

Woodsboro ISD District Gifted/Talented Plan

Board Adopted
November 27, 2017



Nondiscrimination

Woodsboro ISD *does not discriminate on the basis of race, religion, color, national origin, economic status, sex, or disability in providing education services, activities, and programs, including vocational programs in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section of the Rehabilitation Act of 1973, as amended.*

GIFTED/TALENTED PHILOSOPHY

Woodsboro ISD believes that all students are entitled to a productive and equitable learning environment, where identified gifted and talented learners are challenged beyond the foundations already created in classroom settings. The Gifted and Talented Program is therefore designed to encourage students to use problem solving skills and foster real world applications across multiple subject areas. Differentiation for gifted learners will occur in the classroom, including offering different content, process, and products for these learners. Gifted students' social and emotional needs should also be addressed as they may develop in different ways than their peers

GIFTED/TALENTED DEFINITION

Woodsboro ISD s will identify and serve students in grades K-12 who exhibit abilities or the potential abilities in General Intellectual Abilities in the four core foundational areas as well as Creativity. Access to assessment and services, if needed, is available to all populations of the district.

ASSESSMENT AND IDENTIFICATION

Woodsboro School District has board approval on the identification procedures and processes of students K-12 for the services of the Gifted/Talented Program. These procedures meet state requirements (§29.121 & TAC 89.1) and have been designed to ensure the identification of any student who demonstrates educational need for the services of the program under the established guidelines.

DISSEMINATING INFORMATION

Parents are informed of the identification policies through the district or campus handbook, and/or the district website, and/or by request of the written policy and procedures for the Gifted/Talented program. In addition, parent awareness sessions are held annually.

REFERRAL PROCESS

Referrals can originate from teachers, students, parents or community members during the referral period. Students are referred with a formal referral sheet to be given to the campus office. Written parent or guardian permission is required to screen/assess a student. If a parent does not want his/her child to be assessed, this information will be documented.

ASSESSMENT PROCESS

A student profile is used to identify those students who perform, or show the potential for performing, at remarkably high levels of accomplishment relative to their age, peers, experience, or environment. The profile will use 5 assessments both quantitative and qualitative. Assessments used will be the NNAT, IOWA, The GATES teacher and parent rating scales, and the Torrance Test of Creativity. Assessment will be held in accordance with the District Testing TimeLine

Referral procedures published in local newspaper and on district website	Early October
Referrals accepted from parents, teachers, community members	Mid October
Assessment conducted after written parental permission obtained	October-November
Gifted/Talented committee meets on all referred students	Early December
Written parental permission for services obtained for identified students Denial of services letters sent to parents	Early January
Services begin for identified students	As soon as permission is attained in early January

DISTRICT G/T COMMITTEE

The District G/T Committee shall consist of the principal, the G/T Coordinator, Curriculum Director and one additional teacher representing each campus. All committee members must have had at least Nature and Needs of Gifted Students. Best Practice is that all committee members have had their Gifted/Talented 30-hour mandatory training. One person on the committee must have had Nature and Needs for Administrators and Counselors.

QUALIFICATION PROCESS

The student profile identifies the student's strengths and weaknesses. The percentiles and/or scores from the assessment instruments are plotted on the student profile. Each student's profile is individually evaluated by the Campus Gifted/Talented Committee. A student clearly qualifies for Gifted/Talented services if the majority of the evidence on the profile falls within the *High* and/or *Superior* ranges on the profile. The decision is based on the committee's observation of the preponderance of the evidence on the student's profile. The Committee will make their recommendation based on the best educational placement for the child. A list of students tested and those qualifying will be provided for the annual review of the Gifted and Talented program.

SERVICE DESIGN AND CURRICULUM AND INSTRUCTION

At Woodsboro ISD, we are committed to meeting the needs of *all* students, including this special population. Our students have many gifts and talents that range from academics to art, performance, and music. The services described below address the advanced academic needs of gifted and talented students in General Intellectual Ability and Creativity. We are committed to placing gifted and talented students in classes that meet their needs academically.

A continuum of learning experiences will be provided in the Gifted/Talented services which lead to the development of advanced-level products and/or performances. At Woodsboro ISD services will include use of depth and complexity elements, differentiation of content, process and/or product in the regular classroom, participation in Regional Gifted/Talented student seminars, independent studies, possible participation in the Texas Performance Standards Project, and other services as deemed appropriate for the student. Services are available in all four core academic areas including Language Arts, Math, Science and Social Studies. Identified students will work independently, with other identified students, and with students of other abilities.

Documentation of services will be maintained, and parents will be notified of in-school and out-of-school options during the school year that are relevant to the needs of the gifted and talented students. Progress reports may be included in the student's report card. Credit by Examination is available through Region 3 Education Service Center to assist students in acceleration through classes and/or grade levels. More information on Credit by Examination is available from the campus counselor.

K-12SERVICES

In grades K-6gifted students will be cluster grouped in each grade level. The teacher of record will have had the Mandatory 30 hours training and deliver in class differentiated instruction including the use of depth and complexity as well as differentiation of the content, process and product ordinarily provided by the district. Differentiation will occur in all 4 content areas with a focus on creativity. The student will work independently, with other identified students and with students of other abilities. Documentation will be maintained and parents will be notified through progress report and/or G/T report cards.

7-12 SERVICES

In grades 7-12 students will be cluster grouped in the 4 core areas. Teachers in the core areas at each grade level will have had their 30 hours training and modify the depth complexity and pacing the curriculum ordinarily provided by the school. Dual credit opportunities will be provided as part of the Gifted program of services. Students may also take AP courses through the TxVSN. The students' program of services will lead to the development of advanced level products and or performances of professional quality such as the Texas Performance Standards projects. Documentation will be maintained by each teacher of record and included in the student's permanent record. Identified students will work independently, with other identified students as well as with students of other abilities.

ADDITIONAL POLICES AND PROCEDURES

TRANSFER OF STUDENTS

All students who have participated in gifted and talented programs prior to coming to Woodsboro ISD may be considered for the Gifted/Talented Program. Once screening records are received from the student's previous district, the records will be examined for correspondence to Woodsboro ISD's criteria. If the transfer data is insufficient, Woodsboro ISD will assess the student to see if placement in the program is in the student's best interest. A decision will be made regarding qualification within 30 school days of the receipt of the student's Gifted/Talented assessment results from the previous district (this can be modified to the student will be accepted after documentation is received and if the students performs satisfactorily then no further testing is required. If the child does not perform, then the child will be accessed in accordance with current assessment policies and procedures.

APPEALS PROCESS

A parent or student may appeal any final decision of the selection committee regarding selection for or exit from the gifted program. Appeals shall be made first to the selection committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.

Woodsboro ISD G/T Furlough Policy

A furlough, or temporary "leave of absence," from receiving Gifted/Talented (G/T) services is designed to meet the individual needs of an identified student. Anyone may request a furlough: parent/guardian, student, teacher, or administrator. A furlough request form can be obtained from the counselor's office at the campus where the identified child is receiving services.

Please return the furlough request to the counselor's office. The principal will present the furlough request to the members of the G/T committee for consideration. A student may be furloughed for a period of time deemed appropriate by the G/T committee. Furloughs are temporary and will not be longer than one semester.

At the end of the furlough, the student's progress shall be reassessed, and the student may begin receiving G/T services, exited from services, or be placed on another furlough. Furloughs can be granted for a variety of extenuating circumstances such as: family problems, illness, emotional problems, or anything that would inhibit a child's performance while receiving G/T services. Furloughs will not be used as a disciplinary tool.

FURLOUGH PROCEDURE

A furlough is a temporary "leave of absence" from the Gifted/Talented Program designed to meet the individual needs of an identified student. Anyone may request a furlough: parent, student, teacher, or administrator. Requests for a furlough will be given to the campus administrator and members of the Gifted/Talented committee for consideration. A student may be furloughed for a period of time deemed appropriate by the Gifted/Talented committee. At the end of the furlough, the student's progress shall be reassessed, and the student may re-enter the Gifted/Talented program, be removed from the program, or be placed on another furlough. Furloughs are designed to be short-term and temporary and should never be used for an entire school year.

A furlough does not indicate a permanent exiting of the program. Furloughs could be utilized for a variety of extenuating circumstances. Any student may be granted a furlough from the program for various issues such as over commitment, family concerns, serious illness, or any other circumstances which would inhibit or curtail the student's performance in the program. The furlough may also be used prior to a formal exit from the program for those students who are unable to maintain satisfactory performance within the learning opportunities of the Gifted/Talented program. A furlough might also provide the student an opportunity to attain performance goals established by the Gifted/Talented committee. A furlough is arranged to meet the individual needs of the student. The student will be removed from PEIMS during the furlough time period. Furloughs will be documented for the annual program review.

REASSESSMENT

Formal reassessment is not necessary as long as the student's educational needs are being met within the services of the program. If there is any concern regarding the performance or placement of the student, the Gifted/Talented teacher or the District Gifted/Talented Coordinator will contact the parent and confer about available options. Options available are counseling, requesting a furlough, or exiting the student from the program.

EXIT

Student performance in the program shall be monitored. A student shall be removed from the program at any time the Gifted/Talented committee determines it is in the student's best interest **and** a furlough has been ineffective. If a parent requests their child be removed from the program, the Gifted/Talented committee shall grant the request. Once a student is exited from the program he/she must go through the identification and testing procedures to gain admittance into the G/ T program.

PROFESSIONAL DEVELOPMENT

TEACHER PROFESSIONAL DEVELOPMENT

Woodsboro Independent School District is committed to providing its staff with appropriate and meaningful professional development which enables the staff to meet the unique and individual educational needs of all students including services for gifted/talented students. It is important that all staff who are responsible for formally servicing these students obtain appropriate training for educating the gifted child.

- The district requires the mandatory 30 hours training for all core area teachers in grades K-12 and the yearly Gifted/Talented 6 hour update.
- The district will promote all teachers pursuing the 30 hours of initial training.
- Yearly the teachers who provide instruction and services that are part of the district's defined gifted/talented program will receive a minimum of six (6) hours of professional development that is related to state teacher education standards.

COUNSELORS AND ADMINISTRATORS

Administrators and counselors who have authority for service decisions are required to complete a minimum of six (6) hours professional development- Nature and Needs for Administrators and Counselors. This is a one-time training. (19 TAC 89.24)

EVALUATION OF PROFESSIONAL DEVELOPMENT

Evaluation of professional development activities for gifted/talented education is ongoing and related to state teacher education standards and the results are used making decisions regarding future staff development plans. Information obtained in teacher, student, and parent surveys will be utilized through the Comprehensive Needs Assessment (CNA) to make future staff development decision.

FAMILY AND COMMUNITY INVOLVEMENT

Written policies are developed on Gifted/Talented student identification, approved by the Woodsboro ISD school board and disseminated to all parents. This policy will be accessible on the district web-site and parent information will be documented within the special programs parent notification provided in the student handbook. An array of learning opportunities is provided for Gifted/Talented students in grades K-12, and parents are informed of the all Gifted/Talented services and opportunities. Parents are included in the annual program evaluation. A parent orientation/informational meeting is held at least once a year.

PROGRAM EVALUATION

Woodsboro ISD will annually evaluate the Gifted/Talented program by surveying all stakeholders including students, parents/guardians, and teachers. The evaluation data will be presented to the school board at either the June or July regular board meeting. The effectiveness of the Gifted/Talented services are evaluated annually through the CNA, and the data is used to modify and update Woodsboro ISD **District Improvement Plan** as well as each campuses **Campus Improvement Plan**. Parents are included in the process.

EHBB Legal/EHBB Local