

Liberty Eylau Independent School District

Program and Procedures for Academically Gifted and Talented Students

2021-2022



Vision Statement:

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.

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Texas Definition of Gifted and Talented

A gifted/talented student 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

- exhibits high performance capability in an intellectual, creative, or artistic area;
- possesses an unusual capacity for leadership; or
- excels in a specific academic field. (Texas Education Code [§29.121](#))

State Goal for Services for Gifted/Talented Students

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.

Texas State Plan for the Education of Gifted Students

The State Plan provides requirements for and guidance to districts as they meet the unique needs of the gifted/talented population in Texas.

English Version:

https://tea.texas.gov/sites/default/files/GT_State_Plan_2019_1.pdf

Spanish Version:

https://tea.texas.gov/sites/default/files/GT_State_Plan_2019-espanol_0.pdf

Student Assessment and Identification

Gifted/talented identification procedures and progress monitoring allow students to demonstrate and develop their diverse talents and abilities. (Texas State Plan for Gifted and Talented Education)

LEISD has board-approved identification procedures and processes for students k-12 who require the services of the Gifted and Talented program. These procedures meet state requirements in Texas Education Code §29.121 and Texas Administrative Code §89.1. The procedures are designed to ensure the identification of any students who perform, or show potential for performing, at remarkably high levels within our district. LEISD has implemented a comprehensive identification process consisting of three phases: referral, assessment, and identification. This process determines if there is a need for GT services for a given student.

Referrals

Anyone having knowledge of a particular student's abilities in the classroom may refer the student for testing for the program at any time during the school year if they believe the student exhibits characteristics indicating giftedness. Evaluation and testing occurs in the fall and spring of each year according to the district's published testing cut-off times to allow for preparation of testing materials. Referrals are accepted by the counselors at each campus. The screening instruments will match the program's service model at each campus.

Parents/guardians are informed of the identification guidelines. Information regarding the process is disseminated to parents in the LEISD GT Program and Procedures Manual posted on the district website; in an information sheet distributed to parents prior to the testing referral window opening; through a Gifted and Talented brochure available on each campus; at campus Informational Sessions such as Meet the Teacher; and through district social media platforms. Parent awareness sessions held annually include an orientation to the Gifted and Talented Program's placement criteria, screening process, and services.

Students will be eligible for evaluation once per calendar year.

Assessment and Testing

In grades K-12, the GT referral process is open to all students. Those officially referred through the district's referral process are formally evaluated. Permit to test forms are completed by the student's parent/guardian prior to district GT testing taking place.

GT assessment includes the collection and examination of student data by the campus placement committee. In grades K-12, qualitative and quantitative data are collected from three or more sources to identify students with gifts and talents and ensure the fair assessment of students with special needs (accommodations), such as the culturally different, the economically disadvantaged, and students with disabilities. The placement committee reviews the data to determine if the criteria is met for Gifted and Talented (GT) services in LEISD.

All identification instruments are selected according to LEISD program service models, validity, reliability, appropriateness for the population of the district, and cost effectiveness.

Quantitative Data (may include)

- Ability Test consisting of three parts:
 - Verbal
 - Nonverbal
 - Quantitative
- Creativity Data

Qualitative Data (may include)

- Teacher Rating Scale
- Home Rating Scale
- Student Learning Artifacts or Portfolio
- Student Interview

Placement Process/Identification

Assessment results for each student tested are documented on a Student Placement Report. The campus placement committee from each campus is responsible for examining the qualifications of each nominated student and determining an appropriate placement based upon targeted standards. The preponderance of scores should fall into the top ranges to qualify for services of the program in accordance with district established criteria.

The Placement Committee consists of a minimum of three local professionals trained in the nature and needs of gifted students, including a campus administrator, campus counselor, and a GT trained classroom teacher. The district GT facilitator or coordinator will be involved in every placement decision.

As the placement committee evaluates the Placement Report data, three options are considered:

1. The student is placed in the program, and the data reflects the student's need to receive program services.
2. The placement committee determines the student data reported is borderline for GT services and may request further data be collected to make a placement decision. The committee may opt to place the student discretionarily for a time to see if placement enhances the student's ability to be successful. Trial placement may confirm the child is appropriately placed or that additional data is needed.
3. There is insufficient evidence in the documentation that at this time the student's needs would be met or that the student would benefit from the services of the program. His/her academic needs are being met within the regular educational curriculum.

Once the identification process is complete, parents/guardians are notified of the placement results. No student will be allowed to participate in the Gifted and Talented Program without written consent of his/her parent/guardian. A parent *Permission to Place* form will accompany the Campus Placement Committee's announcement of student placement. Students will be eligible to receive services once the *Permission to Place* form is signed by the parent/guardian and returned to the campus GT Counselor. The student's parent/guardian may request a meeting with the campus GT Counselor to review the assessments and placement decision.

The parent/guardian of students who did not qualify for the program also will receive a letter notifying them of the committee's action. Parents/guardians of the referred student may request a conference time with the campus GT Counselor to examine the results of the screening and placement process. The parent may appeal the decision as outlined in the appeals procedures below.

Additional Gifted and Talented Policies and Procedures

Transfer of Students

All students who have participated in gifted and talented programs prior to coming to LEISD may be considered for the Gifted and Talented Program at LEISD.

A student who registers at LEISD is given the opportunity to select GT as services received from the previous district on the enrollment form. LEISD will make every attempt to contact and retrieve GT placement records from the identifying and/or transferring district. Once records of placement are received the Placement Committee will assess the student's data to ensure alignment with the district's qualifications for placement. If the data does not match LEISD qualifications for placement, the parent may submit a request for testing. If the student has enrolled when the school year begins, testing can take place during the fall testing window. If not, the student will be assessed within the spring testing window according to the district assessment calendar. If the data meets the district's qualifications for placement, the placement committee will make the recommendation to place the student in GT services. The student and the parent/guardian will be informed of the services provided on the campus and will be given an

opportunity to accept placement. The parent/guardian must sign and return a *Permission to Place* form to the campus GT Counselor prior to the student being served.

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. The District shall annually evaluate the effect

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.

Exiting

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.

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.

Service Design

A flexible system of viable service options provides 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. (Texas State Plan for Gifted and Talented Education)

LEECC (Kindergarten)

Program Services

- All Kindergarten students receive GT push-in services during the school year by a GT trained teacher through enrichment activities.

LEES (grades 1-4)

Program Services

- GT identified students are served in the **Venture** class, a supplementary program to the gifted and talented program, by GT trained teachers. This allows them to work with cognitive peers.
- GT identified students are given academic opportunities in the **Venture** class such as:
 - Differentiated Instruction
 - Accelerated Pacing
 - Independent Study (projects)
 - Accelerated Reading
 - Advanced Rigor
- GT students are given opportunities to participate in activities such as:
 - PTA Reflections Art Contest
 - Art and Music Classes
 - Grade level musical performances
 - Fall Art/Reading Show
 - Spelling Bee
 - Community Service Projects

LEMS (grades 5-8)

Program Services

- 5th -8th grade GT students are provided varied challenging activities through a pull-out program for 3 class periods each week.
- GT students participate in academic UIL activities such as chess, number sense, spelling, art memory, social studies, science, etc.
- GT students organize and host a GT Showcase annually

LEHS (grades 9-12)

Program Services

GT participating students at the HS level work with the HS campus GT mentor to ensure they are in the appropriate classes for GT credit as set forth in the *LEHS GT Expectations*. The *LEHS GT Expectations* document is signed by GT students, parents, GT mentor, and GT teacher yearly at the high school level. GT participating students must take a minimum of one CP or DC class in his/her area of strength with a GT trained classroom teacher and complete successfully.

- GT participating students choose to complete one of the following each year and submit for credit:
 - Passion Project or
 - Texas Performance Standards Project in their core area of academic strength
- GT participating students are encouraged to participate in extracurricular and/or leadership activities
- Senior year job shadowing opportunities for GT participating students are available

Upon Graduation:

High school students who have successfully completed 6 semesters in the GT program at the high school level, including their senior year, will be eligible to receive GT honors at graduation. This honor allows them to wear cords to signify GT honors with their cap and gown. They will also have “GT Distinguished” placed on their transcript.

Curriculum and Instruction

Districts meet the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school. (Texas State Plan for Gifted and Talented Education)

Educators adapt and/or modify the core or standard curriculum curriculum to meet the needs of gifted/talented students and those with special needs such as twice-exceptional, highly gifted, and English learners in ways such as, learning experiences, accelerations, curriculum alignments including the Texas Performance Standards Project (texaspsp.org), individual education plans, student progress monitoring.

Professional Learning

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. (Texas State Plan for Gifted and Talented Education)

Teachers who provide instruction and services that are a part of the district's defined gifted/talented services are required to:

- receive a minimum of thirty (30) 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. The thirty (30) hour training is currently earned through Region 8 Service Center.
- have completed the thirty (30) hours of professional learning prior to their assignment to the district's gifted/talented services.
- complete the thirty (30) hours of training within one semester if they have not completed prior to assignment.
- 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. The annual six (6) hour update may be earned through opportunities provided through the Region 8 Service Center, Eduhero GT courses, or in district GT training(s). Others may be approved for credit as requested and evaluated by the GT Coordinator.

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.

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.

Teachers new to the district receive an orientation to the district's gifted/talented identification process and the district's services for gifted/talented students.

Family/Community Involvement

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.