

2013-2014

New
Summerfield
ISD



GIFTED AND TALENTED PLAN

A Gifted and Talented Plan for New Summerfield I.S.D., 2013-2014

New Summerfield Independent School District Gifted and Talented Plan

Introduction

Recognizing the need to encourage our students to take a more rigorous curriculum, NSISD is committed to providing services that challenge students.

Mission Statement

To provide a differentiated curriculum and instruction that meets the needs of each identified G/T student.

Goal for Services for Gifted and Talented Students

Students who participate in services designed for gifted students will demonstrate skills in self-directing, 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.

Definition of a Gifted and Talented Student

A “gifted and talented student” is a child or youth who performs at, or shows 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 capacity in intellectual ability
- * exhibits high performance in the area of artistic ability; or
- * exhibits high performance in a specific academic field, such as language arts, math, science or social studies

Student Assessment

Referral Process:

The NSISD G/T Program referral process is ongoing. Students in grades 1-12 may be referred for the gifted and talented program at any time by teachers, counselors, parents, or other interested persons. In addition, a student may also nominate him or herself. Students who are new to the district may be referred upon entry.

Students who meet the following criteria may be referred. This criterion includes:

- * a highly developed vocabulary *well above grade level*
- * the ability to communicate orally or in writing in a manner that is *well above grade level*
- * the ability to problem solve *well above grade level*
- * the ability to think critically and creatively that is *well above grade level*
- * the ability to read and comprehend *well above grade level*
- * the ability to comprehend content area material that is *well above grade level*

Referral procedures and forms for assessment of gifted and talented students are communicated in a form and language that the families can understand, or a translator or interpreter is provided. G/T program awareness and overview sessions of the assessment procedures and services are conducted for families and faculties prior to the referral process.

Assessment:

Information is collected on the referred students during the assessment process. Assessment in the areas of cognitive ability, academic ability, and artistic ability will be completed based on the area for which the student was referred. A minimum of three criteria will be used for each area addressed and will include both qualitative and quantitative measures.

Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board of Trustees to determine individual eligibility for the program. Assessment tools may include, but not limited to, the following: achievement tests, cognitive measures, behavioral checklists from teachers and parents, and student performance projects.

Developmentally appropriate quantitative and qualitative identification measures include:

Quantitative measures:

- * verbal and nonverbal cognitive measures when appropriate
- * standardized achievement measures in the appropriate academic areas

Qualitative measures:

- * teacher completion of behavioral rating scale
- * student performance samples in the appropriate areas
- * parent information gathered through questionnaire
- * student completion of portfolios demonstrating skills or talents in a specific area

The assessment process will be completed within a timely manner, each semester, following the parent signing the consent for assessment and returning to the school's Special Programs Director.

Selection Committee:

Based on a review of information gathered during the assessment process, the District Selection Committee will recommend placement for students whose data reflect that program placement is the most appropriate educational setting. The 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 student and who have met and reviewed the individual student data (19 TAC 89.1(4)).

Additional data beyond what is originally gathered during the assessment process may be requested by the District Selection Committee in order to make the most appropriate decision for a student.

Provisions will be made to assure fair assessment of students with special needs such as culturally diverse, the economically disadvantaged, and the disabled.

Students may be identified as needing gifted/talented services in the following areas:

- * general intellectual ability
- * academic areas including math, language arts, science and social studies
- * artistic ability

Notification:

Parents will be notified in writing of the results of the assessment within a timely manner following the signing for consent for assessment.

Parents and students will be notified in writing upon identification of the student for the gifted and talented program. Participation in any program or services provided for gifted students is voluntary. The district shall obtain written permission of the parents and when appropriate the student before a student is placed in the NSISD Gifted and Talented Program.

Once parent permission has been signed, documentation verifying placement will be placed in the student's permanent cumulative folder. The student's eligibility folder will be maintained in the office of the G/T Program Director located in the Special Program Director's Office. A parent/guardian does have the right to refuse placement of their child in the G/T Program. If a parent fails to sign the permission for placement form, then the child will not be placed in the NSISD G/T Program.

A review of student progress will only be initiated for reasons of inability to maintain satisfactory progress within the program.

Transfer Students:

When a student identified as gifted by a previous school district transfers into NSISD, the student's records shall be reviewed by the District Selection Committee to determine if placement in the gifted and talented program is appropriate. The committee shall make its determination within 30 days of the student's enrollment in the district and shall base its decision on the transferred records, observation reports of district teachers who instruct the student, and student and parent conferences.

Students who were formerly identified by NSISD for the G/T Program and who have withdrawn from the district will be placed in the same manner upon re-entry into the district.

When a student withdraws from NSISD, the receiving district may request a copy of the student's profile. The campus coordinator must notify the district program director when a student

withdraws from the campus. This includes transferring from one campus to another within the NSISD.

Furlough:

Students who are unable to maintain satisfactory performance within the structure of the gifted and talented program may be placed on furlough by the selection committee. The purpose of such a furlough is to provide the student an opportunity to attain performance goals established by the selection committee. A furlough also may be granted at the request of the student, parent, or teacher.

A student may be furloughed for a period of time deemed appropriate by the District Selection Committee. At the end of the furlough, the student's progress shall be reassessed, and the student may reenter the gifted program, be removed from the program, or be placed on another furlough.

Furloughs are considered, by District Selection Committee, due to unsatisfactory performance of students. Parents may withdraw a student from the gifted and talented program at any time, but withdrawals, other than furlough requests, will be considered as formal exits from the program. If students are exited by parents/guardians, as a result of a furlough, for reasons other than unsatisfactory performance and the parents/guardians request reentry, the student will be reassessed and must meet gifted and talented criteria for reentry.

Review and Exit Process:

Student progress in the program is subject to review at any time. The review is conducted by the District Selection Committee and may also include parents and the student when appropriate. Multiple student data is subject to review including academic performance, attendance, and discipline records. A consensus of the review is documented, signed by all present, and placed in the student's permanent folder. At the time student progress is assessed, the student may continue in the G/T program or be recommended for exit from the program.

Recommendation for exit may be submitted to the student's building principal by the classroom teacher, the G/T coordinator or the parents/guardians. A student may be exited due to educational, psychological, and/or personal reasons.

The parent or guardian may exit a child at any time. If students are exited by parents/guardians for any reasons other than unsatisfactory performance and the parents/guardians request reentry, the student will be reassessed and must meet gifted and talented criteria for reentry.

When exit procedures are initiated by a teacher, a conference must be held with the parents/guardians concerning the reasons for the exit referral. Final exit decisions will be made by the District Selection Committee. The following steps outline the exit procedure.

Steps for Exit:

1. The District Selection Committee will conduct a conference with the student and parent/guardian to design a plan of action for assisting the student in the G/T program.
2. Support services and the intervention plan are implemented.
3. At least one six weeks of time is given to see if the support services and intervention plan are helpful.
4. A conference is held with the student and parent/guardian, and exit is recommended if no improvement is noted.

5. The student's name and documentation to support exit from the program will be provided to the committee.
6. Students may be exited from the program or be placed on furlough.

An exit form will be completed and placed in the student's permanent folder. A copy will be sent to the appropriate teachers, NSISD staff, and parents.

Appeal:

Parents or students may appeal any final decisions of the selection committee regarding selection for or removal from the gifted program. Appeal shall be made first to the selection committee. Any subsequent appeals shall be made in accordance with FNG (LOCAL) beginning at Level Two.

Reentry:

A student's parent/guardian and/or teacher may submit a written request to the District Selection Committee for the reentry of a student into the program. The committee will review the furlough procedures and reenter the student based on these guidelines. Exited students must be reassessed and meet guidelines for reentry.

Program Design, Curriculum, and Placement

The NSISD Gifted and Talented Program will provide students with an array of learning opportunities that are commensurate with the abilities of gifted and talented students, and that emphasize content in the four core academic areas, the arts and general intellectual ability. Gifted/talented students will be ensured the opportunity to work together as a group, work with other students, and work independently during the school day as well as the entire school year (19TAC 89.3(3)).

Students will have an opportunity to work on a variety of projects and learning activities that are appropriate for students identified as gifted and talented. These opportunities will vary by grade and age of the students. These opportunities will be provided with a continuum of learning experiences that will provide students the opportunity to develop advanced-level products and/or performances.

Services will be provided by teaching staff who have completed the thirty hour basic G/T training and who have maintained the annual six hour update. It is the responsibility of the teaching staff within the district to maintain documentation of required training. This documentation must be provided upon request.

Evaluation and Planning

The general purpose of evaluation is to gather, analyze, and disseminate information which can be used to make decisions concerning the Gifted and Talented Program. A formative and summative evaluation design will be utilized to determine if the goals and objectives of the NSISD Gifted and Talented Program are met.

Aspects such as program organization and curriculum development, management of resources and personnel, and parent/community involvement will be addressed in the evaluation process.

Information derived from the evaluation process will be utilized to plan for effective and efficient delivery of services to the gifted and talented students.

New Summerfield ISD will evaluate the following facets of program implementation through school, staff, and parents:

- * student assessment
- * program design
- * curriculum and instruction
- * family and community involvement

Professional Development

An ongoing program of staff development in Gifted and Talented education will be provided by New Summerfield ISD and Region VII Education Service Center. Staff development is planned yearly and organized on the basis of data collected from needs assessments, program evaluation, and/or recommendations from teachers for the G/T students. There should be frequent follow-up on staff development with the teachers of gifted students.

The primary goal of the NSISD professional development program is to provide teachers and support staff with the knowledge, skills, and resources necessary to provide a program for the gifted and talented student.

All teaching staff within NSISD will:

1. receive orientation concerning procedures used for identifying students for the NSISD G/T Program
2. receive a general overview of the NSISD G/T Program
3. complete state mandated thirty hour G/T training and provide documentation of completion
4. complete annual six hour update as required by state law and provide documentation of completion

The District G/T coordinator will work cooperatively with the campus principals to verify the training hours are received by each staff member.

Family and Community Involvement

Parents and community members will be informed of programs for the Gifted and Talented. They will be kept informed of district needs for the program and legislation related to the gifted. Involvement will also include nomination of students for program participation. Parents/guardians of gifted and talented students will receive information about program development, student's products and achievement, and about how parents/guardians can make contributions to the program.