

Rosebud-Lott ISD



Gifted and Talented Program Handbook

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Gifted and Talented Philosophy

As stated in the mission statement of Rosebud-Lott ISD, it is our responsibility to prepare students to be productive citizens and lifelong learners in a changing world. In accordance with this, the Gifted and Talented program shall provide services designed for gifted students to enhance skills in self-directed learning, thinking, research and communication.

§29.121 – State Definition

In this subchapter, “gifted and talented students” 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:

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

In keeping with this definition, programs will be developed to meet the needs of the identified students, as resources permit, in the areas of general intellectual ability and creative and productive thinking.

Gifted and talented students are found in all cultures, socioeconomic groups, geographic locales, and environments. Rosebud-Lott will strive to identify and serve the needs of students in all groups in grades K-12.

The Gifted and Talented Student

The gifted and talented student may be described as being extraordinarily bright and capable of originality in thinking and problem solving. In addition, the GT student may be curious and reach exceptional achievement levels, as opposed to a “high achiever” who conforms to the expectations of an ordinary classroom.

The student who is gifted has an uncommon ability to acquire information quickly. He or she can then assimilate, apply, compare, contrast, and relate it to previously learned information, and by original approaches, find creative solutions.

Gifted and Talented Program Goal

1. Emphasize high-order thinking skills.
2. Provide the opportunity for students to work independently, interact with other GT students who have similar thinking abilities and processes, and work in the regular classroom setting.
3. Establish a “safe” environment that allows students to excel without negative peer pressure.
4. Offer creative and innovative approaches in instruction in the four core areas of English, math, science and social studies, as well as in the areas of art and creativity.

Selection Process

During any portion of the Selection Process an interpreter will be provided for the parent and/or student if necessary.

Awareness Session

An awareness session for parents will be conducted at the beginning of the school year to provide information about the nomination of students, the assessment procedures and services available for gifted and talented students while staff will receive training in the characteristics of gifted students.

Student Referral

- Parents/guardians, teachers, administrators, adult community members and students themselves may refer students in grades K-12 to participate in the GT programs of Rosebud-Lott ISD.
- Students may be referred anytime during the school year. Students referred from August through April will be assessed in April/May. Referrals received in late April/May will be held until the following assessment period. Students in kindergarten must be referred by January in order to be identified and served by March 1 of the current school year.
- Kindergarten teachers will refer students showing mastery on ISIP Reading on the Middle of the Year assessment.
- Referral forms may be obtained from the principal's offices at any of the Rosebud-Lott ISD campuses, from the Special Programs office 254-583-2498, or from the GT Campus Coordinator.
- Referral information and where to obtain forms will be included on the first six weeks report cards for parents of all students enrolled at Rosebud-Lott ISD. Notification of the informational meeting will be published on the District website in October.

Permission to Test

After a student is referred for the GT program, the parent/guardian must grant permission to administer additional tests to the student. This permission form must be signed before the district can proceed with the assessment of the student.

Identification Criteria

Board policies on student assessment are reviewed at least once every three years and modified as needed.

Elementary and Secondary

As many measures as possible, and at least three, will be used in the identification process for students, with each measure receiving equal weight. Measures will include both qualitative and quantitative data. Students will be assessed in languages they understand or with nonverbal assessments. The placement decision will be based on a preponderance of the evidence. Every effort will be made to use test scores that are no

more than two years old. When identical measures are not available, similar measures may be substituted. These measures will include:

Teacher Input and Parent/Guardian Input

ELEMENTARY and SECONDARY: The district may use the Texas Identification Scale for Rural Gifted and Talented Children for elementary and the Purdue Academic Rating Scale for secondary or other qualitative measure. This may include anecdotal notes from the student's teachers.

Achievement Tests

Qualifying scores will be in the 90th percentile for both elementary and secondary students.

ELEMENTARY: The Wechsler Individual Achievement Test Edition III, Iowa Test of Basic Skills, Metropolitan Achievement Test-8 or other achievement tests may be used.

SECONDARY: The Wechsler Individual Achievement Test Edition III, PLAN, Explore or other achievement test may be used.

Ability Tests

ELEMENTARY and SECONDARY: The Otis/Lennon Scholastic Aptitude Test – Verbal and Non-verbal Components, Slosson Intelligence Test, Naglieri Nonverbal Ability Test or other ability tests may be used.

STAAR Masters Grade Level Performance

STAAR Masters grade level performance scores will be considered to help identify students in the areas of Reading, Writing, ELA, Mathematics, Science and/or Social Studies.

Student Portfolio and/or Student Project

ELEMENTARY and SECONDARY: The student portfolio may include a collection of work the student completed during the current school year. If a project is submitted for consideration a student interview with the Selection Committee may be required.

Selection Committee

There will be a district-wide Gifted and Talented committee, which will oversee the implementation and evaluation of the R-LISD GT program. The committee will identify new GT students and conduct an annual evaluation of the program. For all other GT services two sub-committees – a secondary committee and an elementary committee may be utilized. The committee will consist of at least three members who have received 30 hours of GT training and may include the GT facilitator, principals, GT teachers and counselors. The district-wide committee will meet at least twice a year. Subcommittees will meet as needed.

Parent Notification

Parents of all students who enter the screening process will be notified in writing of the committee's decision regarding the placement or non-placement of their child. Notification will be done in a timely manner so that eligible students may begin receiving services as

soon as scheduling and other considerations allow. Parent permission for the student to participate in the GT program must be received prior to services being provided.

Appeals Process

A **referred** student, his/her parent or guardian, or a teacher may appeal the decision of the committee regarding placement or non-placement of a student. An appeal must be made in writing and received by the Special Programs office within 10 school days after the date of the notification letter. The committee will then meet to consider the appeal. At that time new data may be presented to the committee by the student, parent/guardian or teacher. The purpose of the appeals committee is to ensure fair, appropriate treatment of all **referred** students. Included on the committee will be at least one principal, the GT district coordinator and at least one teacher of gifted students. The appeals committee will review all previously collected data and may request the use of additional tests or other measures. After a decision has been reached, the committee will inform the parents in writing within 10 days of the meeting.

Reassessment

Students in grades K-6 participate in a generalized GT program. Once students advance to the secondary level the opportunity exists for specialization in particular gifted and talented areas such as; Reading/ELA, math, science, social studies, art and/or creativity. For this reason placement of all Rosebud-Lott ISD GT students will be reassessed at the **end of the sixth grade school year**. Placement decisions will be made through the utilization of the Purdue Academic Rating scale or a similar measure. A student's sixth grade teacher(s) and their parent(s) or guardian(s) will complete the scale. The secondary committee and the student's sixth grade GT facilitator will determine the appropriate placement in the GT program based on gathered data.

Furlough and Exit Policy

At times, it may not be in a child's best interest to continue participation in the GT program either temporarily or permanently. For example, a student may be experiencing emotional stress or does not have time to participate in the GT program. Non-participation should not be viewed negatively. A parent/guardian may set up a meeting with the student's GT Facilitator and/or principal to determine what is best for the student. During this meeting the parent may request continuation in the program, a furlough for up to one year until the student is again able to benefit from GT instruction without going through the identification process, or that the student be exited from the GT program. Exited students must go through the complete selection process in order to re-enter the GT program.

When review a parent request for a furlough or exit, the GT Committee will consider the following questions:

1. What is the most appropriate educational placement for this student at this time?
2. Is the Gifted and Talented Program detrimental to the student?
 - a. Is the student experiencing undue stress due to program participation?
 - b. Is the competition in the program too demanding for the student at this time?
 - c. Is the subject matter and difficulty of material appropriate for the student's abilities and educational development?
3. Do teachers and parents have the following **misconceptions** about the gifted?

- a. Gifted students should be making straight A's.
- b. Gifted students should be model students and never present discipline problems.
- c. Gifted students should be able to keep up with all their work and never get behind.
- d. Gifted students should excel in all subject areas.

All furlough/exit requests must be in writing and forwarded to the GT committee, which shall act upon each request. The committee shall review such requests within 15 school days. Parents shall be notified in writing of the decision to furlough or exit. The appeal process may be found in FNG local policy manual.

Students who are expelled, suspended, or placed in an alternative program will not receive GT services. GT services will resume upon return to the regular instructional program.

GT Transfer Policy / Nomination of Students New to the District

Assessment data will be requested from the sending district for students moving into Rosebud-Lott ISD, whose official records indicate that they have been identified as GT in another district. Once data has been received the Rosebud-Lott ISD GT Committee will meet within six weeks of enrollment to review the data and determine placement in the GT program. Specialization for placed secondary students will be determined using the Purdue Academic Rating Scale.

Program Content

Newly identified students will begin receiving services in the semester following identification.

Note: All newly identified kindergarten students will be served by March 1 of the year identified.

Students in **grades K-6** will be served through a pull-out program while students in **grades 7-12** will be served by differentiation in the regular classroom in the four core areas, art and/or creativity. All GT students will have the opportunity to work together, with other students and independently. A GT Showcase will be hosted by Rosebud-Lott ISD to allow GT students to share their work with fellow students, parents and community members. Throughout the school year information on out-of-school opportunities, such as contests, programs and events, will be placed on the school website and/or distributed to students as they become available. Below are additional program options that may be utilized to meet the needs of students:

Elementary Level (K – 6th Grade)

- Differentiation or Pull out classes that provide an array of learning opportunities
- Academic UIL
- Project-based learning
- Texas Performance Standards Project – suggested at grade 4
- Academic Field Trip
- Distance Learning

Secondary Level (7th – 8th Grade)

- Honors courses, Advanced Math, GT cluster or differentiated science and/or social studies
- Academic UIL
- Leadership opportunities
- Tutoring and Mentoring opportunities
- Texas Performance Standards Project – suggested at grade 8
- Academic Field Trip
- Lunch Bunch meetings
- Community Project Mentors who will work with students
- Community Service Projects as determined by the Campus Coordinator
- Distance Learning
- Art

Secondary Level (9th – 12th Grade)

- Honors classes and AP Calculus offered
- Academic UIL activities
- Leadership opportunities
- Credit by Exam
- College Concurrent Enrollment
- College Credit
- Lunch Bunch meetings
- Early Graduation
- Tutoring and Mentoring opportunities
- Texas Performance Standards Project – one project required during the student's junior or senior year
- Academic Field Trip
- Community Project Mentors who will work with students
- Mock Trial
- Distance Learning
- Art

Staff Qualifications and Development

Teachers who provide instruction and services that are part of the program for gifted students shall receive the required minimum 30 hours of training and six hours annually. Any teacher assigned to the GT program who has not received training will do so within the first semester of school. Administrators and counselors who are responsible for programming decisions for GT students are required to receive six hours of professional development that includes nature and needs of GT students and program options for those students.

Teachers who provide AP instruction shall have the 30 hours of training in gifted education. Eighteen hours of the College Board 5 day summer institute training can count toward the curriculum and instruction component, but teachers still need the 12 hours of needs and characteristics of gifted students and differentiating the curriculum. Yearly six hours of professional development are required.

Program Evaluation

During the spring semester the GT program will be evaluated by reviewing the results of surveys from the GT students, their parents and the GT facilitators on each campus as well as recommendations from the GT Parent Advisory Council. The results of the evaluation will be used to address improvement/modification of the GT program in campus and district plans.

Parent and Community Involvement

Rosebud-Lott ISD believes that in order to have an effective GT program, it is necessary to encourage parental and community involvement. Some examples of parent/community involvement are:

1. Meeting held during the first semester of each school year for parents of GT students to inform parents of what to expect from the program for their child.
2. Meeting held prior to the **referral** period to explain the GT **referral** identification and placement processes.
3. Attendance at the GT Showcase
4. Information sent home as needed throughout the school year.
5. Information sent home to inform parents of out-of-school opportunities for their student.
6. Parents may be asked to recruit speakers.
7. Parents asked to complete survey of the GT program.
8. Parents asked to serve on the GT Parent Advisory Committee.

GT Parent Advisory Committee

A Parent Advisory Committee (PAC) consisting of at least 5 parents with GT students will be established to assist in the programming for the gifted and talented program. The PAC will work with the GT committee to establish a network of community and business mentors to aid students with their independent study projects. In addition, the PAC will recruit community members for lunch bunches and assist in educational field trips as necessary.

Additional Resources for Parents

In addition to resources offered by Rosebud-Lott ISD, many other resources are available for people interested in gifted education. Below are just a few resources available. Rosebud-Lott ISD does not endorse these resources. They are provided for your information.

- Texas Education Agency – Advanced Academics
www.tea.state.tx.us/gted
- Texas Association for the Gifted and Talented (TAGT)
406 E. 11th Street, Suite 310
Austin, TX 78701
Phone 512-499-8248
Fax 512-499-8264
www.txgifted.org
- National Association for Gifted Children
1707 L Street, N.W. – Suite 550
Washington, DC 20036
Phone 202-785-4268
Fax 202-785-4248
nagc@nagc.org
www.nagc.org
- Education Service Center Region XIII
www.esc13.net/gt/parentinfo.html
- Region XII Educational Service Center, Division of Advanced Academics
Waco, TX
Phone 254-297-1212
- Numerous periodicals are available to parents of gifted children:
Gifted Child Today and *Creative Kids Magazine* are published by Prufrock Press, PO Box 8813 Waco, TX 76714-8813
Challenge is available at PO Box 55681, Boulder, CO 80328-5681
- These internet sites may also be useful:
Children's Society Inc. Gifted Children's Programs
www.gifted.org/children/children.htm;
GT World www.gtworld.org;
National Foundation for Gifted and Creative Children
www.nfgcc.org/index.html.

FOR MORE INFORMATION ABOUT GIFTED AND TALENTED:

**Contact: The Special Programs Office
254-583-2498**