

# Miller Grove ISD

## Gifted/Talented Plan

### Procedures Manual

### 2021 - 2022

## Miller Grove ISD

### SPECIAL PROGRAMS GIFTED AND TALENTED STUDENTS EHBB (LOCAL)

#### **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**

The District shall provide assessment opportunities to complete the screening and identification process for referred students at least once per school year. 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.

#### **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 in 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**

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 talented program, be placed on another furlough, or be exited from the program

**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.

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## District GT Procedures

### I. Program Design

#### A. Definition of gifted/talented

“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.

#### B. Mission Statement/MGISD GT Goal:

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.

### II. Program Options

#### A. Types of services provided K-12 through Full-time inclusion for all core classes with peers who are not identified as G/T as well as the following:

##### a. Grades K-5

- i. Students will be pulled-out multiple times throughout the school year to work together as a group or work with other students or work independently during the school day as well as the entire school year as a result of G/T service options.

##### b. Grades 6-12

- i. Students will be pulled-out multiple times throughout the school year to work together as a group or work with other students or work independently during the school day as well as the entire school year as a result of G/T service options.
- ii. Out-of-school Options relevant to the students’ areas of strength are provided by school districts whenever possible (ie. UIL, Academic Events/Teams, Community Partnerships, etc.)

### III. Identification and Assessment

#### A. Communication with parents and community

1. Written policies on student identification for gifted/talented services are approved by the district board of trustees and disseminated to all parents
  2. The development of a comprehensive GT district policy describing all gifted/talented programs, services, assessments, and communication, are accessible to parents, community and students and includes district G/T contact information.
- B. Referral Process
1. Referral procedures for assessment of gifted/talented students are communicated to families in a language and form that the families understand or a translator or interpreter is provided to the extent possible from October to November. Testing takes place in as referrals occur.
  2. Referral forms for assessment of gifted/talented students are provided to families in a language and form that the families understand, or a translator or interpreter is provided to the extent possible.
  3. Families and staff are informed of individual student assessment results and placement decisions as well as given opportunities to schedule conferences to discuss assessment data prior to the end of the first semester.
  4. An awareness session providing an overview of the assessment procedures and services for gifted/talented students is offered for families by the district and/or campus prior to the referral period.
  5. All family meetings are offered in a language families can understand or a translator or interpreter is provided to the extent possible.
- C. Assessment
1. K-12: Both quantitative and qualitative measures are used in all grade levels.
    - CogAT
    - Teacher Surveys
- D. Determination of Placement
1. The district G/T Committee will meet to review all testing data by the end of the first semester using the following criteria:
    - Slocumb Payne Inventory (Teachers)- scoring 60 or higher considered
    - CogAT (Composite Stanine = 9, Composite Percentile Rank > 95)
    - Portfolio Considered (Writing, Art, Problem-Solving Leadership Activities)

E. Appeal Process for Identification

1. Policy related to reassessment of gifted/talented students is based on performance in response to gifted/talented services and if reassessment occurs at all, it is no more than once in elementary grades, once in middle school grades, and once in high school.
2. Policy related to appeals allows parents, students, and educators to appeal placement decisions within ten working days of placement notification and to present new data, if appropriate.
3. Appeals need to be brought to the attention of each campus administrator within the ten-day period.

IV. Gifted/Talented Committee

A. Composition of membership

1. Final determination of students' need for gifted/talented services is made by a committee of at least three (3) 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.
2. The selection committee is formed of members who have completed training as required by 19 TAC §89.2.

B. Responsibilities and Training

1. Based on a review of information gathered during the assessment process, students whose data reflect that gifted/talented services will be the most effective way to meet their identified educational needs are recommended by the selection committee for gifted/talented services.
2. A balanced examination of all assessment data collected through the district's gifted/talented assessment process is conducted and used by the selection committee in making identification decisions.
3. 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.

V. District/Campus Procedures (Admission, Reassessment, Furloughs, Transfers, Exits)

- A. Provisions regarding transfer students, furloughs, reassessment, exiting of students from program services, and appeals of district decisions regarding program placement are included in board approved policy.

- B. When a gifted/talented student transfers to another district either in or out of Texas, that district is provided with the student's assessment data.
- C. Student furloughs (the opportunity for students to have a leave of absence from gifted/talented program services) for specific reasons and for a certain period of time without being exited are permitted.
- D. Reassessment of gifted/talented students is based on performance in response to gifted/talented services and if reassessment occurs at all, it is no more than once in elementary grades, once in middle school grades, and once in high school.
- E. Exiting of students from gifted/talented services is based on multiple criteria including student performance in response to services. Exiting of a student is finalized by committee decision after consultation with parents and students regarding the student's educational needs.
- F. Provisions for ongoing identification of students who perform or show potential for performing at remarkably high levels of accomplishment in each area of giftedness served by the district are included in board-approved policy.
- G. Assessment opportunities for gifted/talented identification are made available to students at least once per school year.
- H. Students in grades K–12 shall be assessed and, if identified, provided gifted/talented services.

VI. Curriculum and Instruction

Educators adapt and/or modify the core or standard curriculum to meet the needs of gifted/talented students and those with special needs such as twice-exceptional, highly gifted, and English learners as follows:

- A. Learning Experiences
- B. Acceleration
- C. Curriculum Alignments including the Texas Performance Standards Project ([texaspsp.org](http://texaspsp.org))
- D. Modifications/Accommodations
- E. Individual Education Plans
- F. Student Progress Monitoring



## VII. Professional Learning

### A. Requirements

1. Teachers as well as administrators who have supervisory duties for service decisions are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students and service options for gifted/talented students
2. Counselors who work with gifted/talented students are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students, service options for gifted/talented students, and social emotional learning
3. Annually, each teacher new to the district receives an orientation to the district's gifted/talented identification processes and the district's services for gifted/talented students.

### B. Professional Development Schedule

1. A minimum of thirty (30) clock hours of professional learning that includes nature and needs of gifted/talented students, identification and assessment of gifted/talented students, and curriculum and instruction for gifted/talented students is required for teachers who provide instruction and services that are a part of the district's defined gifted/talented services.
2. 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
3. Annually, each teacher new to the district receives an orientation as part of their new teacher orientation to the district's gifted/talented identification processes and the district's services for gifted/talented students.
4. Counselors who work with gifted/talented students are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students, service options for gifted/talented students, and social emotional learning.
5. Local district boards of trustees are trained to ensure program accountability based on the Texas State Plan for the Education of Gifted/Talented Students.
6. Evaluation of professional learning activities such as a campus survey for gifted/talented education is ongoing and related to state teacher gifted/talented education standards, and the results of the evaluation are used in making decisions regarding future staff development plans.

7. Gifted/talented services staff are involved in planning, reviewing, and/or conducting the district's gifted/talented professional learning.
8. Opportunities for professional learning through Region 8 ESC in the area of gifted/talented education are provided on a regular basis, and information on them is disseminated to professionals in the district.
9. Teachers are encouraged to obtain additional professional learning in their teaching discipline and/or in gifted/talented education.

#### VIII. Communications, Family and Community Involvement

1. Written policies are developed on gifted/talented student identification, approved by the local board of trustees and disseminated to parents.
2. Input from family and community representatives on gifted/talented identification and assessment procedures is invited annually.
3. Information is shared or meetings are held annually requesting parent and community recommendations regarding students who may need gifted/talented services.
4. The opportunity to participate in a parent association and/or gifted/talented advocacy groups is provided to parents and community members through our district website. (TAGT- <https://www.txgifted.org/>)
5. An array of learning opportunities is provided for gifted/talented students in grades K–12, and parents are informed of all gifted/talented services and opportunities.

#### IX. Records Retention Policy

- A. District will retain records of each GT student who is referred or who receives services in a gifted/talented program, including nomination and observation documentation, testing results, parental consents, committee reports and recommendations, and other records of services required under state regulation or pertinent to the identification of students for participation in gifted/talented programs. Cessation of services will take place after five years.