

Grand Saline ISD



**A Comprehensive Manual for the
Gifted and Talented**

Kindergarten – 12th Grade

Board of Trustees Approved: 1-13-20

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Preface

GRAND SALINE ISD is committed to providing program and curricular options to meet the unique needs of the gifted/talented student. This document presents the official policies, processes, and procedures for organizing, operating, and evaluating the gifted and talented services at GRAND SALINE ISD. The appendices contain the instruments and forms that may be used to implement and maintain the program components.

Definition of Gifted and Talented Students

“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 (TEC Subchapter D §29.121).

Philosophy/Rationale

The philosophy of GRAND SALINE ISD reflects an understanding of the uniqueness of individual gifted/talented students. Because the learning characteristics of gifted and talented students dictate learning experiences that differentiate from those provided for them in the regular school program, the district recognizes that special provisions must be made for these students in order to stimulate and maximize their achievement as well as provide for their social and emotional needs.

GRAND SALINE ISD recognizes that gifted and talented students are found in all cultures, socioeconomic groups, geographic locales, and environments. GRAND SALINE ISD will serve the needs of those students who perform at or show the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment.

Program Objective

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

GRAND SALINE ISD will:

- comply with gifted/talented accountability standards and monitor the effectiveness of assessment and services for gifted/talented students.
- implement identification procedures and progress monitoring that allows students to demonstrate and develop their diverse talents and abilities.

- implement viable service options which provide a research-based learning continuum that is developed and consistently implemented throughout the district to meet the needs and reinforce the strengths and interests of gifted/talented students.
- meet the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school.
- ensure all personnel involved in the planning, creation, delivery and administration of services to gifted/talented students possess the knowledge required to develop and provide differentiated programs and services, and
- involve family and community members in services designed for gifted/talented students throughout the school year.

I. Program Service Design

Gifted and Talented services at GRAND SALINE ISD are designed for students who are identified as gifted and talented according to GRAND SALINE ISD's identification procedures. Program service design will include one or more of the following options:

1. **Pull-out:** Part-time services in a classroom, other than the student's regular class, that take place on a regular schedule provided by a gifted/talented 30-hour foundational and 6-hour update trained teacher.
2. **Push-in:** A gifted/talented 30-hour foundational and 6-hour update trained teacher provides occasional services to a student while the student is in their regular classroom.
3. **Full-time Gifted Only:** The student receives the majority of their core subjects from teachers with gifted/talented 30-hour foundational and 6-hour update training with peers who are all identified as gifted/talented.
4. **Full-time Inclusion:** The student receives a majority of their core subjects from a specific teacher or teachers with gifted/talented 30-hour foundational and 6-hour update training, but the classes may include peers who are not identified as gifted /talented.
5. **Special Day School:** A special school which is administratively separate from regular schools and is organized to serve gifted/talented students with gifted/talented 30-hour foundational and 6-hour update trained teachers.

In accordance with the *Texas State Plan for the Education of Gifted/Talented Students*, the district is accountable for the following:

- Identified gifted/talented students are assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas. Services are available during the school day as well as the entire school year, and parents are informed of these options (19 TAC §89.3(3)).
- Information concerning special opportunities is available and disseminated to parents and community members.
- Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas.

- Gifted/talented students are ensured opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year as a direct result of gifted/talented service options (19 TAC §89.3(1)).
- Flexible grouping patterns and independent investigations are provided throughout the program design/services.
- Out-of-school options relevant to the students' areas of strength are provided by school districts whenever possible (19 TAC §89.3(3)).
- Local board policies are developed that are consistent with State Board of Education rules on credit by examinations (19 TAC §74.24) and early high school graduation opportunities (TEC §56.203).
- Acceleration and flexible pacing are employed, allowing students to learn at the pace and level appropriate for their abilities and skills, and are actively facilitated by district administrators, counselors, and teachers.
- Local board policies are developed that enable students to participate in dual/concurrent enrollment, distance learning opportunities, and accelerated summer programs if available.
- A person who has thirty (30) hours of professional learning in gifted/talented education and annual six (6) hour professional learning updates as required in 19 TAC §89.2(1) is assigned to coordinate district level services for gifted/talented students in grades K – 12.
- Develop and implement services to address the social and emotional needs of gifted/talented students and their impact on student learning.

II. Student Assessment

A. Communicate the Process to Parents and Community

1. Prior to the referral period, GRAND SALINE ISD will conduct an awareness session for families to provide an overview of the assessment procedures and services for gifted/talented students.
 - a. To ensure equity, all family meetings and/or informational media will be offered in a language families can understand or a translator or interpreter will be provided to the extent possible.
 - b. Input from family and community representatives on gifted/talented identification and assessment will be encouraged.
 - c. In addition, information regarding the overview of assessment procedures and services for gifted/talented students will be outlined on GRAND SALINE ISD G/T website and/or an awareness video will be provided.
 - d. All referral procedures and forms for assessment will be provided to families in a language that the families understand, or a translator or interpreter is provided to the extent possible.

B. Referral Process

1. The referral process occurs annually the month of November. However, referrals may be submitted at any time during the year to ensure students identified as gifted receive services through diverse program options to meet their specialized educational needs. Students may be referred by teachers, counselors, parents, or other interested parties.
 - a. Referral forms are available at every campus office and must be returned to the student's campus counselor by the deadline indicated on the referral form.
 - a) Support will be provided for completing documents on an as needed basis or as requested.
2. Additional materials regarding the unique characteristics of gifted students as well as nature and needs of gifted learners may be found on the district Gifted/Talented webpage.

C. Assessment

1. GRAND SALINE ISD will provide assessment opportunities for gifted/talented identification at least once per school year. Data collected from multiple sources for each area of giftedness served by the district are included in the assessment process for gifted/talented services. This assessment process allows for student exceptionalities to the extent possible. Access to assessment and, if needed, gifted/talented services is available to all populations of the district. Students will be assessed in languages they understand or with nonverbal assessments.
2. Based on a review of information gathered during the assessment process, those students whose data reflect that the District's G/T service options would best meet their identified educational needs will be recommended by the selection committee for gifted/talented services.
3. At the kindergarten level, as many criteria as possible, and at least three, are used to assess students who perform at or show potential of accomplishment relative to age peers.
4. In grades 1 - 12, qualitative and quantitative data are collected through three (3) or more measures and used to determine whether a student needs gifted/talented services.
5. Final determination of students' need for gifted/talented services will be made by a committee of at least three local district or campus educators who have received training in the nature and needs of gifted/talented students and who have met and reviewed the individual student data.

6. Once identified, students will be provided services based on their strengths and interests and provided opportunities to produce advanced level products, such as those provided by the Texas Performance Standards Projects.
7. In addition, as commensurate with their abilities, students will be provided opportunities to accelerate in their areas of strength.

III. District/Campus Procedures – EHBB (LOCAL)

Transfer Students

When a student identified as gifted by a previous school district enrolls in the District, the selection committee shall review the student's records and conduct assessment procedures when necessary to determine if placement in the District's program for gifted and talented students is appropriate.

[See FDD(LEGAL) for information regarding transfer students and the Interstate Compact on Educational Opportunities for Military Children]

Furloughs

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.

In accordance with the Board-approved program, 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 and talent-ed program, be placed on another furlough, or be exited from the program.

Reassessment

If the District reassesses students in the gifted and talented program, the reassessment shall be based on a student's performance in response to services and shall occur no more than once in elementary grades, once in middle school grades, and once in high school grades.

Community Awareness

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.

Exiting Students from Program Services

The District shall monitor student performance in response to gifted and talented program services. If at any time the selection committee or a parent determines it is in the best interest of the student to exit the program, the committee shall meet with the parent and student before finalizing an exit decision.

Appeal Process Regarding Services

A parent, student, or educator may appeal any final decision of the selection committee regarding selection for or exit from the gifted and talented 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.

IV. Curriculum and Instruction

GRAND SALINE ISD will meet the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the district.

GRAND SALINE ISD will assure identified gifted/talented students are provided an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas. GRAND SALINE ISD will provide services during the school day as well as the entire school year.

GRAND SALINE ISD will ensure opportunities are provided for students to accelerate in areas of strengths. Flexible pacing, cluster grouping, and scheduling modifications, which include dual credit, will be implemented as necessary to allow students to learn at the pace and level appropriate to their abilities and skills.

In addition, GRAND SALINE ISD will provide opportunities for gifted/talented students to pursue areas of interest in selected disciplines through guided and independent research. These learning opportunities may include, but are not limited to:

Elementary

G/T students at the elementary and intermediate levels will participate in a pull-out program which is structured, modified, and/or accommodated to meet their individual strengths and interests and is based on the four core areas. Opportunities for students to participate in the Texas Performance Standards Projects or other experiences that lead to the development of advanced-level products will be provided.

Middle School - High School

G/T students at the middle and high school levels may participate in inclusionary programs which are structured, modified, and/or accommodated to meet their individual strengths and interests and are based in the four core areas. These programs may include Honors and Dual Credit classes. Opportunities for students to participate in the Texas Performance Standards Projects or other experiences that lead to the development of advanced-level products will be provided.

GRAND SALINE ISD instructional staff, as appropriate, will adapt and/or modify the standard curriculum to meet the needs of gifted/talented students and those with special needs such as twice-exceptional, highly gifted, and English learners.

V. Assessment of Student Progress/Performance

GRAND SALINE ISD will periodically (every six weeks) assess student progress and/or performance using district developed standards associated with the areas identified and served and parents or guardians will be informed. Assessment standards may include, but are not limited to:

- Grades received in courses designed for gifted students
- Progress reports including the standards of services outlined in the *Texas State Plan for the Education of Gifted/Talented Students*. These standards of service include modifying the depth, complexity and pacing of the curriculum and instruction ordinarily provided by the school, appropriately challenging learning experiences, and advanced-level products and/or performances.
- Rubrics such as those found on the Texas Performance Standards Projects website (www.texaspsp.org) or other sources that indicate student progress and growth in the areas of identified giftedness.
- Other assessment of student progress and performance based on local district service options.

VI. Professional Learning

Opportunities for professional learning in the area of gifted/talented education are provided on a regular basis, and information on these opportunities is disseminated to professionals in GRAND SALINE ISD. Each teacher new to the district will receive an orientation to the district's gifted/talented identification processes and the district's services for gifted/talented students.

Requirements

1. School Board

GRAND SALINE ISD School Board members will be trained to ensure program accountability as outlined in the *Texas State Plan for the Education of Gifted/Talented Students*.

2. Administrators/Teachers with Supervisory Duties

GRAND SALINE ISD administrators as well as teachers who have supervisory duties for service decisions, will complete a minimum of six hours of professional development that includes the nature and needs of gifted/talented students and service options.

3. District Personnel Assigned to Coordinate Gifted/Talented Program

A/AN GRAND SALINE ISD staff member who has thirty (30) hours of professional learning in gifted/talented education and annual six (6) hour professional learning updates is assigned to coordinate district level services for gifted/talented students in grades K – 12.

4. Counselors

GRAND SALINE ISD counselors who work with gifted/talented students will complete a minimum of six hours of professional development that includes the nature and needs of gifted/ talented students, service options, and social-emotional learning.

5. Teachers

GRAND SALINE ISD teachers who provide instruction and services that are part of the GRAND SALINE ISD's G/T services will complete a minimum of 30 hours of professional learning related to identification and assessment, nature and needs, and curriculum for gifted and talented students. Teachers without the required training who are assigned to provide instruction and services that are part of the district's defined gifted/talented services are required to complete the thirty (30) hour training within one semester.

Teachers who provide instruction and services that are a part of the district's defined gifted/ talented services receive a minimum of six (6) hours annually of professional development in gifted/talented education

that is related to state teacher gifted/talented education standards.

Professional Learning Documentation

Evidenced-based documentation of G/T professional learning will be maintained by central office.

Professional Learning Evaluation

GRAND SALINE ISD's evaluation of G/T professional learning will be ongoing and related to state teacher gifted/talented education standards. The information gathered from the evaluation will be used in making decisions related to future G/T staff development opportunities. A written plan for professional learning in the area of gifted/talented education that is based on identified needs is implemented and updated annually.

VII. Family and Community Involvement

GRAND SALINE ISD will annually provide to parents/guardians policies related to gifted/talented student identification. These policies may be made available through a variety of methods which may include but is not limited to the District G/T webpage, the student handbook, local media, etc. as deemed appropriate by the District.

GRAND SALINE ISD will annually seek input from family and community representatives on gifted/talented identification and assessment procedures.

GRAND SALINE ISD will ensure information is shared or meetings will be held annually to request parent and community recommendations regarding students who may need gifted/talented services.

GRAND SALINE ISD will provide an orientation and periodic updates for parents of students who are identified as gifted/talented and provided gifted/talented services.

Gifted/Talented Advocacy/Parent Association Group

GRAND SALINE ISD, to the extent possible, will provide parents and community members an opportunity to participate in a parent and/or advocacy group. In addition, orientation and periodic updates will be provided for parents of identified G/T students.

Products and Achievements of Students Shared with Community

Throughout the school year, GRAND SALINE ISD will showcase products and achievements of gifted learners via a variety of methods which may include, but is not limited to: social media, District website, and G/T Showcase.

VIII. G/T Program Evaluation

The District shall annually evaluate the effectiveness of the District's gifted and talented 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, counselors, students in the gifted and talented program, and the community.

The District's gifted and talented program shall address effective use of funds for programs and services consistent with the standards in the state plan for gifted and talented students.

The District shall annually report to the Texas Education Agency (TEA) regarding funding used to implement the District's gifted and talented program. The District shall annually certify to TEA:

1. The establishment of a gifted and talented program by the District; and
2. That the District's program is consistent with the state plan for gifted and talented students.

The evaluation process may include, but is not limited to:

1. Effectiveness of G/T services based on student and teacher growth.
2. Identified gifted/talented demographics population is reflective of total district demographics.
3. Professional development completed by staff based on:
 - teacher needs relative to designing curriculum for gifted students.
 - understanding characteristics of gifted English learners, economically disadvantaged, twice-exceptional, highly gifted, migrant, homeless, and military students.
 - the nature and social-emotional needs of gifted students.
4. Successful completion of Texas Performance Standards Projects or other experiences that lead to the development of advanced level products and/or performances.
5. Short and long-term goals based on input from G/T community.

IX. Certification and Reporting

GRAND SALINE ISD shall annually certify to the commissioner that GRAND SALINE ISD has established a program for gifted and talented students as required by Texas Education Code Chapter 29. Subchapter D and that the program is consistent with the state plan developed under

Section 29.123. If the commissioner determines GRAND SALINE ISD district has failed to comply with Subsection (a) for a school year, the commissioner shall reduce the total amount of funding to which the district is entitled under Chapter 48 for that school year by an amount equal to the basic allotment multiplied by the product of 0.12 and an amount equal to five percent of the students in average daily attendance in the district. The commissioner may restore to GRAND SALINE ISD all or part of the funding withheld from the district's entitlement under Subsection (b) if during the school year the district complies with Subsection (a). At the same time that a school district makes the certification required under Subsection (a), the district shall report to the commissioner regarding the use of funds on the district's program for gifted and talented students as provided by State Board of Education rule.

X. PEIMS Reporting

October:

1. Submission of district level PEIMS indicator (5 Categories)

A district may include more than one program design in the reporting.

- a. 01 – Pull-out
- b. 02 – Push-in
- c. 03 – Full-time gifted only
- d. 04 – Full-time inclusion
- e. 05 – Special day school

2. Identified and Served Students

Reference Section 8 Student Attendance Accounting Handbook

June:

Program Intent Code 21

Instruction

- 11 Instruction Curriculum Development & Staff
- 13 Development
- Total:

Instructional Support

- 21 Instructional Leadership
- 23 School Leadership
- 31 Guidance & Counseling, Evaluation
- 32 Social Work Services
- 33 Health Services
- 36 Co-curricular/ Extra-curricular Activities
- Total

Central Administration

- 41* General Administration
- District Operations
 - 52 Security and Monitoring
 - 53 Data Processing
 - 34 Student Transportation
 - Total:

Other

- 61 Community Service
- 91 Contracted Instructional Services Between Public schools
- 93 Payments to Fiscal Agents for Shared Service Arrangements
- 99 Inter-government charges not Defined in Other codes
- Total:

* Object Code: 6491 is calculated in function code 41. (This is for reference only)

Expenditures to publish all statutorily required public notices in the newspaper by the school district or their representatives.

Reference Financial Accountability System Resource Guide

XI. Glossary

Term	Definition
Acceleration	<p>Acceleration is an academic intervention that matches the level, complexity, and pace of the curriculum with the readiness and motivation of the student. It involves mastering knowledge and skills at a rate faster or at an age earlier than the norm.</p> <p>From <i>A Nation Deceived</i>—Colangelo, N., Assouline, S., & Gross, M. U. M. (2004). <i>A nation deceived: How schools hold back America's brightest students</i> (Vol. 1). Iowa City: University of Iowa, Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development</p>
Area of Giftedness	the specific set of abilities in which a student performs or shows potential to perform at a remarkably high level of accomplishment
Array of Learning Experiences	a menu of challenging activities or opportunities that fit the unique interests and abilities of advanced-level students
Artistically Gifted	possessing outstanding ability in the visual and/or performing arts
Complexity	extension of content in, between, and across disciplines through the study of themes, problems, and issues; seeing relationships between and among ideas in/within the topic, discipline, and disciplines; examining relationships in, between, and across disciplines over time and from multiple points of view
Concurrent Enrollment	the practice of enrolling in a college or university to earn college or university credit while in high school
Continuum of Learning Experiences	articulated intellectual, artistic, creative, and/or leadership activities and opportunities that build upon one another each year a student is in school
Creatively Gifted	possessing outstanding imagination, thinking ability, innovative or creative reasoning ability, ability in problem solving, and/or high attainment in original or creative thinking
Credit by Exam (CBE)	method in which a student may receive credit for a subject/course or accelerate through a grade by taking one or more exams
Depth	exploration of content within a discipline to include analyzing from the concrete to the abstract, the familiar to the unfamiliar, the known to the unknown; exploring the discipline by going beyond facts and concepts into generalizations, principles, theories, laws; investigating the layers of experience within a discipline through details, patterns, trends, unanswered questions, and/or ethical considerations

Differentiation	modification of curriculum and instruction according to content, pacing, process, and/or product to meet unique student needs in the classroom
Diversity	the presence of difference between individuals and among groups including but not limited to age, socioeconomics, education, race and ethnicity, gender, sexual orientation, culture, and religious beliefs
Dual Credit	an opportunity for a student to earn high school credit for successful completion of a college course
Flexible Pacing	Flexible pacing is defined as placing students at an appropriate instructional level and allowing them to move forward in the curriculum as they master content and skills. Flexible pacing is achieved by such methods as continuous
Foundation Curricular Areas	English language arts/reading, mathematics, science, and social studies
Furlough	a leave of absence from program services
Gifted in Leadership	possessing the natural ability to influence others; possessing skills in interpersonal relationships demonstrated, for example, by outstanding ability in such activities as student government
Gifted in Specific Academic Fields	possessing superior ability or potential in a specific course of study such as English language arts/reading, mathematics, science, or social studies
Gifted/Talented Services	services and activities not ordinarily provided by the school that are specifically designed to fully develop the capabilities of students who give evidence of high achievement or capability in areas such as intellectual, creative, artistic, or
Independent Study	self-directed learning strategy where the teacher acts as guide or facilitator, and the student plays a more active role in designing and managing his or her own learning
Intellectually Gifted	possessing superior intelligence, with potential or demonstrated accomplishments in several fields of study; ability to perform complex mental tasks
Mentor	an individual who shares his or her expertise with a student of similar career or field-of-study aspirations
Qualitative Measures	performance indicators that cannot be recorded numerically and that include observations, anecdotal records, checklists, interviews, student products, performances, etc.

Quantitative Measures	performance indicators that can be expressed in terms of definite numbers or amounts such as scores on achievement tests
Texas Performance Standards Project (TPSP)	statewide standards and assessment system which includes instructional materials designed to provide assistance as districts achieve the state goal for gifted/talented students (complete information at http://www.texaspsp.org/)
Twice-Exceptional	<p>A “twice-exceptional learner” is 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:</p> <ol style="list-style-type: none"> 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 (TEC 29.121) <p>and who also gives evidence of one or more disabilities as defined by federal or state eligibility criteria.</p>

XII. District Contact Information

For further information, please contact Debby Morse, Assistant Superintendent/G/T District Coordinator, at 903-962-8171.

XIII. District Forms

EHBB LEGAL BOARD POLICY

EHBB LOCAL BOARD POLICY

NOMINATION FORM

ENGLISH/SPANISH

PERMISSION FOR ASSESSMENT

ENGLISH/SPANISH

ASSESSMENT INSTRUMENTS, MEASURES, AND PROFILE

QUALITATIVE/QUANTITATIVE

SERVICE DETERMINATION.....

PARENT NOTIFICATION.....

PLACEMENT/PERMISSION TO SERVE

NON-PLACEMENT

English.....

Spanish.....

FURLOUGHS

EXIT RECOMMENDATION

ADDITIONAL SUPPORT.....

UNDERSTANDING OUR GIFTED

UNITS OF STUDY TEMPLATE

A 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. Under this provision, a district may establish a shared services arrangement with other districts.

A district shall adopt a policy regarding the use of funds to support the district's program for gifted and talented students.

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:

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.

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 a 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**

A 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 entire school year.
4. Opportunities to accelerate in areas of strength.

19 TAC 89.3

**Certification and
Reporting**

A district shall annually certify to the commissioner of education that the district has established a program for gifted and talented students as required by Education Code Chapter 29, Subchapter D and that the program is consistent with the state plan.

If the commissioner determines that a district has failed to comply for a school year, the commissioner shall reduce the total amount of funding as described by Education Code 29.124(b). The commissioner may restore to a district all or part of the funding withheld if during the school year the district complies with the program requirements.

At the same time that a district makes the certification described above, the district shall report to the commissioner regarding the use of funds on the district's program for gifted and talented students as provided by State Board of Education rule.

Nothing in these provisions may be construed as limiting the number of students that a school district may identify as gifted and talented or serve under the district's program for gifted and talented students.

Education Code 29.124

Note: See DMA(LEGAL) for training requirements for teachers of gifted and talented education.

Referral	Students may be referred for the gifted and talented program at any time by teachers, counselors, parents, or other interested persons.
Screening and Identification Process	<p>The District shall provide assessment opportunities to complete the screening and identification process for referred students at least once per school year.</p> <p>The District shall schedule a gifted and talented program awareness session for parents that provides an overview of the assessment procedures and services for the program prior to beginning the screening and identification process.</p>
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 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.
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 and talented program.

Reassessment	If the District reassesses students in the gifted and talented program, the reassessment shall be based on a student's performance in response to services and shall occur no more than once in elementary grades, once in middle school grades, and once in high school grades.
Transfer Students	<p>When a student identified as gifted by a previous school district enrolls in the District, the selection committee shall review the student's records and conduct assessment procedures when necessary to determine if placement in the District's program for gifted and talented students is appropriate.</p> <p>[See FDD(LEGAL) for information regarding transfer students and the Interstate Compact on Educational Opportunities for Military Children]</p>
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 the Board-approved program, 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 and talented program, be placed on another furlough, or be exited from the program.</p>
Exit Provisions	The District shall monitor student performance in response to gifted and talented program services. If at any time the selection committee or a parent determines it is in the best interest of the student to exit the program, the committee shall meet with the parent and student before finalizing an exit decision.
Appeals	A parent, student, or educator may appeal any final decision of the selection committee regarding selection for or exit from the gifted and talented 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.
Program Evaluation	The District shall annually evaluate the effectiveness of the District's gifted and talented 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, counselors, students in the gifted and talented program, and the community.

The District's gifted and talented program shall address effective use of funds for programs and services consistent with the standards in the state plan for gifted and talented students.

The District shall annually report to the Texas Education Agency (TEA) regarding funding used to implement the District's gifted and talented program. The District shall annually certify to TEA:

1. The establishment of a gifted and talented program by the District; and
2. That the District's program is consistent with the state plan for gifted and talented students.

**Community
Awareness**

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.

Grand Saline ISD
NOMINATION FORM



If you wish to nominate a student please complete this FORM and return it to the Campus Counselor at your child's school.

Nomination Deadline _____

TODAY'S DATE: _____

STUDENT'S NAME: _____

STUDENT'S GRADE: _____

PARENT NAMES: _____

NAME OF PERSON NOMINATING STUDENT: _____

COMMENTS:

If you have additional questions about the GT Program and nomination process, you may contact **Debby Morse, Assistant Superintendent**, at 903-962-8171.

Grand Saline ISD

FORMULARIO DE NOMINACIÓN



Si desea nominar a un estudiante, completar este FORMULARIO y devuélvalo a el Consejero del Campus en la escuela de su hijo.

Plazo de nominación _____

FECHA DE HOY:

NOMBRE DEL ESTUDIANTE: _____

GRADO DEL ESTUDIANTE: _____

NOMBRES DE LOS PADRES:

NOMBRE DE LA PERSONA QUE NOMINA ESTUDIANTE:

COMENTARIOS:

Si tiene preguntas adicionales sobre el Programa GT y el proceso de nominación, puede comunicarse con Debby Morse, Superintendente Asistente, al 903-962-8171.

Grand Saline ISD



Gifted and Talented Program Consent to Test Form

Dear Parent/Guardian:

Your child has been nominated for the gifted and talented program at Grand Saline ISD. **Please complete and sign this consent form** so your student can be screened.

Please complete the attached Parent Checklist. In addition to parent and teacher checklists, students nominated will be required to provide a writing sample and be tested using the Iowa Test of Basic Skills and the Kaufman Brief Intelligence Test.

Child's Name _____ Teacher _____

Child's Date of Birth _____

Home Address _____

Phone Number _____

I have been fully informed of the testing procedures and give my permission to have my child tested for the gifted and talented program.

Parent's Name(Print) _____

Parent's Signature _____

Date _____

Working together,

School Counselor

Grand Saline ISD
Programa Dotado y Talentoso



Consentimiento para el formulario de prueba

Estimado Padre/Guardián:

Su hijo ha sido nominado para el programa de talentos y talentosa en Grand Saline ISD. Por favor completo y firme este formulario de consentimiento para que su estudiante pueda ser examinado.

Por favor completo la Lista de verificación de padres adjunta. Además de las listas de verificación de padres y maestros, los estudiantes nominados deberán proporcionar una muestra de escritura y ser probados usando la Prueba de Habilidades Básicas de Iowa y la Prueba breve de inteligencia de Kaufman.

Fecha _____ Maestra _____ del niño

Fecha de nacimiento _____ del niño

El direccion _____ en casa

numero _____ telefónica

He sido completamente informado de los procedimientos de prueba y doy mi permiso para que mi hijo sea probado para el programa dotado y talentoso.

Nombre del Padre

(Impresión) _____

La firma _____ de los padres

Fecha _____

Trabajando juntos,

Consejero Escolar

ITBS Score Sheet for Grades K-2

Levels 5-8

Student Name _____ Grade _____ Date _____

SUBJECT	RAW SCORE (# Correct)	STANDARD SCORE (SS)	PERCENTILE RANKING (From 0 – 100)	
V=Vocabulary				
RC=Reading Comprehension				
READING TOTAL RT = (V + RC) ÷ 2				
L1=Spelling				
L2=Capitalization				
L3=Punctuation				
L4=Usage and Expression				
LANGUAGE TOTAL LT = (L1+L2+L3+L4) ÷ 4				
M1=Math Concepts & Estimation				
M2=Math Problem Solving				
M3=Math Computation				
MATH TOTAL MT = (M1+M2+M3) ÷ 3				
CORE TOTAL CT = (RT+LT+MT) ÷ 3				

National Percentile Ranking = _____

ITBS Score Sheet Level 9-14

Student _____

Grade _____

Date _____

Test	Raw Score	Standard Score
Vocabulary		
Reading Comprehension		
Reading Total $RT = (V + RC) \div 2$		

Test	Raw Score	Standard Score
Spelling		
Capitalization		
Punctuation		
Usage & Expression		
Language Total $LT = (L1+L2+L3+L4) \div 4$		

Test	Raw Score	Standard Score
Math Concepts		
Math Problem Solving		
Math Computation		
Math Total $MT = (M1+M2+M3) \div 3$		

Core Total

$CT = (RT + LT + MT) \div 3$ $CT =$ _____

CT National Percentile: _____

Directions: Please read each writing sample and score it based on the rubric below. I will average the ratings in consideration of the Gifted and Talented program. Please return to my box when you are finished.

Rubric for Writing

	Beginning 0	Developing $\frac{1}{2}$	Accomplished 1	Exemplary 2	Score
Topic	Key word(s) near the beginning	Main idea or topic in first sentence	Good main idea or topic sentence	Interesting well stated main idea/topic sentence	
Organization	Ideas not ordered	Some order of main idea + details or sequence	Main idea + details or sequential, as appropriate	Good flow of ideas from topic sentence + details or sequence	
Paragraphs	One paragraph or text divided but not by content	Supporting details mostly grouped into appropriate paragraphs	Ideas appropriately divided into paragraphs with supporting details	Strong paragraphs ordered to develop story or exposition	
Sentences	Mostly complete sentences; some fragments or run-ons	Complete sentences; few run-on sentences	Complete sentences; no run-ons or fragments; some variety in length and type	No sentence errors; variety of length and type; sentence types relate to style of writing	
Vocabulary	Related word or ideas mentioned; limited basic vocabulary	Attempts to use new key words in description; goes beyond basic vocabulary	Uses key/related words and ideas correctly; varies language	Uses key/related words/ideas easily; colorful, interesting words suitable for topic and audience	
TOTAL					

Rubric Score=Matrix Score

0 = 0-5

$\frac{1}{2}$ = 6

1 = 7

$1\frac{1}{2}$ = 8

2 = 9

$2\frac{1}{2}$ = 10

Grand Saline ISD
 Gifted and Talented Committee
 Service Determination Form

For Consideration: Student Nominee	Total Matrix Pts	IQ	ITBS

Decision:

The following students are recommended for Gifted and Talented services.

The following students are recommended for regular classroom services:

Signed,
 Gifted and Talented Committee

 Name

 Date

 Name

 Date

 Name

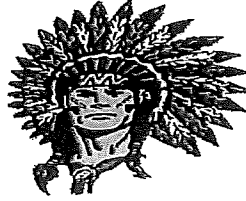
 Date

GRAND SALINE INDEPENDENT SCHOOL DISTRICT

400 Stadium Drive
Grand Saline, Texas 75140

Phone 903-962-7546
Fax 903-962-7464

ELEMENTARY (903) 962-7526
INTERMEDIATE (903) 962-5515



MIDDLE SCHOOL (903) 962-7537
HIGH SCHOOL (903) 962-7533

Date _____

Dear Parents of _____:

Testing for the Gifted and Talented program at Grand Saline _____ School has concluded.

Placement/Permission to Serve: Based on a review of the information gathered during the assessment process, the committee recommends gifted and talented services would best meet the identified educational needs of your child.

What Now?

Elementary: G/T students at the elementary and intermediate levels will participate in a pull-out program which is structured, modified, and/or accommodated to meet their individual strengths and interests and is based on the four core areas. Opportunities for students to participate in the Texas Performance Standards Projects or other experiences that lead to the development of advanced-level products will be provided.

Middle School - High School: G/T students at the middle and high school levels may participate in inclusionary programs which are structured, modified, and/or accommodated to meet their individual strengths and interests and are based in the four core areas. These programs may include Honors and Dual Credit classes. Opportunities for students to participate in the Texas Performance Standards Projects or other experiences that lead to the development of advanced-level products will be provided.

GRAND SALINE ISD instructional staff, as appropriate, will adapt and/or modify the standard curriculum to meet the needs of gifted/talented students and those with special needs such as twice-exceptional, highly gifted, and English learners.

Permission to Serve: I give permission for my child _____ to participate in the gifted/talented program at Grand Saline ISD.

Parent's Name (Print) _____

Parent's Signature _____

Date _____

If you have any questions regarding the Gifted and Talented program, please do not hesitate to call. Thank you for your help in this process.

Sincerely,

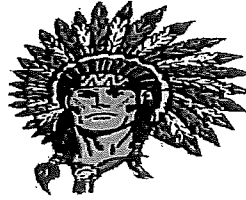
Principal

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HIGH SCHOOL (903) 962-7533

Fecha _____

Estimados Padres de

Las pruebas para el programa Gifted and Talented en Grand Saline _____
Escuela han concluido.

Colocación/Permiso de Servicio: Sobre la base de una revisión de la información recopilada durante el proceso de evaluación, el comité recomienda que los servicios dotados y talentosos satisfagan mejor las necesidades educativas identificadas de su hijo.

¿Y ahora qué?

Primaria: Los estudiantes de G/T en los niveles elemental e intermedio participarán en un programa extraíble estructurado, modificado y/o acomodado para satisfacer sus fortalezas e intereses individuales y se basa en las cuatro áreas principales. Se proporcionarán oportunidades para que los estudiantes participen en los Proyectos de Estándares de Desempeño de Texas u otras experiencias que conduzcan al desarrollo de productos de nivel avanzado.

Escuela Secundaria - Escuela Secundaria: Los estudiantes de G/T en los niveles de escuela media y secundaria pueden participar en programas de inclusión que están estructurados, modificados y/o acomodados para satisfacer sus fortalezas e intereses individuales y se basan en las cuatro áreas principales. Estos programas pueden incluir clases de Honores y Doble Crédito. Se proporcionarán oportunidades para que los estudiantes participen en los Proyectos de Estándares de Desempeño de Texas u otras experiencias que conduzcan al desarrollo de productos de nivel avanzado.

El personal de instrucción de GRAND SALINE ISD, según corresponda, adaptará y/o modificará el plan de estudios estándar para satisfacer las necesidades de los estudiantes dotados/talentosos y aquellos con necesidades especiales como los estudiantes de inglés dos veces excepcionales, altamente dotados e ingleses.

Permiso para servir: Doy permiso para que mi hijo _____ participe en el programa dotado/talento en Grand Saline ISD.

Nombre del Padre (Imprimir)

Firma del padre

Fecha

Si tiene alguna pregunta con respecto al programa Gifted and Talented, por favor no dude en llamar. Gracias por su ayuda en este proceso.

Sinceramente,

Principal

GRAND SALINE INDEPENDENT SCHOOL DISTRICT

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INTERMEDIATE (903) 962-5515



MIDDLE SCHOOL (903) 962-7537
HIGH SCHOOL (903) 962-7533

Date _____

Dear Parents of _____:

Testing for the Gifted and Talented program at Grand Saline _____
School has concluded.

Non Placement:

Based on a review of information gathered during the assessment process, the committee recommends regular classroom services as the option that would best meet the educational need of your child.

What Now?

Your student will continue to be served in the regular classroom. A parent, student, or educator may appeal any final decision of the selection committee regarding selection for the gifted and talented program. If you have any questions regarding the Gifted and Talented process, please do not hesitate to call. Thank you for your help in this process.

Sincerely,

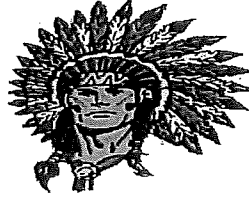
Principal

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MIDDLE SCHOOL (903) 962-7537
HIGH SCHOOL (903) 962-7533

Fecha _____

Estimados Padres de

Las pruebas para el programa Gifted and Talented en Grand Saline _____ de escuela han concluido.

No Colocación:

Sobre la base de una revisión de la información recopilada durante el proceso de evaluación, el comité recomienda los servicios regulares en el salón de clases como la opción que mejor satisfaga las necesidades educativas de su hijo.

¿Y ahora qué?

Su estudiante continuará siendo atendido en el salón de clases regular. Un padre, estudiante o educador puede apelar cualquier decisión final del comité de selección con respecto a la selección para el programa dotado y talentoso. Si tiene alguna pregunta con respecto al proceso de Dotados y Talentosos, por favor no dude en llamar. Gracias por su ayuda en este proceso.

Sinceramente,

Principal

**Gifted and Talented Program
Grand Saline Independent School District
NOTICE OF FURLOUGH FROM PROGRAM**

Date: _____

STUDENT NAME: _____

REASON FOR FURLOUGH: _____

FURLOUGH WILL BE IN EFFECT UNTIL _____ AND AT THAT
TIME THE COMMITTEE WILL MEET AGAIN TO DETERMINE FURTHER
PLACEMENT.

SIGNATURES OF COMMITTEE MEMBERS AND OTHER PARTICIPANTS:

SIGNATURE	POSITION/TITLE	AGREE	DISAGREE

EXIT RECOMMENDATION FORM

Name _____ Grade _____ Date _____

The Placement Committee in Grand Saline Independent School District has considered all data relevant to _____'s exit from the Gifted/Talented Program. Because of the reasons listed below, this committee believes it would be a more appropriate educational match at this time for the student to remain in the regular classroom setting.

Reasons for Recommendation:

The recommendation for exit originated with:

_____ student	_____ parent	_____ regular classroom teacher
_____ Gifted/Talented teacher		_____ other _____

Signatures of Placement Committee:

PARENTAL APPROVAL

I/We agree that the most appropriate educational setting for

_____ At this time is in the regular classroom without participation in the Gifted/Talented Program. If, at a later date, we wish to resume participation in the Gifted/Talented Program, we understand that it will be necessary to follow the established entry procedures for new students.

Parent's signature

A High Achiever...	A Gifted Learner...	A Creative Thinker...
Grasps the meaning.	Infers and connects concepts.	Makes mental leaps: Aha!
Completes assignments on time.	Initiates projects and extensions of assignments.	Initiates more projects that will ever be completed.
Is receptive.	Is intense.	Is independent and unconventional.
Is accurate and complete.	Is original and continually developing.	Is original and continually developing.
Enjoys school often.	Enjoys self-directed learning.	Enjoys creating.
Absorbs information.	Manipulates information.	Improvises.
Is a technician with expertise in a field.	Is an expert who abstracts beyond the field.	Is an inventor and idea generator.
Memorizes well.	Guesses and infers well.	Creates and brainstorming well.
Is highly alert and observant.	Anticipates and relates observations.	Is intuitive.
Is pleased with own learning.	Is self-critical.	Is never finished with possibilities.
Gets A's.	May not be motivated by grades.	May not be motivated by grades.
Is able.	Is intellectual.	Is idiosyncratic.

Kingore, B. (Spring 2004). High Achiever, Gifted Learner, Creative Learner.
 Understanding Our Gifted.
www.beretkingore.com

Gifted and Talented Units of Study

_____ Six Weeks

Suggested Duration: _____

Grade/Subject: _____

Unit Theme: _____

Curriculum: Content will be deepened and made more complex.

Lesson Preparation/Activities:

Tiered Assignments – various activities are assigned based on individual student needs (choice boards, interest or learning centers, stations). Portfolios – students use portfolios to display learning over time.

Learning Contract – an agreement between teacher and student that allows the student to complete activities related to curriculum independently. Technology – supports and enhances understanding to provide innovation.

Socratic Seminars – sharing of ideas and listening to others to build depth and complexity of understanding.

Compacting – streamlines instructional time for students who show mastery of objective. Questioning Strategies –

highest level of questioning utilized for academic rigor and complexity. Independent Study – allows students to demonstrate self-direction while refining research and investigation skills. Flexible Grouping – allows students to

work with similar and different ability groups. Problem Based Learning – students learn through inquiry based

model. Cooperative Learning – students learn to work together and share ideas.

TEKS:

Vocabulary of Instruction: _____

Materials: _____

Resources and References:

Selected Literature: _____

Performance Assessment/s:

Products will be more advanced and professional. Participation in an extended time research project of choice **may** be selected as a replacement for traditional summative assessments. Vary the complexity of the product students create to demonstrate mastery of concepts taught. Multi-Media/Project. Artistic / Creative Response. Produce work requiring more complex or more advanced thinking.