

**LEVELLAND INDEPENDENT
SCHOOL DISTRICT**

**THE DISTRICT PLAN
TO SERVE
GIFTED/TALENTED
STUDENTS**



Revised 2011

LEVELLAND ISD DISTRICT PLAN TO SERVE GIFTED AND TALENTED STUDENTS

POSITION STATEMENT

The number one priority of the Levelland Independent School District is to assure student achievement for all students commensurate with their learning styles and abilities. There are many variables which influence a child's ability and willingness to learn. The challenge for Levelland I.S.D. is to assure success on the part of every child, regardless of background or abilities. The district is aware that there are children whose abilities are so advanced special programs must be instituted to challenge these students.

The Texas goal is that students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that 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 students will have produced products and performances of professional quality as part of their program services.

The Levelland I.S.D. will strive to meet the educational needs of students who excel consistently or who show potential to excel beyond their chronological peers in one or more of the following areas:

- ..general intellectual ability
- ..specific subject matter aptitude
- ..creative and productive thinking

Gifted/Talented students are found in all socioeconomic and racial groups. It is incumbent upon the district to meet these student's special learning needs through the *G/T* program.

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PROGRAM GOALS

IDENTIFICATION

The Levelland I.S.D. shall identify students who excel consistently or who demonstrate the potential to excel in general intellectual ability, specific subject matter aptitude, and creative and productive thinking. The district will provide a differentiated program for this student that goes beyond the regular program in grades K-12.

A screening-identification committee will be established on every district campus. At least three local district or campus educators who have received training in the nature and needs of gifted students will serve on the committee.

NOMINATIONS

Nominations for the program may be made by:

- ..Levelland I.S.D. professional staff
- ..a parent
- ..the student
- ..other interested persons

Nominated students in kindergarten through grade twelve will be considered for inclusion in the G/T program. Students at the elementary level who score 90% or above on the State Assessment or 90thile on NWEA (reading and math scores average) will be considered for evaluation for the G/T program. Parent permission will be secured for any special testing.

Parents of students in LISD are informed of the district program to serve Gifted Students by:

- ..district handbooks and campus handouts
- ..Back to School Night presentations by building principals
- ..local newspaper articles
- ..LISD Web Page

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SCREENING AND SELECTION

Students nominated for the G/T program will be given qualitative and quantitative measures. If the campus Screening-Identification committee determines that there is a preponderance of evidence, based on student performance, the student will be enrolled in the G/T program. The campus Screening-Identification Committee may admit students who show promise but do not qualify due to a handicapping condition, being culturally different, economically disadvantaged, of limited English proficiency, or being a minority student. Students can be evaluated for G/T only once in any twelve month period.

Kindergarten students will be screened after the first semester of school for possible selection for the Kindergarten G/T program. Teachers will compile a list of recommended students by the end of January. Identification will be completed during the month of February. Qualifying students will begin Gifted and Talented services March 1.

Parents will be informed of identification results. Signed permission from the parent must be obtained prior to a student's being tested for or placed in the program. An awareness session for all selected students and their parents will be held at the beginning of each new school year. Students selected for G/T will be reviewed annually by the G/T teacher. Students presently enrolled in G/T will continue in the program. However, if the teacher has determined, based upon the student's performance, that the G/T program is not meeting the educational needs of the student, the student will be reviewed according to the exit procedure.

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APPEALS PROCEDURES

A parent who wishes to appeal an identification decision made by the campus gifted/talented selection committee may do so by following these procedures:

- (1) Within fifteen days after the selection committee's decision has been announced, an appeal may be made to the building principal. At this time the selection procedures and the individual student information will be reviewed with the questioner by the building principal and/or the school counselor.
- (2) Should a person wish to appeal the placement decision, a letter of appeal shall be submitted to the building principal who will forward the letter to the Levelland I.S.D. Gifted/Talented Coordinator. The letter of appeal must include a statement of the problem and any explanation or information pertinent to the situation. The district Gifted/Talented Coordinator will then meet with the Campus Selection Committee. If the parent so desires, he/she may appear personally before the campus committee and should so indicate in the letter of appeal. The campus principal will notify the person of the date and place of the meeting.
- (3) Within five school days after the meeting, the Campus Selection Committee will respond in writing to the questioner of its intent to either remain with its original decision or to amend its decision. The committee's letter must explain its action.
- (4) Students who wish to appeal to the Campus Selection Committee should do so through a parent.
- (5) After the above process has been exhausted, further questions regarding identification should be directed to the Superintendent of Schools.

GUIDING PRINCIPLES FOR APPEALS

The following principles shall guide the staff in responding to appeals:

- (1) All information regarding the identification of students is confidential and should be regarded as such throughout the identification, selection, and appeals processes.
- (2) No parent has the right to information about any other student(s) other than his/her own child.

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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 and/or parent.

{LISD policy EHBB(LOCAL) adopted 06/05}

The length of the furlough will be determined by the campus G/T Selection Committee. At the conclusion of the furlough period, the committee will review the student's grades, attendance, behavior, and classroom performance. At that time, the student may be reinstated into the G/T program, exited from the program, or the furlough may be extended for a length of time determined by the committee.

EXIT

At any time the parent of a G/T student, the G/T student's classroom teacher, the G/T teacher, the building counselor, or the principal may request a meeting for the purpose of reviewing a student's placement in the G/T program. For a student to exit the G/T program, a meeting of all persons involved (the parent, classroom teacher, G/T teacher, counselor, and principal) will be held to discuss the student's overall performance. In the event three of the five persons conclude that the G/T program is not the appropriate placement for the student, the student in question will be exited from the program. A student who is exited from the program may not be reevaluated for the G/T program until one full academic year has elapsed. If a student or parent requests removal from the G/T program, the selection committee shall meet with the parent and student before honoring the request.

{LISD Policy EHBB (LOCAL) adopted 06/05}.

All review requests will be made through the building principal.

STUDENT TRANSFERS

Students new to the district or new to a campus within the district who have not been evaluated for the G/T program may be nominated for the G/T program after being in the regular program for at least four weeks. After four weeks, the student may be nominated for the program by the classroom teacher, a parent, or other school personnel. Once nominated, the student shall be evaluated in the same manner as any other nominated student. Students selected for the G/T program may begin participating in the program as soon as parental permission is received. Students new to the district who were qualified and participating in a G/T program in another

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school district will be placed in the Levelland Gifted and Talented Program as soon as documentation is received from the other school district and the parent has signed a Permission to Place in G/T form.

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**PROGRAM ORGANIZATION
ELEMENTARY and INTERMEDIATE PROGRAM**

The elementary and intermediate schools of Levelland ISD provide a program for the gifted and talented that meets the needs of identified students. The *G/T* curriculum in the regular classroom focuses on creative, productive thinking skills and critical thinking skills.

Several auxiliary programs are offered in addition to the regular education program. Levelland ISD belongs to the Region XVII Service Center G/T Cooperative. G/T students can attend G/T seminars offered by the Region XVII Service Center.

Each elementary and intermediate grade level has a G/T program for a minimum of one hour each week. First through fifth grades, as well as the Early Childhood Center, are served through this program.

The curriculum used to support these programs, which integrates the four core subjects (language arts, math, science, and social studies), is designed based on the Texas Performance Standards by staff selected on each campus. This program allows our elementary and intermediate students and early childhood students advanced level experiences in the four core areas. The program allows students to work together in groups with other students and independently during the school day and the entire school year.

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PROGRAM ORGANIZATION MIDDLE SCHOOL

The Middle School provides a program for the G/T student that meets the needs of identified students. Enrichment is provided in all core academic areas as well as in other areas such as the arts, humanities, theater, music, etc.

Each student is expected to complete at least one project each semester that is relevant to some part of the core curriculum and of interest to the student. The projects and dates of completion are assigned by responsible LMS staff. In addition to their individual projects, students are involved in community and campus projects throughout the year. It is felt that these projects instill leadership as well as organization skills in the students.

The Gifted/Talented program at Levelland Junior High offers accelerated courses in the following areas:

7th Grade
Language Arts
Texas History
Science
Math

8th Grade
Language Arts
U.S. History
Science
Algebra I

These courses are taught by G/T certified teachers with specialized curriculum to challenge gifted students. The instructional emphasis in these courses is on analysis and the higher level thinking skills as well as on more complex levels of structure and style in composition. These courses are so designed to help students make an easy transition into the numerous advanced placement courses offered at Levelland High School.

Other Gifted and Talented are offered the opportunity to meet with the Campus G/T teacher a minimum of two times each week to do advanced study and/or projects. Each six weeks, the study/projects are in a different academic or humanities area.

Through the many and varied activities offered, Levelland Middle School is meeting the needs of each Gifted/Talented student in his or her area of giftedness.

The curriculum used to support these programs is designed based on the Texas Performance Standards by the identified staff. The program allows students to work together in groups with other students and independently during the school day and the entire school year.

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**PROGRAM ORGANIZATION
HIGH SCHOOL**

The Gifted/Talented program at Levelland High School provides numerous advanced placement courses specialized to challenge gifted students. These classes encourage the development of skills which emphasize decision-making skills, critical and creative thinking, communication skills and career awareness options.

Students enrolled in any advanced placement (AP) course are given the opportunity to take the AP exam at the end of the academic year. Scores determine whether or not they receive college credit for each subject taken. Levelland High School AP courses can include AP Chemistry, AP Biology, and AP Physics. Additionally, students may take AP Calculus. Pre-AP courses are offered in English I, II and III, Spanish III, Geometry, World Geography, Algebra II, Biology, Chemistry, Physics, Anatomy and Physiology and Pre-Calculus.

Levelland High School works closely with South Plains College in offering dual credit courses in government, economics, computers, speech, college algebra, pre-calculus, U.S. history, English IV and Spanish IV. This affords gifted students the opportunity to complete college level courses while in high school.

Levelland High School G/T students also participate in the Gifted/Talented seminars conducted at the Region XVII Education Service Center in Lubbock.

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STUDENT PROCESSING and FILE MANAGEMENT FOR GIFTED/TALENTED STUDENT

This is the process to follow for establishing and maintaining the files/records for Gifted/Talented tested students. Forms are located in the appendix of the District Plan and documented in Eduphoria. Follow the directions below as appropriate.

NEW STUDENTS NOMINATED FOR G/T PROGRAM

- 1) Use Appendix A Permission for Evaluation to get parent permission to test
- 2) Add G/T Student Status form to Student in Eduphoria Aware even if there is already a previous form in place
- 3) Complete the status form as information is available
- 4) If parent denies evaluation document on form, add comments and save form
- 5) If parent grants permission document on status form and then add the Student Profile form
- 6) Use Evaluation forms in Appendix B along with appropriate assessment tools to conduct the evaluation
- 7) Record assessment results on the Student Profile form
- 8) Print the form and bring it along with other needed information to the Committee meeting
- 9) Add the Selection Committee Report Form in Eduphoria and complete during the committee meeting along with entering dates to complete the required parts of the status form

TRANSFER STUDENTS IDENTIFIED G/T IN PREVIOUS DISTRICT

- 1) Request documentation from other district
- 2) Add G/T Student Status form to Student in Eduphoria Aware even if there is already a previous form in place
- 3) Complete the status form as information is available
- 4) Once parent permission is received student may be placed in G/T program

BEGINNING EACH YEAR FOR ALL G/T STUDENTS

- 1) Use Student tab in Eduphoria to search for all G/T students by grade level.
- 2) Check the Student Status form for each student or add a form if one is not already there.
- 3) If the student is furloughed then contact parent to either reinstate or exit with committee approval.
- 4) If Student is exited then Archive all forms and update student G/T identification in PEIMS
- 5) If the student is reinstated update the student status form and update PEIMS information for the student

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GIFTED/TALENTED EVALUATION PROCEDURES

An evaluation of G/T will be conducted annually. Classroom teachers and administrators, as well as parents of G/T students, G/T students, and G/T teachers will be involved. The following instruments will be utilized in the' evaluation process.

... "Parent Evaluation"

This questionnaire concerns the parents' perceptions of the overall G/T program and their child's ability.

... "Student Self-Evaluation"

This questionnaire solicits a self-appraisal from the G/T student concerning his perception of the program and his/her learning.

... "Classroom Teacher Evaluation"

This evaluation is completed by the classroom teacher. The information gained is used to plan staff development as well as improve the program content for G/T students.

... An interview with principals will also be conducted each year to ascertain areas of concern.

In addition to the six weeks report cards, students will be evaluated by their G/T teacher twice each year: mid-year and end-of-year. This evaluation will concern itself with the specific goals of the G/T program and will be shared with the parents.

The Annual Evaluation Report will be shared with parents of G/T students, classroom teachers, and principals. The Annual Evaluation Report will be presented to the superintendent for distribution to the Board of Education and other interested persons. The results of the evaluation will be utilized in upgrading the quality of the G/T program each year.

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APPENDIX A

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**GIFTED/TALENTED PROGRAM
PERMISSION FOR EVALUATION**

Please evaluate my child, _____, to determine if he/she qualifies to receive services through the Levelland ISD Gifted and Talented program.

I understand that he/she may be given an individual test of mental ability as well as any other tests deemed necessary. These may include tests of academic achievement and creative ability. At the kindergarten level, audio recordings may be used for the product sample.

I further understand that I have the right to see and study all the information obtained from this evaluation, and that I may participate in determining his/her future education plans.

signature of parent or guardian

date

PLEASE RETURN THIS FORM TO YOUR CHILD'S SCHOOL COUNSELOR
NOT LATER THAN _____.
date

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GIFTED/TALENTED PROGRAM NOTIFICATION

DATE: _____
TO THE PARENTS OF: _____

Your child has met the district's criteria to receive services through the Gifted and Talented program. Receiving services through the Gifted and Talented program requires advanced academic work. We must also have your written permission before your child can participate. Please fill out the bottom portion of this letter and return it to me or our school counselor as soon as possible. Services will not begin until we receive this permission form. If you have any questions, feel free to call the school.

Principal

I give permission for my child to be in the G/T program.

child's name

grade

parent's signature

date

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DATE: _____

TO THE PARENTS OF _____

On behalf of the Levelland Independent School District I want to thank you for allowing us to evaluate your child for our Gifted/Talented Program. However, _____ has not met the criteria established by the LISD Board of Trustees to receive Gifted and Talented services.

If you wish to review the process that has been followed to arrive at this decision please contact our school counselor. If you wish to appeal the decision of the Selection Committee, you may do so by submitting a letter of appeal to your building principal within fifteen days after the date on this notification. Your letter should include why you think the decision is incorrect and any information you may want to include that might affect the decision.

The G/T program is but one of many enriching experiences provided by the Levelland Schools. Please feel free to contact me at any time if you have questions or concerns about your child's progress.

Sincerely,

Principal

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Removal Request

This is to request that my child, _____, be removed from the Levelland Middle School Gifted and Talented program. I understand that I may be required to meet with the Middle School Gifted and Talented Committee to finalize this removal. If a meeting is required, I will be notified of the date and time of the meeting. I also understand that if I should desire that my child re-enter the program at a later date, he/she will have to be re-evaluated and must meet current LISD Gifted and Talented Policy standards. I also understand that my child will not be eligible to be re-evaluated for one calendar year from the final removal date.

parent/guardian signature

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Furlough Request

This is to request that my child, _____, be granted a furlough from the Levelland Independent School District Gifted and Talented Program. I would like the furlough to be for the following length of time:

Length of Time

I understand that at the end of this time, my child will be re-entered into the program unless I request otherwise.

Parent signature

date

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APPENDIX B

**Forms used in the testing and
identification process are located in
Eduphoria**

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APPENDIX C

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PARENT EVALUATION OF G/T PROGRAM

DATE: _____

You can help to make G/T a better program by giving careful thought to each of the questions that follow. Because of the relatively small number of persons involved in the program, each person's opinion will weigh heavily in analyzing the results. We appreciate your cooperation and assistance in helping us to evaluate our gifted and talented program.

- | | YES | NO |
|--|-------|-------|
| 1. Have you been provided with enough information about why your child was selected for G/T? | _____ | _____ |
| 2. Have you been provided with enough information about the activities and experiences that your child pursues in G/T? | _____ | _____ |
| 3. Have you been invited to visit a G/T classroom and/or an activity? | _____ | _____ |
| 4. Have you been offered sufficient opportunity to discuss your child's progress with the teacher? | _____ | _____ |
| 5. Which of the following comments best expresses your child's general attitude about being in G/T?

___ Enthusiastic ___ Positive ___ Indifferent ___ Negative | | |
| 6. How often has your child expressed pleasure or enjoyment about the work that he or she does in G/T?

___ Often ___ Sometimes ___ Seldom ___ Never ___ | | |
| 7. Which of the following statements best expresses your child's attitude toward the degree of challenge of the work in G/T?

___ Very challenging ___ Somewhat challenging ___ Not at all challenging | | |
| 8. Has your child encountered any problems with his friends as a result of being involved in G/T? | _____ | _____ |
| 9. Do you have any specific suggestions for changes in the operations of G/T or the way it affects children or their parents? | _____ | _____ |
| 10. Have you seen growth in your child that you attribute to his or her participation in the G/T program? | | |

If you would like to elaborate on any of your answers to these questions, please do continue on the back of this sheet. Return this sheet to your child's principal or counselor.

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PARENT EVALUATION OF G/T STUDENT

STUDENT NAME: _____ GRADE: _____ DATE: _____

Will you please think of your child at the present time in comparison to last year? As a result of your child's participation, please rate your child on the following items. On each line following each item circle the response which most accurately reflects the performance of your child. You may have difficulty in responding to some of the items. Please make the best estimate you can.

	Much Less	Less	About the Same	More	Much More
1. Ability to think things through					
2. Knowledge of basic skills.(reading, writing, mathematics)					
3. Knowledge of subject matter areas.(science, social studies, and others)					
4. Interest in school.					
5. Ability to see relationships (to see how things go together in a situation)					
6. Ability to find information.					
7. Ability to work well alone.					
8. The liking and respect of other pupils for him or her.					
9. Ability to judge the usefulness of facts.					
10. Ability to get along well with teachers.					
11. Enjoyment of learning.					
12. Curiosity about learning new things.					
13. Ability to accept responsibility					
14. Ability to create, experiment, and use ideas.					
15. Knowledge of his or her strengths and weaknesses.					
16. Willingness to work as a leader					
17. Ability to recognize differences between facts and inferences, organize and create ideas, and make judgments about ideas and material.					
18. Ability to efficiently use time to accomplish a task.					

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STUDENT SELF-EVALUATION

STUDENT NAME: _____ GRADE: _____ DATE: _____

Will you please think of yourself at the present time in comparison to last year? As a result of this year's work, please rate yourself on the following items. On each line following each item circle the response which most accurately reflects your performance at this time compared to your performance at this time last year.

	Much Less	Less	About the Same	More	Much More
1. Ability to think things through for myself.					
2. Knowledge of basic skills.(reading, writing, mathematics)					
3. Knowledge of subject matter areas. (science, social studies, and others)					
4. Interest in school.					
5. Ability to see relationships (to see how things go together in a situation)					
6. Ability to find information.					
7. Ability to work well by myself.					
8. The liking and respect of other pupils for me.					
9. Ability to judge the usefulness of facts.					
10. Ability to get along well with my teachers.					
11. Enjoyment of learning.					
12. Curiosity about learning new things.					
13. Ability to accept responsibility.					
14. Ability to create, experiment, and use ideas.					
15. Knowledge of my strengths and weaknesses.					
16. Willingness to work as a leader.					
17. Ability to judge between facts and non-facts.					
18. Ability to efficiently use my time to accomplish a particular task.					

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**EVALUATION OF PROGRESS
GIFTED/TALENTED STUDENTS**

DATE: _____

STUDENT: _____ GRADE: _____

Each school year we will send a performance progress evaluation to the parents of each gifted/talented student. The evaluation in no way reflects the student's abilities, but rather gives you, the parent, a measure of your child's performance. If you have any questions, please contact your child's G/T teacher or school counselor.

RATING SCALE:

1 =Minimal Performance 2=Acceptable 3=Exceeds Expectations 4=Outstanding

PERFORMANCE GOAL

RATING

I. INDEPENDENCE: Sets individual goals and objectives; makes wise selection of activities; follows through with commitments.

II. PLANNING: Is self-initiating; pursues individual interests and seeks own direction.

III. CRITICAL THINKING: Is inquisitive; uses reasoning and analytical approaches in problem solving, attitudes, and feelings.

IV. CREATIVE THINKING: Seeks varied approaches; generates unique ideas; is developing insights by predicting, comparing, generalizing, and elaborating on ideas and products; is willing to risk expressing ideas and perceptions.

V. ACHIEVEMENT: Completes planned projects and products; participates in instruction experiences involving research and organization; provides evidence of comprehension of pertinent information.

VI. EVALUATION: Displays ability to evaluate himself/herself; judges process and products; formulates objectives based on past performances.

VII. SERVICE: Demonstrates willingness to assist others when appropriate; is developing sense of group responsibility.

VIII. ATTITUDES: Demonstrates acceptance of personal responsibility; respect for others, is aware of strengths and limitations.

COMMENTS: _____

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