

GIFTED AND TALENTED PLAN FOR MOULTON ISD

POSITION STATEMENT

Moulton ISD is committed to providing educational opportunities for all students that will meet individual needs and abilities. Students are encouraged by the district staff to strive for academic excellence.

Gifted and talented students are given opportunities to excel in their educational experience through services provided by Moulton ISD. Enhancing the ability of students to think, reason, judge, invent, create, or lead through the educational process will help develop them personally and socially in preparation for their future as profitable members of our community, state, and nation.

STATE DEFINITION OF GIFTED AND TALENTED

Gifted and talented students means children and youth with outstanding talent who perform or show potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment. These children and youth exhibit high performance capability in intellectual, creative, and/or artistic areas, possess an unusual leadership capacity, and/or excel in specific academic fields.

Texas Education Code, 21.651 (Subchapter Q)

DISTRICT DEFINITION OF GIFTED AND TALENTED

Gifted and talented students in Moulton ISD are those who, through a screening and selection process, are identified as having potential to excel in a majority of the following areas: (1) general intellectual abilities; (2) specific subject matter aptitude; (3) creative and productive thinking ability.

STATE GOAL FOR SERVICES FOR GIFTED STUDENTS

Students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that are advanced in relation to students of similar age, experience, or environment and reflect individuality and creativity. High school graduates who have participated in services for gifted students will have produced products and performances that approximate professional quality as part of their program services.

MOULTON ISD GIFTED AND TALENTED STUDENT PROGRAM GOALS

Gifted and talented students will select various themes for self-directed study and investigation. This process of study and investigation of the chosen themes will be relevant to their giftedness and will encourage the use of higher-level thinking skills.

Gifted and talented students will use appropriate process skills to gain an in-depth understanding of information.

Gifted and talented students will produce original work to demonstrate knowledge and skills from the information gained in their study.

Gifted and talented students will develop self-directed learning skills.

EVALUATION

STUDENT EVALUATION

Moulton ISD Gifted and Talented Program will use demographic information to evaluate and monitor population groups in order to ensure representative students have access to assessment for program services.

Gifted and talented students will be monitored for success in core knowledge and skills by using six-week and end of year grades, standardized test scores, and TAKS scores. This is also noted as a general curriculum issue.

People who are knowledgeable in their respective fields will monitor the students' products and performance in order to evaluate their successful attainment of the Gifted and Talented student program goals.

Other appropriate evaluation instruments will be used to assess student performance.

PROGRAM EVALUATION

Students participating in the Gifted and Talented Program and their parents will have an opportunity to evaluate the program by completing a survey during the spring semester. The results will be used to address improvement/modification of the Gifted and Talented Program in campus and district plans.

The Texas State Plan for the Education of Gifted/Talented students and the Moulton Independent School District Gifted and Talented Plan will be monitored annually. The Moulton ISD will modify its plan in order to ensure compliance with state guidelines and to strive toward recognized/exemplary status.

STUDENT IDENTIFICATION

NOMINATION PROCEDURES

Any student in grades K-12 may be nominated for assessment in order to participate in the Moulton Gifted and Talented Program. Nominations may come from parents, teachers, administrators, counselors, or other interested persons. The person nominating a student must complete a Gifted and Talented Nomination Form in order for a student to be considered for the program. A student may nominate himself/herself by creating a product portfolio which will be evaluated prior to nomination.

If a student is nominated and does not qualify for GT services, he/she will be given a waiting period of 2 full academic years before he/she can be reevaluated or renominated. This will ensure ample time for growth and development.

For students in Kindergarten, they will be nominated and if identified, placed in the Gifted and Talented program during the spring semester, no later than March 1. Any student in grades 1-12 may be nominated no later than March 1.

EVALUATION PROCEDURES

Since giftedness can develop in many different areas, it is difficult to assess through any single method or instrument. Each student who has been nominated will be assessed through the use of both subjective and objective criteria. This criteria may include the following: teacher inventory, parent

inventory, and various assessments that specifically evaluate intellect, creativity, and academic ability. The junior high and high school campus will also consider recent state assessment scores and GPAs to determine in which core subjects students will receive services.

Students who speak a primary language other than English will be evaluated in their primary language.

Before a student may be assessed, there must be a Parent Permission for assessment signed by their parent or guardian.

PLACEMENT PROCEDURES

A Student Summary Profile will be completed for each area of evaluation when a student is tested for the Gifted and Talented Program.

A student will qualify for gifted and talented services if he/she scores on or above the district line on the Profile in a minimum of four areas. The district line is representative of the Excellent or Superior category.

A District Placement Committee comprised of at least three education professionals with at least 30 hours of gifted and talented training will be responsible for placing students in the Moulton Gifted and Talented Program after careful review of the Student Summary Profiles. A letter of the student's placement or non-placement will be sent to the student's parents or guardians.

NOMINATION OF STUDENTS NEW TO THE DISTRICT

New students who enter Moulton ISD during the school year will be eligible to be nominated for evaluation according to the guidelines for Nomination Procedures.

TRANSFER STUDENTS IDENTIFIED AS G/T IN THEIR PREVIOUS SCHOOL

Students who transfer from another district and have been identified through that district's criteria as gifted and talented will not be automatically placed in the Moulton ISD's G/T Program. They are eligible to be nominated for evaluation after a parent consent for evaluation has been received. Each district develops its own definition of gifted and talented and uses its own criteria for placement. Evaluation through the Moulton Gifted and Talented Program's criteria will ensure a proper placement for the student.

The evaluation of a gifted/talented transfer student will be made during his/her first six weeks of attendance at Moulton ISD. The student's evaluation and performance from his/her previous school will be transferred to the Student Profile. After the evaluation, the usual procedures will be followed by the Placement Committee.

PARTICIPATION IN MOULTON ISD GIFTED AND TALENTED PROGRAM

PERMISSION FOR PARTICIPATION

No student will be allowed to participate in the Gifted and Talented Program without written consent of his/her parent or guardian. A Parent Consent for Participation Form will accompany the Placement Committee's announcement of student placement. It will be understood that the student will have consent to participate in the Gifted and Talented Program when the form is signed by the parent/guardian and returned to the G/T Coordinator. Services to the student will continue until the parent/guardian presents a written revocation or the student is furloughed/exited from the program.

CONTINUANCE IN THE GIFTED AND TALENTED PROGRAM

The decision to participate or not participate in the Gifted and Talented Program rests with the student and his/her parent or guardian, once the Placement Committee has made its recommendation for placement. If for any reason a parent/guardian of a student does not wish their student to participate in the program, they may elect not to receive services on the Consent for Participation. If the student has been in the program, a parent/guardian may revoke, in writing, the Consent for Participation.

At times, it may not be in the child's best interest to continue participation in the G/T classes, such as if a child experiences emotional stress. Nonparticipation should not be viewed negatively. A parent/guardian may request a furlough until the student is again able to benefit from G/T instruction. (Due to the nature of high school honors classes, the student would be transferred to a regular class for the remainder of the year.)

FURLOUGH AND EXIT PROCEDURES

If a student's performance and participation in a G/T pull-out class is unsatisfactory for a six-week period, a conference including the student, his/her parent or guardian, and the G/T teacher will be held. The purpose of the meeting will be to assess the student's behavior and performance and to develop an improvement plan which will specify desired changes. The plan will be signed by all members involved in the conference. The student will be responsible to meet the requirements of the improvement plan during the next six weeks.

If a student's performance/participation during any six-week period following the improvement plan is unsatisfactory, another meeting will be held to discuss furlough from the program. The decision to place a student on furlough or dismiss him/her permanently from participation in the G/T program is the responsibility of the Placement Committee.

When considering a furlough, the Placement Committee will consider the following questions:

1. What is the most appropriate educational placement for this student at this time?
2. Is the Gifted/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 student 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.

APPEAL PROVISION

A decision of nonplacement made by the Placement Committee may be appealed by a student's parent or guardian. A conference between the person making an appeal and the G/T Coordinator will be held during which all evaluation records will be reviewed and discussed. If a person making the appeals

disagrees with the Placement Committee after this conference, an appeal before the committee may be requested as follows:

1. The person making the appeal must submit a request by letter for a hearing by the committee no later than ten days after the committee has announced its placement decision.
2. The committee must respond by letter to the person making the appeal no later than ten days after the receipt of the letter of appeal. The committee's letter will specify the day and time of the hearing before the committee.
3. Following the hearing before the committee, if the person making the appeal disagrees with the committee's decision and wishes to make another appeal, the person must follow the district's local policies governing appeals in accordance with FNG (local) beginning at Level Two.

PROGRAM ORGANIZATION

Moulton ISD provides a program to serve students who are gifted in the areas of general intellectual ability, specific subject matter aptitude, and/or creative and productive thinking.

The following types of study have been established in the Gifted and Talented Program to serve the educational needs of the identified G/T students in grades K-12.

MOULTON ELEMENTARY

All identified G/T students in grades K through 6 will be taken out of the regular classroom once per week and instructed with other G/T students, or they will be receive differentiated instruction within the classroom with a teacher who has received GT training.

MOULTON HIGH SCHOOL

Gifted and Talented services will be provided in grades 7-12 through differentiation in the classroom. Teachers providing GT services in the four core academic areas must have an initial 30 hours of GT training and will receive an additional 6 hours updated annually, as required by TEA. Those teachers will provide an enriched curriculum that ensures a continual learning experience using the K-12 scope and sequence. Additionally, enrichment opportunities to continue challenging GT students will be provided. These activities range from academic to leadership to performance opportunities including, but not limited to, participation in UIL academics, leadership academies, student organizations, and various school and community performances.

CURRICULUM

Moulton ISD will use thematic units as the basis for its G/T curriculum. Thematic units are built on studies not included in the regular classroom instruction. Activities are formulated to accommodate individual interests and learning styles. The activities will focus on the areas of strength. The four core academic areas will be continually made up of challenging learning experiences. The curriculum will provide a systematic work for the K-12 alignment.

GIFTED/TALENTED COORDINATOR/TEACHER JOB DESCRIPTION

The Counselor for Moulton ISD will be the G/T Coordinator and will be responsible for the identification process and the placement of the G/T child in grades K-12. The Counselor will evaluate

each student's performance yearly. Curriculum will be written by the G/T Teachers. The G/T Coordinator will be responsible for state documentation.

The Gifted and Talented Program teachers for Moulton ISD will provide and maintain curriculum set by the District G/T Coordinator. The G/T Program teachers will supervise High School Independent Studies in the four core academic areas.

STAFF DEVELOPMENT

Moulton ISD will provide staff development for the G/T Coordinator and those teachers assigned G/T teaching duties on each campus in order to provide quality services for our gifted and talented students and to comply with TEA guidelines.

Moulton ISD will also provide training for all professional staff concerning the nomination, identification, and placement process annually during the first six weeks of school.

The Texas Education Agency requires 30 clock hours of G/T training for all professional staff members. Any staff members assigned to G/T teaching duties will make every effort to complete the required training prior to or within the first semester of their teaching assignment. The G/T Coordinator will compile the documentation of this training for each campus.

An additional 6 hours of staff development each year is required by the TEA. Documentation of this training must also be maintained. Information concerning this training will be made available to each G/T staff member. Moulton ISD will contract with Region 3 ESC for G/T services. The G/T Coordinator will also provide local inservice training for teachers and staff as needed. At the secondary level, the G/T Coordinator will act as a resource for teachers and staff, providing them with information and materials for use with G/T students.

PARENT/COMMUNITY INVOLVEMENT

Moulton ISD believes that in order to have an effective G/T program, it is necessary to encourage parental and community involvement. The school will provide the following activities:

1. Information will be available throughout the school year for all interested persons. The purpose of the information will be to explain the Gifted and Talented Program and the nomination, identification, and placement processes for the G/T Program.
2. Packets of information will be sent home with all G/T students during the first semester of school. This information will provide parents with expectations for the G/T Program. Parents of GT students will be encouraged to evaluate the GT program.
3. Information will be sent home as needed with the G/T students throughout the school year.
4. Efforts will be made to include the parents and the community in the G/T Program.