

Gifted and Talented
Services
2017-2018
Policy

Gorman ISD

Gifted/Talented Services K–12

“Every child deserves to learn a year’s worth of new material.”

At Gorman 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, music, and athletics. The services described below address the advanced academic needs of gifted and talented (G/T) students in the four core areas. We are committed to placing G/T students in classes that meet their needs academically, as well as nurture their gifts and talents in other areas such as fine arts and athletics.

Elementary Services

The Maxfield Elementary campus have G/T-trained teachers, as well as a weekly pull out program for students in kindergarten through 5th grade. G/T students are strategically placed in small groups with a G/T-trained teacher. Classroom teachers are provided with ways to differentiate their curriculum to meet the needs of the G/T students in their classes. In the GT pull out program, you will see flexible grouping, tiered instruction, centers, higher level thinking, open-ended tasks, independent study, and student choice. The Texas Performance Standards Project (www.texaspsp.org) will be used as a guide for the independent study projects.

Middle School Services

G/T services at our junior high campus prepare students for advanced-level work beginning in sixth grade. A G/T trained teacher will meet on a regular basis and will coordinate interdisciplinary independent study units. In these classes, students will master the Texas Essential Knowledge and Skills objectives and will move on to advanced-level content. The Texas Performance Standards Project (www.texaspsp.org) will be used as a guide for the independent study projects.

High School Services

G/T services at our high school campus prepare students for college-level work. We offer Dual Credit classes that help prepare students to take college-level courses while attending high school. At the high school, we offer Dual Credit class for each of the four core subject areas. If a student has an interest in a Dual Credit subject for which we do not have classes, we will look at Texas Virtual School for a Dual Credit course opportunities.

We encourage all of our G/T students to graduate with a Distinguished Achievement Program Diploma—the highest diploma a high school student can earn. Dual Credit classes can help a student achieve that goal. The Texas Performance Standards Project (www.texaspsp.org) will be used as a guide for the independent study projects.

Continuum of Services

At Gorman ISD we strive to provide an array of services for the Gifted and Talented students. Students services are based on assessment and interest of the Students. Teachers provide depth and complexity, pacing, grouping, tiered assignments, and question to provide differentiation in the regular classroom. We also provide a pull out program for the elementary and middle school where students can meet with peers to work together on projects that are appropriate for their skill and abilities. Gifted and Talented students are also provided with other areas of interest through independent online study projects, UIL in and outside of school, Ben Carson reading room, and opportunities for camps in the region. Students can take credit by exam and must pass all four core subjects to skip a grade. All Kindergarten students will be pre assessed to determine if further testing should be considered.

Community

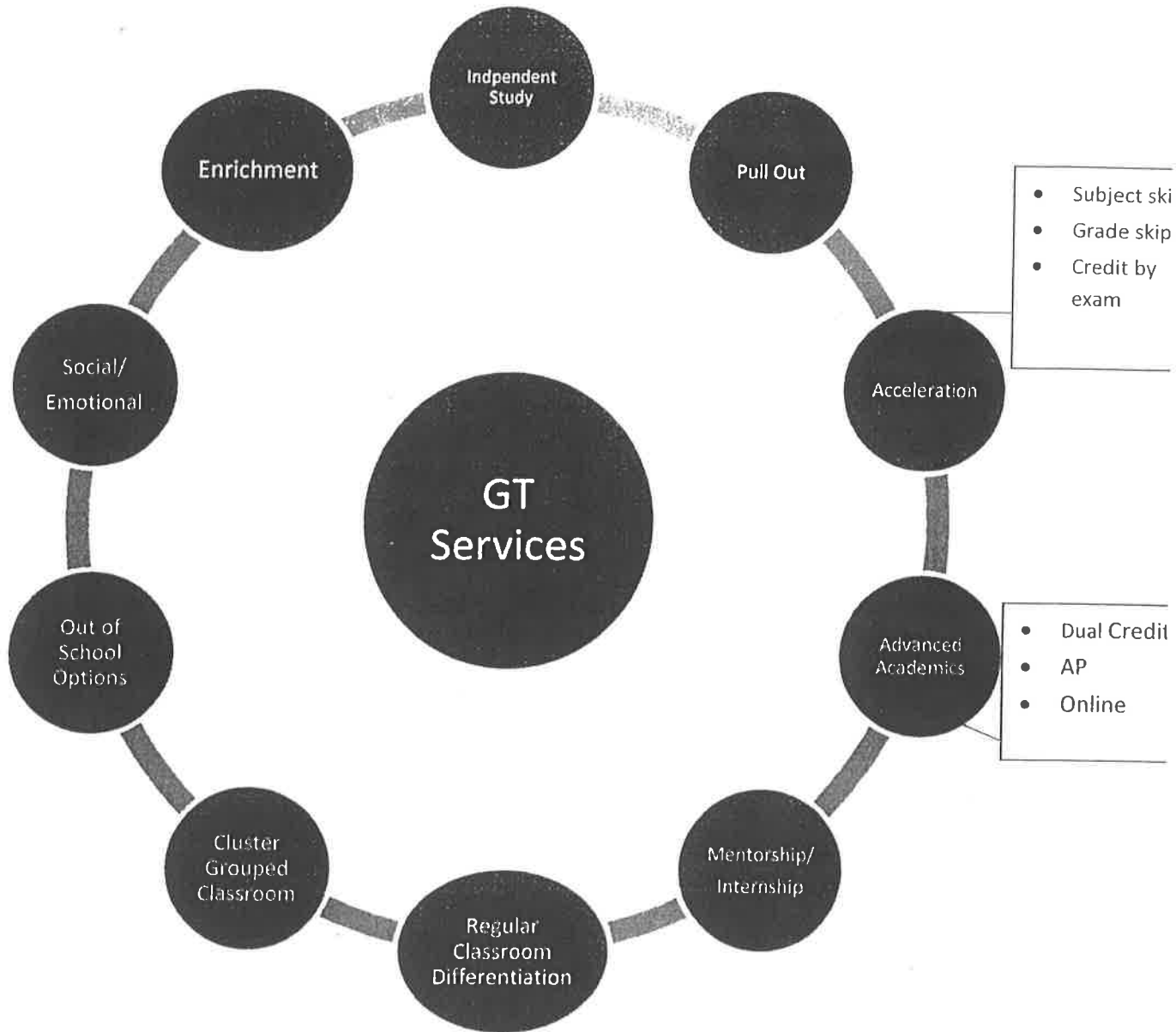
A district GT program is a vital part of the community. Establishing strong relationships with community resources is critical to the success of a strong G/T program for K-12 students. The effectiveness of the program must be evaluated annually by teachers, students, and parents. The feedback should be included in the evaluation process to help improve gifted programming. Most feedback is collected using surveys.

Policy

School districts with high-quality GT programs have written policies on their student identification process and procedures. These were approved by the board of trustees. These policies and procedures include an identification timeline, policies on transfer students, furloughs, reassessment, and exit and appeal procedures. Every decision was aligned to the Texas State Plan for the Education of Gifted and Talented Students.

If you have any questions about the GT program please contact campus coordinator. You may also find valuable information on the school web site www.Gormanisd.net

Service Design Options



- Cluster Grouping High Ability
- Cubing
- Curriculum Compacting
- Independent Study
- Accelerated learning
- Integrate choice
- Change resource used
- Tiered Assignments
- Learning centers
- Menus
- Socratic seminar
- Integrate Depth and Complexity
- Enrichment

TIMELINE FOR STUDENT IDENTIFICATION

November

- Place ad in newspaper the first two weeks of the month.
- End nominations the day before Thanksgiving holidays.

December

- Send out Slocumb-Payne or SIGS home rating scale
- Hand out Slocumb-Payne or SIGS school rating scale to teachers

January

- Complete Kindergarten testing

February

- Conduct Kindergarten selection meetings and place students.
- **NOTE:** Kindergarten students **MUST** begin receiving services **BEFORE** March 1 to receive funding for the year.
- Schedule and begin testing of grades 1-12.

March

- Complete testing of all nominees.

April

- Conduct selection meetings and place students.

Possible Testing Instruments for the Identification of Gifted/Talented Students
Compiled by Region 14

Name of Test	What It Measures	Publisher
California Tests of Basic Skills	A battery of tests in reading, language, and mathematics designed to provide general measures of the achievement levels of individual children.	CTB-McGraw-Hill
IOWA Tests of Basic Skills	An achievement test for students in grades K–8.	Riverside
Cognitive Abilities Test 7	Measures cognitive abilities and learning styles; section 1 is verbal, 2 is quantitative, and 3 is non-verbal.	Riverside
CogAT 7 Screener	An abridged version of the Cognitive Abilities Test 7 that is ideal for identifying kindergartners that might not be nominated for G/T services.	Riverside
TTCT-Figural (Torrance Test of Creative Thinking);	Measures creative ability; contains three 10-minute subtests; scoring takes 30–45 minutes to complete or can be scored by Scholastic Testing. (ages 5–adult)	Scholastic Testing Services, Inc.
Naglieri Non-Verbal Ability Test	Measures non-verbal ability.	Pearson Assessment
SAGES (Screening Assessment for Gifted Elementary and Middle School Students)	Assessment contains three subtests: 1) math/science, 2) language arts/social studies, and 3) reasoning (non-verbal). Group test takes about 2 hours to complete. (ages 5–14)	Pro-Ed
Scales for Identifying Gifted Students	A norm-referenced parent/teacher rating scale.	Prufrock Press
Slocumb-Payne Teacher Perception Inventory	An inventory that gathers teacher’s perceptions of student’s abilities. Good for identifying students from diverse backgrounds.	Aha! Process Inc. www.ahaprocess.com
Environmental Opportunities Profile	The profile determines the degree to which a student’s environment impacts his/her performance in school.	Aha! Process Inc. www.ahaprocess.com
Profiles of Creative Ability	Measures creativity.	Pro Ed

SPECIAL PROGRAMS
GIFTED AND TALENTED STUDENTS

EHBB
(LOCAL)

NOMINATION / REFERRAL	Students may be nominated/referred for the gifted and talented program at any time by teachers, school counselors, parents, or other interested persons.
SCREENING AND IDENTIFICATION PROCESS	The District shall provide assessment opportunities to complete the screening and identification process for nominated/referred students at least once per school year.
PARENTAL CONSENT	The District shall obtain written parental consent before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies at FL.
IDENTIFICATION CRITERIA	The Board-approved program for the gifted and talented shall establish criteria to identify gifted and talented students. The criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities.
ASSESSMENTS	Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but are not limited to, the following: achievement tests, intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, student/parent conferences, and available student work products.
SELECTION	A selection committee shall evaluate each nominated/referred student according to the established criteria and shall identify those students for whom placement in the gifted and talented program is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students, as required by law, and shall be established at each campus.
NOTIFICATION	The District shall provide written notification to parents of students who qualify for services through the District's gifted and talented program. Participation in any program or services provided for gifted students shall be voluntary, and the District shall obtain written permission from the parents before placing a student in a gifted program.
NO REASSESSMENT	The District shall not perform routine reassessments.
TRANSFER STUDENTS	When a student identified as gifted by a previous school district enrolls in the District, the District shall place the student in the District's program for gifted and talented students.

SPECIAL PROGRAMS
GIFTED AND TALENTED STUDENTS

EHBB
(LOCAL)

FURLOUGHS	<p>The District may place on a furlough any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted and talented program. A furlough may be initiated by the District, the parent, or the student.</p> <p>In accordance with administrative regulations, a furlough shall be granted for specified reasons and for a specified period of time. At the end of a furlough, the student may reenter the gifted program, be placed on another furlough, or be exited from the program.</p>
EXIT PROVISIONS	<p>The District shall monitor student performance in the program. If at any time the selection committee determines it is in the best interest of the student and his or her educational needs, the committee may exit a student from the program. If a student or parent requests removal from the program, the selection committee shall meet with the parent and student before honoring the request.</p>
APPEALS	<p>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.</p>
PROGRAM EVALUATION	<p>The District shall annually evaluate the effectiveness of the District's gifted program, and the results of the evaluation shall be used to modify and update the District and campus improvement plans. The District shall include parents in the evaluation process and shall share the information with Board members, administrators, teachers, school counselors, students in the gifted and talented program, and the community.</p>
COMMUNITY AWARENESS	<p>The District shall ensure that information about the District's gifted and talented program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program.</p>

SPECIAL PROGRAMS
GIFTED AND TALENTED STUDENTS

EHBB
(LEGAL)

The District shall establish a process for identifying and serving gifted and talented students and shall establish a program for those students in each grade level. The District may establish a shared services arrangement with other districts. *Education Code 29.122*

DEFINITION

"Gifted and talented student" means a child or youth who performs at 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 an intellectual, creative, or artistic area, possesses an unusual capacity for leadership, or excels in a specific academic field. *Education Code 29.121*

IDENTIFICATION

Students shall be identified as gifted/talented in accordance with a written policy that includes:

1. Provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in Education Code 29.121.
2. Assessment measures collected from multiple sources according to each area defined in the Texas State Plan for the Education of Gifted/Talented Students.
3. Data and procedures designed to ensure that students from all populations in the District have access to assessment and, if identified, to services provided for the gifted/talented program.
4. Provisions for final selection of students to be made by a committee of at least three local District educators who have received training in the nature and needs of gifted students.
5. Provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of District decisions regarding program placement.

19 TAC 89.1

LEARNING
OPPORTUNITIES

The District shall provide an array of learning opportunities for gifted/talented students in kindergarten through grade 12 and shall inform parents of the opportunities. Options shall include:

1. Instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently.
2. A continuum of learning experiences that leads to the development of advanced-level products and performances.

3. In-school, and when possible, out-of-school options relevant to the student's area of strength that are available during the school year.
4. Opportunities to accelerate in areas of strength.

19 TAC 89.3

Note: See DMA(LEGAL) for training requirements for teachers of GIFTED AND TALENTED EDUCATION.
