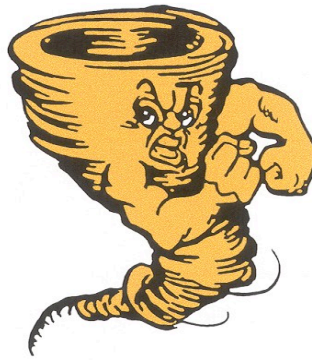


Lamesa ISD














Gifted and Talented Handbook



2017-2018

Lamesa Independent School District
Every Student Every Day

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I. Comprehensive Gifted and Talented Program Framework

Definition of a Gifted and Talented Student

The Texas State Plan and Guidelines for the Education of the Gifted/Talented defines the gifted student as a child or youth who performs or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

- Exhibits high performance capability in intellectual, creative, or artistic area;
- Possesses an unusual capacity for leadership; or
- Excels in a specific academic field.

II. LISD Mission and Program Goals

Mission

The mission of Lamesa Independent School District's Gifted Education Program is to provide advanced, appropriate, and quality educational experiences, which develop in students, higher level thinking skills, creative problem solving, and the desire for excellence.

Program Goals

The gifted and talented program was developed to ensure that our students are challenged to achieve their highest potential and that curriculum and learning opportunities are in line with specific needs, interests, and abilities.

The district's goals for meeting student needs include the following:

- Implementing an ongoing identification process of screening and selecting students based on multiple and specific criteria (both qualitative and quantitative) utilizing a selection committee.
- Developing and implementing a variety of differentiated and substantive learning opportunities that are linked meaningfully to the core content areas of language, math, social studies, and science.
- Providing ongoing and appropriate training and staff development opportunities for administrators, counselors, and teachers involved in serving gifted and talented students.
- Soliciting parent and community involvement to promote collective participation in the gifted program.
- Evaluating the effectiveness of the gifted program for the purpose of continued improvement and development.

III. Program Description / Procedures

Lamesa Independent School District seeks to identify those students who possess exceptional abilities and potential for accomplishment so outstanding that they require special gifted and talented programs to meet their educational needs. Through the procedure described below, an ongoing, comprehensive, and systematic review of all students will be made in an attempt to identify those students in need of gifted/talented services. The purpose of identification is to determine which students will benefit from the services provided in the District's program for gifted/talented students.

The procedures used to identify the gifted and talented children within the Lamesa Independent School District include three main stages:

(1) nomination, (2) screening, and (3) selection. The campus Counselor will make both staff members and parents aware of the process through written communication, staff or parent meetings, individual conferences, and LISD Gifted and Talented web page.

Step One: Nomination Process

1. Students may be nominated for the Gifted and Talented Program by any of the following:

- Parents
- Teachers (any teacher who is familiar with the student's capabilities)
- Counselors
- Administrators
- Any other interested parties who are familiar with the student's abilities

2. Nominations by staff members may be submitted to the campus Counselor. Parents can contact the campus Counselor on their child's campus or the school office to request a nomination and permission to test form.

3. All nominations must be completed within the time frame set by Lamesa ISD. Nominated students will be tested during the school year based on the screening (testing) schedule set by the district. Those who do not qualify must repeat the nomination process the following year in order to be screened again.

Step Two: Screening

During the screening process, relevant data are collected which shows the student's ability to perform or the potential to perform at the level of accomplishment that might indicate a student's need to be placed in the G/T Program. In accordance with the Texas State Plan for the Education of the Gifted and Talented, LISD uses both quantitative (objective) and qualitative (subjective) measures.

1. As soon as the student is nominated, the Counselor will send home a “Permission to Test” form and a “Parent Inventory of Student Characteristics” form.

2. When the forms are returned, the Counselor may then begin administering the battery of tests needed to develop the student profile.

3. Once the nomination process has been completed, the screening process can begin; however, eligible students will only be assessed one time per year. If a student does not qualify on the initial screening, he/she will not be reassessed until the next grade level. (For example, if a student is screened for the Gifted and Talented program in first grade at South Elementary but does not qualify, he/she will not be reassessed until the nomination process is completed at the second grade level.

Quantitative Information

- Torrence
- CogAT (Cognitive Abilities Test)
- SOI (Structure of Intellect)
- TONI (Test of Nonverbal Intelligence)

Qualitative Information

- STAAR (Meets Grade Level); LLI Benchmarking
- Solcumb/Payne Teacher Perception Inventory
- Renzulli Behavioral Checklist

Upon completion of the screening process, the student’s records continue to the final step of selection.

Step Three: Selection Process

A Campus/District Selection Committee makes decisions regarding placement of students in the LISD Gifted Program. The committee will be composed of at least three professional educators. Members of the committee may consist of the campus Counselor, a teacher representative, the school counselor, and/or a campus administrator. Committee members are required to have thirty hours of gifted training with a six-hour yearly update.

1. The Selection Committee reviews all information. The Selection Committee makes the decision to place the student or to decline to place the student in the Lamesa ISD Gifted and Talented Program based on the score information. Kindergarten students must meet two of the four standards as established in the quantitative measures AND two of the three standards as established in the qualitative measures. First grade and up students must meet two of the four standards as established in the quantitative measures AND two of the three standards as established in the qualitative measures.

2. In order to qualify for placement, a student must meet or exceed the norms of the existing gifted students in that grade level.

3. When the Selection Committee has made a recommendation regarding placement, the campus Principal will notify the parents of the committee's decision. Notification will be made in writing and sent by mail to the parents. If the student qualifies for the Gifted and Talented Program, the district shall obtain written permission from the parents **before** a student is placed in the program.

District Identification Timeline (Grades 1-12)

Referral procedures published in local newspaper and on district website	October
Referrals accepted from parents, teachers, community members	October
Screenings and assessments conducted after written parental permission obtained	November-December
Gifted/Talented committee meets on grade 1-12 screenings	December
Written parental permission for services obtained for identified students	December
Services begin for identified students grade 1-12	January

District Identification Timeline (Kindergarten)

Referral procedures published in local newspaper and on district website	February
Referrals accepted from parents, teachers, community members	February
Screenings and assessments conducted after written parental permission obtained	March-April
Gifted/Talented committee meets on kindergarten screenings	May
Services begin for kindergarten students	August

Furlough

The selection committee may place students who are unable to maintain satisfactory performance within the structure of the gifted and talented program on furlough. **If a G/T student receives a grade of 74 or below in any subject area on a six weeks report card; the student will be placed on probation. If the student receives a second grade of 74 or below in any subject area, on any other six week report card; they will be removed from the G/T program for the remainder of the academic year.** The purpose of such a furlough is to provide the student an opportunity to attain performance goals established by the

selection committee. A student, parent, or gifted teacher may request a furlough from the G/T program if a student is facing extenuating circumstances or the G/T program no longer meets the child's needs. A student may be furloughed for a period of time (not to exceed 1 year) deemed appropriate by the selection committee. At the end of the furlough, the student's progress shall be reassessed, and the student may re-enter the gifted program, be removed from the program, or be placed on another furlough.

Exit Procedure

Student performance in the program shall be monitored. A student can be removed from the program at any time the selection committee determines it is in the student's best interest. If a student or parent requests removal from the program, the selection committee shall meet with the parent and student before honoring the request.

Re-Entry Procedure

A student who exits the program but not the district may not be considered for re-entry to the Gifted Program until the next academic year. The student will be reassessed and must meet the criteria established for his/her current grade level. A student who moves from and returns to the district within the same academic year remains eligible for that year. Students returning after a longer period of time must go through the normal re-screening process.

Transfer Students

Students transferring from another district may be nominated for the Lamesa ISD Gifted and Talented Program by a parent, a teacher, or a member of the community. Students new to the district who have participated in another G/T

program will be allowed into the G/T program after the counselor and or principal have reviewed testing qualification documents. If criteria do not meet Lamesa Independent School District selection requirements, the student may be nominated during the next nomination period.

Transfer Students within the District

When a school within the Lamesa Independent School District identifies a student as gifted, he/she may transfer to another Lamesa school and participate in the Gifted and Talented Program.

Appeals Process

The appeals process allows for the reevaluation of a student for possible placement in the program. A parent may appeal a final decision of the Selection Committee regarding selection for or removal from the gifted program.

Informal Process

The Principal meets with the parent to review test data and other pertinent information. This step informs school officials of the parent's concern. The principal will review the initial testing data, review any additional information, and make a recommendation.

Formal Process

Appeal shall be made in accordance with Local Policy FNG (LOCAL).

Grade Reporting

In third through twelfth grade, the student will receive a report card in compliance with the District Grading Policy.

Program Evaluation

The gifted program shall be evaluated annually to determine if the goals and objectives of the Lamesa ISD Gifted and Talented Program are met. Evaluation information is on file at the campus and administration office.

Community Awareness

Lamesa ISD will ensure that information about the District's Gifted and Talented Program is available to parents, guardians and community members. They will be kept informed of District needs for the program and legislation related to the gifted. Parents and community members will be actively involved by serving on planning and evaluation committees. Involvement will also include nomination of students for program participation. Program information will be relayed through correspondence at the end of each three weeks in one or more of the following methods: news releases, Cable News, radio, presentations, and the Lamesa ISD Gifted and Talented web page. An annually updated Gifted and Talented Handbook will be accessible online.

IV. Professional Development - Gifted/Talented Program

State Requirements

All teachers who work with identified gifted students must obtain gifted teaching certification by completing state and district required courses (30 clock hours) that include the following areas:

- Nature and Needs of Gifted and Talented Learners
- Identification and Assessment of Gifted and Talented Learners
- Social and Emotional Needs of Gifted and Talented Learners

- Instructional Strategies for Gifted and Talented Learners
- Differentiated Curriculum for Gifted and Talented Learners

A teacher who has received gifted certification must receive six hours of training annually in one of the above categories to maintain certification. All administrators and counselors will receive 6 hours of professional development that includes the nature and needs of gifted and talented students and program options for gifted students.

VI. Characteristics of the Gifted Child

While no one person has all of the characteristics listed below, most gifted children show more than one of them. With these characteristics come some potential related problems. Your child may not have any of these problems now. However, some of them may arise. Gifted children need support and understanding from their parents to overcome many issues that may arise.

Characteristics Related Problems

- Keen power of OBSERVATION; naïve receptivity, sense of the significant; willingness to examine the unusual
- Possible gullibility; social rejection; value system and its defense
- Power of ABSTRACTION; conceptualization; synthesis; interest in inductive learning and problem solving; pleasure in intellectual activity
- Occasional resistance to direction; rejection or omission of detail
- Interest in CAUSE-EFFECT relations, ability to see relationships; interest in applying concepts; love of truth
- Difficulty in accepting the illogical
- Liking for STRUCTURE AND ORDER; liking for consistency, as in value systems, number systems, clocks, calendars
- Invention of own systems, some conflicting

- RETENTIVENESS; retains knowledge easily
- Dislike for routine and drill; need for early mastery of foundation skills
- VERBAL proficiency, large vocabulary; facility in expression; interest in reading; breadth of information in advanced areas
- Need for specialized reading vocabulary; early parental resistance to reading; escape into verbalism
- QUESTIONING attitude; intellectual curiosity; inquisitive mind; intrinsic motivation
- Lack of early home or school stimulation
- Power of CRITICAL THINKING; skepticism; evaluative testing; self-criticism and self-checking
- Critical attitude toward others; discouragement from self-criticism
- CREATIVENESS AND INVENTIVENESS; liking for new ways of doing things; interest in creating, brainstorming, free-wheeling
- Rejection of known; need to invent
- Power of CONCENTRATION; intense attention that excludes all else; long attention span in certain areas
- Resistance to interruption
- PERSISTENT; goal-directed behavior; stubbornness
- SENSITIVITY; intuitiveness; empathy for others; need for emotional support and a sympathetic attitude; ego-involvement; need for courage
- Need for success and recognition; sensitivity to criticism; vulnerability to peer group rejection
- HIGH ENERGY: alertness; eagerness; periods of intense voluntary effort preceding invention
- Frustration with inactivity and absence of progress
- INDEPENDENCE in work and study; preference for individualized work; self-reliance; need for freedom of movement and action

- Parent and peer group pressures and nonconformity; problems of rejection and rebellion
- VERSATILITY AND VIRTUOSITY; diversity of interests and abilities; many hobbies; proficiency in art forms such as music and drawing
- Lack homogeneity in group work; need for flexibility and individualization; need for help in exploring and developing interests; need to build basic competency in major interests
- FRIENDLY AND OUTGOING; exceptional interpersonal skills
- Need for peer group relations in many types of groups; problems in developing social leadership

VI. Common Misconceptions about Gifted Children

Here are a few common but, for the most part, **inaccurate** assumptions about young gifted children:

1. They can succeed on their own.
2. They are self-motivated and therefore “teach themselves.”
3. They love to teach other children.
4. They are proud to be held up as examples of model work and behavior.
5. They are naturally “loners.”
6. They can’t be identified until the third or fourth grade.
7. They should be held back so they won’t suffer socially and emotionally.
8. They have no special needs because every child is gifted in some way.

When applied to a particular child, any one of these assumptions might be borne out in some way. None of them, however, pertains to all or even most gifted children.

Meckstroth, Elizabeth A.; Smutny, Joan Franklin; Walker, Sally Yahnke; Teaching Young Gifted Children in the Regular Classroom, Minneapolis, MN; Free Spirit Publishing, Inc., 1997, p. 166.

Resources

1. Texas Association for the Gifted and Talented – <http://www.txgifted.org>
2. Hoagies' Gifted Education Site – <http://www.hoagiesgifted.org/>
3. American Mensa – <http://us.mensa.org/activities/giftedchildren.php3>
4. Articles for Parents of Gifted Students – <http://www.kidsource.com/kidsource/pages/ed.gifted.html>

VII. Handbook Acknowledgement Form

Lamesa I.S.D. Gifted and Talented Handbook Acknowledgement Form

Please print this form and return with signature to the campus Counselor.

Student's Name (Last) (First) (Middle)

Campus Grade

As the parent/guardian of the above named student, I acknowledge that my signature below indicates my receipt of the Lamesa I.S.D. Gifted and Talented Handbook.

_____ I choose to view the Lamesa I.S.D. Gifted and Talented Handbook online available on each campus' website.

_____ I wish to receive a hard copy of the Lamesa I.S.D. Gifted and Talented Handbook.

If you need further information and/or explanation about the Lamesa I.S.D. Gifted and Talented Program, please call the campus principal and/or Counselor.

Parent/Guardian Signature

Date

