal to the district gifted qualification review committee (appeals committee) which meets regularly throughout the school year.

### **Program Implementation**

#### ***GATE Enrollment Procedures***

Students must meet the District criteria for Gifted Services to apply for gifted classes.

Class placements will be determined from qualified student applicants in the following order:

1. Students currently enrolled in gifted class at the school.
2. Students registered at and attending the school or living in the school's attendance area.

Qualified complete applications from students who are enrolled and attend RHPCS may be considered for placement as they are submitted. The deadline for gifted placement applications is during the lottery. Placement decisions will be within 10 days of the end of the lottery.

#### ***How GATE Looks at RHPCS:***

***RHPCS is a K-8 school which serves elementary and middle school students. The GATE students will be served through any combination of the following:***

- ***Curriculum differentiation***
- ***Ability level grouping***
- ***Curriculum compacting***
- ***Enrichment activities***
- ***Curriculum pacing***
- ***Independent study***
- ***Leadership opportunities***
- ***Cross grade grouping***
- ***Virtual course options***
- ***Pull out small groups in weekly GATE session***

### **Program Sustaining Practices**

RHPCS will sustain the GATE program through the following:

- Annual grant funding through the State
- Line item in budget for GATE

- Teacher funding within the teacher leadership stipend
- Annual Review

### **Program Monitoring for Compliance**

RHPCS will monitor the GATE program for compliance by:

- RHPCS will submit, to the ISDE, enrollment count of all G/T students being served by the district by December 1 of each year. This will be done through ISEE data which is due by November 1 annually.
- Evaluate curriculum component annually to determine if the content, strategies and products are challenging and meet the needs of gifted and talented students.
- Surveys from RHPCS to GATE students, parents and teachers
- Monitor GATE students educational performances annually

### **Exiting from the GATE Program**

RHPCS recognizes that a gifted or talented student does not lose his or her giftedness or talent. However, for a mired of reasons, students may be exited from the program. The RHPCS GATE team will do annual review meetings with parents to determine the appropriate continuation or exiting of a student from GATE. These meetings will be held annually. A parent may choose to request a meeting outside of the “annual” meeting, where the team will consider input regarding the exiting of a student upon parent request.