



Gifted and Talented Guidance during COVID-19 2020-2021



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Gifted and Talented Education

In *The Texas State Plan for the Education of Gifted/Talented Students*, the Texas Education Agency (2019) states:

“Students who participate in services designed for G/T 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 G/T students will have produced products and performances of professional quality as part of their program services (p. 1).”

The McAllen ISD Gifted and Talented Department has developed systems and procedures to implement and monitor programming for the 2020-2022 school year. This programming will address the standards found in *The Texas State Plan for the Education of Gifted/Talented Students* while providing services within the constraints of COVID-19 and its impact on traditional instruction and programming models.

Monitoring and Fidelity of Services

The McAllen ISD Gifted and Talented Department is committed to ensuring consistent gifted programming services to meet the unique educational, social and emotional needs of gifted learners. MISD Gifted and Talented Programming in 2020-21 includes:

- GT-trained teachers differentiating curriculum to meet the unique needs of gifted/talented students;
- GT-trained teachers serving GT students completing their 30-hour GT foundation courses and GT six-hour update professional development requirement;
- GT students participating in the Texas Performance Standards Project (TPSP) or Independent Studies for online and face-to-face students at all grade levels;
- GT Department implementation of an identification process for gifted and talented services that provides opportunities for participation by both online and virtual students with adherence to social distancing guidelines.

Student Assessment for GT Services

Student Identification

The Texas Education Agency (2019) stated that districts must implement “*Gifted/talented identification procedures and progress monitoring [that] allow students to demonstrate and develop their diverse talents and abilities*” (p. 10). McAllen ISD Gifted and Talented Department has worked to implement a comprehensive identification process consisting of three phases: referral, assessment, and identification. This process serves to determine if a student needs Gifted and Talented services in McAllen ISD.

Referral

McAllen ISD (2019) EHBB Local Policy states “Students may be nominated/referred for the Gifted and Talented program at any time by teachers, counselors, parents and other interested persons.” (p. 1). The 2020-21 referral process has not been impacted by COVID-19.

- The referral window is September 28, 2020 through October 30, 2020.
- Parents could refer their child during this window using the online GT Application.
- Referral information is posted on the McAllen ISD Advanced Academics webpage and shared with campus administrators and teachers.
- Information about the GT referral process was sent to all McAllen ISD parents through the Skyward system.

Assessment

McAllen ISD (2019) EHBB Local Policy states “The Board-approved program for 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 culturally different, economically disadvantaged, and students with disabilities.” (p. 2). McAllen ISD will continue to use the Cognitive Abilities Test (CogAT) and IOWA Assessments in Reading and Mathematics in 2020-21 to assess students needs for gifted and talented services

- The spring testing window is a 12-week window, which has been the procedure in the past. This time will allow for flexibility with scheduling of virtual learners for remote testing.
- The Department of Advanced Academic Services will work with campuses and families will determine the testing date(s) and time(s).
- All GT testing will be conducted remotely in the spring semester 2021 with the electronic administration of the CogAT and IOWA/Logramos Assessments

Identification

McAllen ISD (2018) EHBB Local Policy states “assessment tools may include, but are not limited to, the following: achievement tests, intelligence tests, creativity tests, behavior checklists completed by the teachers and parents, student/parent conferences, and student work products.” The identification process has not been impacted by COVID-19.

- Data from qualitative and quantitative measures are used during referral and assessment.
- Kingore Observation Inventory-Teacher Rating Scale conducted by the teacher, Kingore Parent Rating Scale conducted by the parent, Local District Based Assessments, CogAT, Cognitive ability testing, and IOWA/Logramos Assessments in Mathematics and Reading will be entered into a GT Student Profile.
- Based on these data measures, a selection committee will be “established to review each nominated/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 and talented students, as required by law and shall be established for the District.”
- A notification of the placement decision and a copy of each student’s scores will be mailed to parents or guardians before March 1, 2021(possibly mid March) for kindergarten students. All other students will be notified before the last instructional day for 2021.

Face-to-Face and Virtual Instruction Service Options

Introduction

Students served with gifted and talented services in both face-to-face and virtual learning models will receive synchronous and asynchronous instruction with consideration given to classroom grouping.

Classroom Placement Strategies

Each campus will **designate one English/Bilingual – Dual Language Gifted and Talented/High Achiever classroom per grade**, as needed with the intent of providing academically advanced instruction in all four core subjects to all students in the classroom. Teachers must be GT trained prior to the first day of instruction.

Students, who qualify for Gifted and Talented services through the identification process are placed in the classroom first. If there is space available, students who exhibit the need for instruction in an above grade level classroom and show the potential for giftedness may participate in the classroom as a cluster as “Advanced Learners”.

The purpose of clustering “Advanced Learners” is to provide students, who are exhibiting the capacity and ability to read, think, reason and problem solve at advanced and complex levels in an academically differentiated classroom. The campus actively works with students to support the identification process for participation in a gifted and talented program.

In McAllen ISD, students identified as gifted and talented are placed in a grade-level classroom with other students identified for gifted and talented services.

GT/ Challenge Programs Elementary Classrooms

In this arrangement, there is at least one class at each grade level with a high number of identified gifted and talented students.

- The majority of students in each classroom are identified gifted, more than 51%
- Remainder of students are “high achiever” cluster students
- Principals have discretion in identifying additional “high achiever” cluster students based on data including: Iowa/Logramos Reading and Iowa/Logramos Mathematics from GT testing, Fountas and Pinnell assessments, STAAR scores, grades, teacher recommendations
- Some students who are new to the district or school may present nationally normed achievement assessments such as Iowa, PSAT 8/9, or ACT Plan. These exams provide verifiable data on Reading and Mathematics Achievement.

Emergent Challenge/Gifted and Talented Programs:

The school has a small number of identified gifted students in a particular grade level(s), and the campus is making progress in the recognition and development of academic talent and is nurturing the talent by clustering academically advanced students along with GT identified students. This is an emerging gifted and talented program.

- Majority of students in classroom are high achievers

- There is a group of 3 – 10 identified gifted and talented students
- The GT students are the “cluster” in the class with high achievers
- Some regular education students will be in the classroom
- Principals have discretion in identifying additional “high achiever/advanced learner” cluster students based on data including: Iowa/Logramos Reading and Iowa/Logramos Mathematics from GT testing, Fountas and Pinnell assessments, STAAR scores, grades, teacher recommendations
- Some students who are new to the district or school may present nationally normed achievement assessments such as Iowa. These exams provide verifiable data on Reading and Mathematics Achievement.

When there is only one or two identified gifted and talented students in a grade level, opportunities shall be provided to enable that student to work independently or with other advanced learners/cluster students.

Elementary GT Services

Students identified for Gifted and Talented services in grades Kindergarten-5 will be served by a GT-trained teacher through clustered grouping as mentioned above. Teachers of gifted students will differentiate instruction to meet the various learning needs of gifted students. If a student demonstrates proficiency in a priority standard, GT teachers will provide curricular differentiation to enrich and extend instruction; providing an opportunity to go beyond the curriculum to deepen learning. In addition, McAllen ISD gifted students complete in-depth research on a topic or area of interest utilizing the Texas Performance Standard Projects (TPSP) or other form of Independent Study. The TPSP are aligned with the Texas K- 12 curriculum. They are meaningful tasks which encourage student agency about a topic that interests them.

Instructional Strategies

- Curriculum Compacting
- Increasing Depth and Complexity
- Incorporating Student Choice/Agency
- Flexible Grouping
- Acceleration
- Independent Study

Texas Performance Standards Project

Standard 4.3 of *The Texas State Plan for the Education of Gifted/Talented Students* (Texas Education Agency, 2019) states to meet the curriculum and instruction accountability standard, “a continuum of learning experiences is provided that leads to the development of advanced level products and/or performances such as those provided through the Texas Performance Standards Project (TPSP)” (p. 16). Standard 4.4 states “participation in the Texas Performance Standards Project (TPSP), or other experiences that result in the development of sophisticated products and/or performances that are targeted to an audience outside the classroom, is available through gifted/talented curricula.” (p. 16).

The Texas Performance Standard Project (TPSP) comprises a set of performance standards, curricula, and assessments for differentiating instruction and deepening academic learning. These aim to support teachers and students in creating professional quality works as described in the Texas State Plan for the Education of Gifted/Talented Students. GT Identified students in grades 1-12 participate in the TPSP, with optional participation among students in kindergarten.

Professional Development

Introduction

Professional learning is one of the six strands of *The Texas State Plan for the Education of Gifted/Talented Students* (TEA, 2019). TEA shared that “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” (p. 18).

Professional development builds the capacity of teachers and administrators by providing support that is relevant to the diverse needs of gifted students. For the 2020-21 school year, the McAllen ISD Gifted and Talented Department offers teachers the opportunity to have access to the most relevant and engaging online training in gifted education. Texas Association of Gifted and Talented On-Demand provides online professional development in gifted education by recognized experts in the field.

30-hour Requirement

In *The Texas State Plan for the Education of Gifted/Talented Students*, the Texas Education Agency (2019) stated that in order to meet accountability on the professional learning standard 5.1,

“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. Teachers are required to have completed the thirty (30) hours of professional learning prior to their assignment to the district’s gifted/talented services” (19 TAC §89.2(1)) (p. 18).

If a teacher does not complete the 30-hours before their assignment, standard 5.2 stated, “teachers without 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 (19 TAC §89.2(2))” (p. 18).

Six-Hour Update Requirement

After obtaining the initial 30 hours of GT foundation training, “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” (TEA, 2019, p. 19).

Nature and Needs with Service Options Requirement for Administrators and Counselors

In *The Texas State Plan for the Education of Gifted/Talented Students*, the Texas Education Agency (2019) stated that in order to meet accountability on the professional learning standard 5.9 “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 (19 TAC §89.2(4))” (p. 19).

Family and Community Involvement

Communication

Texas Education Agency (2019) stated that in order to meet accountability on the professional learning standard 6.7, “periodic updates are provided for parents of students who are identified as gifted/talented and provided gifted/talented services” (p. 20). The GT Department has provided virtual meetings for different stakeholder groups including:

- Gifted and Talented Informational Meetings for Parents in English (3 Meetings)
- Gifted and Talented Informational Meetings for Parents in Spanish (3 Meetings)
- Meeting recordings available to parents unable to attend
- https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/923868/2020-2021_GT_Elementary_Parent_Meeting_Flier.pdf

Website

The GT Department continuously updates the McAllen ISD Advanced Academic Services webpage (see Appendix D), adding valuable information for parents and community members. This page includes specific information referral, identification, assessment, program services as well as announcements and important dates.

Resources

Texas Education Agency (2019). *Texas State Plan for the Education of Gifted/Talented Students*. State of Texas. [Texas State Plan for the Education of Gifted Talented Students](#)
[Plan Esta al de Texas para la Educación de estudiantes dotados y talentosos](#)

Texas Education Agency (2018). *Texas Performance Standards Project*. TPSP.
www.texaspsp.org

Texas Education Agency, Gifted and Talented Program. [Gifted Talented Education | Texas Education Agency](#)

Texas Association of Gifted and Talented. <https://www.txgifted.org>

Appendix A- Overview of Elementary Identification of Gifted Students



Advanced Academic Services Gifted and Talented Program

Elementary Identification of Gifted Students 2020-2022

Topic	Action
GT Referral Schedule	McAllen ISD will refer students for gifted and talented testing for the 2020-2021 school year during distance learning. The GT referral window opens September 28, 2020 and closes on October 30, 2020.
GT Referral Scales and Assessments	<p>McAllen ISD classroom teachers will collect qualitative and quantitative data to determine a need for GT testing and identification. Assessments used are:</p> <ul style="list-style-type: none"> ● Kingore Observation Inventory-Teacher Rating Scale ● Parent Inventory-Rating Scale ● CogAT (Kindergarten students only)
GT Identification Timeline	All kindergarten through fifth grade teachers will begin the GT Referral process on September 28, 2020. Teachers will observe students during synchronous instruction of Reading/ELA and Mathematics as well as asynchronous instruction of Science and Social Studies looking for evidence of GT characteristics. The window for GT nomination will close on October 30, 2020. New students to McAllen ISD will have an opportunity to participate in the identification process at any time during the school year.
Screening for Kindergarteners	All kindergarten students enrolled in McAllen ISD have the opportunity of being screened using the CogAT Assessment beginning December 2020/January 2021. Students will have opportunities to conduct the assessment remotely, small groups and/or in person (following CDC guidelines). Universal screening is essential to equitably identifying gifted learners.
Parent Rating Scale and Narrative	Parents of students enrolled in McAllen ISD will have an opportunity to refer their child for GT testing. Parents will need to access the Google Form located on the Advanced Academic Services Website to complete the Parent Rating Scale. The window for parents to nominate their child is September 28, 2020 to October 30, 2020. A letter will be sent to all parents notifying them of this opportunity.

Kingore Observation Inventory	All McAllen ISD teachers will use Bertie Kingore’s Observation Inventory to observe students as they participate in synchronous and asynchronous learning. The teacher will make notations of students exhibiting advanced learning characteristics and will be electronically documented on the KOI form to be tallied and submitted for referral purposes.
IOWA Assessments	McAllen ISD uses the IOWA assessment in the areas of Reading and Mathematics for students in Kindergarten through 5th grade, who met the qualifying referral criteria. Assessments will take place in the Spring of 2021. Kindergarten students who met the qualifying criteria for further GT testing will take their assessments in January/February in order to meet the deadline set by TEA of March 1.
Virtual Assessments	McAllen ISD will ensure that the instruments and procedures, including remote/virtual testing, are equitable, reliable, and valid when identifying the gifted learner. The American Psychological Association is providing guidance on virtual assessment on their website .
GT Services	McAllen ISD will continue GT services through enrichment lessons, using the Texas Performance Standards Project and differentiated instruction through the core content.
GT Professional Development	McAllen ISD GT teachers receive online training sessions via TAGT on Demand. (Texas Association for the Gifted and Talented) and other professional learning sessions in order to meet the requirements set by the Texas Education Agency.

For all Remote Learning information from TEA regarding Gifted and Talented, visit

<https://tea.texas.gov/academics/special-student-populations/gifted-and-talented-education>

<https://tea.texas.gov/texas-schools/health-safety-discipline/covid/coronavirus-covid-19-support-and-guidance>



Servicios Académicos Avanzados Programa para Dotados y Talentosos

Identificando y Sirviendo a los Estudiantes Dotados Durante el Aprendizaje
a Remoto
2020-2021

Tema	Acción
Referencia GT	El Distrito Escolar de McAllen va a continuar refiriendo y nominando a los estudiantes a presentar los exámenes para dotados y talentosos durante el año escolar 2020-2021. La ventana de referencia GT se abre el 28 de septiembre del 2020 y se cierra el 13 de noviembre del 2020.
Proceso de Identificación GT	El Distrito Escolar de McAllen va a coleccionar datos cualitativos y cuantitativos para determinar la necesidad para la examinación. Los instrumentos utilizados son los siguientes: <ul style="list-style-type: none"> ● Inventario de Observación Kingore –Clasificación del Maestro(a) ● La Narrativa del Padre ● Trabajos abiertos en 4 áreas de contenido esenciales ● CogAT (Estudiantes de Kindergarden solamente)
Linea de Tiempo para Identificación GT	Todos los maestros de Kindergarden a Quinto grado van a empezar el proceso de referencia GT el 28 de Septiembre del 2020. Los maestros van a observar a los estudiantes durante la instrucción sincrónica de Lectura/ELA y Matemáticas, así como la instrucción asincrónica de Ciencia y Estudios Sociales buscando la evidencia de las características GT. La ventana para la nominación GT va a cerrarse el 13 de Noviembre del 2020. Los estudiantes nuevos del Distrito Escolar de McAllen van a tener la oportunidad de participar en el proceso de identificación en cualquier tiempo durante todo el año escolar.
Proyección para Kindergarden	Todos los estudiantes inscritos en el Distrito Escolar de McAllen van a ser proyectados utilizando la Evaluación del CogAT comenzando Diciembre 2020/Enero 2021. Los estudiantes van a tener la oportunidad de conducir una evaluación remota, grupos pequeños, en persona, siguiendo pautas CDC o en persona siguiendo también las mismas pautas. Una proyección Universal es esencial para la identificación equitativa de un aprendiz dotado.
Parent Narrative	Los padres de los estudiantes inscritos en el Distrito Escolar de McAllen van a tener la oportunidad de referir a su hijo(a) para el examen de GT. También van a necesitar tener acceso en la forma de Google localizada en la página de Servicios Académicos Avanzados, para completar la escala de clasificación. La ventana dirigida a los padres para nominar a sus hijos a tomar el examen GT, va a estar abierta del 28 de septiembre al 13 de noviembre del 2020. Se les va a estar enviando una carta a todos los padres para notificarles de esta oportunidad.
Inventario Y Observación Kingore	Todos los maestros de McAllen ISD van a usar Bertie Kingore's Observation Inventory para observar a los estudiantes y participen en el aprendizaje sincrónico y asincrónico. Si el estudiante exhibe características de estudiante de

	aprendizaje avanzado, el maestro(a) va a hacer anotaciones en el documento electrónico KOI por medio de talis que se presentarán con propósitos de referencia.
Evaluaciones IOWA	El Distrito Escolar de McAllen usa la evaluación IOWA en las áreas de Lectura y Matemáticas para los estudiantes de Kindergarden hasta Quinto grado, para cumplir con los criterios referentes de calificación. Las evaluaciones van a tener lugar en la Primavera del 2021. Los estudiantes de Kindergarden que cumplan con el criterio de calificación para más pruebas de GT van a tener sus evaluaciones en Enero/Febrero con el fin de satisfacer la fecha límite establecida por TEA del 1 de Marzo.
Evaluaciones Virtuales	El Distrito Escolar de McAllen, va a asegurar que los instrumentos y procedimientos, que incluyan exámenes remotos/virtuales, sean equitativos, de confianza, y válidos al identificar a los estudiantes dotados. La Asociación Americana de Psicología está proporcionando una guía virtual de evaluaciones en su sitio web .
Servicios GT	El Distrito Escolar de McAllen va a continuar ofreciendo los servicios GT a través de lecciones enriquecidas, utilizando el Proyecto Estandarizado de Actuación e Texas e Instrucción Diferenciada a través de contenido central.
Desarrollo de los Profesionales GT	Los maestros GT del Distrito Escolar de McAllen reciben sesiones de entrenamiento en línea via TAGT on Demand (Asociación de Texas para los Dotados y Talentosos) en orden para conocer los requerimientos establecidos por la Agencia de Educación de Texas.

Para toda la información de Aprendizaje a Remoto del TEA en referencia a Dotados y Talentosos, visite <https://tea.texas.gov/academics/special-student-populations/gifted-and-talented-education>
<https://tea.texas.gov/texas-schools/health-safety-discipline/covid/coronavirus-covid-19-support-and-guidance>

Appendix B- Bright Child vs. Gifted Learner by Bertie Kingore

A BRIGHT CHILD....	A GIFTED LEARNER....
• knows the answers	• asks the questions
• is interested	• is highly curious
• is attentive	• is mentally and physically involved
• has good ideas	• has wild, silly ideas
• works hard	• plays around, yet tests well
• answers the questions	• discusses in detail, elaborates
• top group	• beyond the group
• listens with interest	• shows strong feeling and opinions
• learns with ease	• already knows
• 6-8 repetitions for mastery	• 1-2 repetitions for mastery
• understands ideas	• constructs abstractions
• enjoys peers	• prefers adults
• grasps the meaning	• draws inferences
• completes assignments	• initiates projects
• is receptive	• is intense
• copies accurately	• creates a new design
• enjoys school	• enjoys learning
• absorbs information	• manipulates information
• technician	• inventor
• good memorizer	• good guesser
• enjoys sequential presentation	• thrives on complexity
• is alert	• is keenly observant
• is pleased with own learning	• is highly self-critical



Advanced Academic Services

**ONLINE COURSES
FOR PARENTS OF
GIFTED CHILDREN**

Website:
txgiftedcourses.responsivelearning.com/self-registration

Registration Code: pt12556MAISD12873

Courses Available Until May 31, 2021

Contact: Advanced Academic Services for support
956.618.6059



TEXAS ASSOCIATION FOR THE
GIFTED & TALENTED



Appendix D -McAllen ISD Advanced Academics Department Web Page

<https://www.mcallenisd.org/page/advanced-academic-services>

Advanced Academic Services

In the McAllen Independent School District the Advanced Academic Services Department provides direction and leadership to the K-12 Advanced Academics Program. Advanced Academic programs include the Gifted and Talented Program for gifted and talented identified students and services for advanced learners.



Gifted and Talented Program:

- Ensures compliance with state and local mandates.
- Identifies children who need gifted services and high achievers for inclusion in the GT classroom.
- Is responsible for the program design.
- Promotes curriculum differentiation for GT and Advanced students.
- Provides staff development for GT Program teachers.
- Keeps informed about current legislation, educational developments, literature and research in Gifted Education.
- Works cooperatively with parents and community members to ensure understanding and support of gifted

Appendix E-McAllen ISD School Board Policy Regarding Gifted Education

MCALLEN ISD BOARD OF TRUSTEES POLICY REGARDING GIFTED AND TALENTED EHBB LOCAL

Date Issued: 8/22/2012
LDU 2012.06
EHBB (LOCAL) – X

McAllen ISD
108906
SPECIAL PROGRAMS
GIFTED AND TALENTED STUDENTS

EHBB
(LOCAL)

NOMINATION/REFERRAL	Students may be nominated/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 nominated/referred students at least once per school year.
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 to 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 nominated/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, and shall be established for the District.
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 program.
NO REASSESSMENT	The District shall not perform routine reassessments.
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 an assessment to determine if placement in the District's program for gifted and talented students is appropriate.
INTERDISTRICT	The selection committee shall make a determination within 30 calendar days of the student's enrollment in the District and shall base the decision on the transferred records, observation reports of District teachers who instruct the student and student and parent conferences. [See FDD(LEGAL) for information regarding transfer students and the Interstate Compact on Education Opportunities for Military Children]
TRANSFER STUDENTS level at INTRADISTRICT Gifted and	A student who transfers from one campus in the District to the same grade another District campus shall continue to receive services in the District's Talented program.
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. The District, the parent, or the student may initiate a furlough. In accordance with administrative regulations, 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 program, be placed on another furlough, or be exited from the program.
EXIT PROVISIONS	The District shall monitor student performance in the program. If at any time the selection committee determines it is in the best interest of the student and his or her educational needs, the committee may exit a student from the program. If a student or parent requests removal from the program, the selection committee shall meet with the parents and student before honoring the request.
APPEALS	A parent or student may appeal any final decision of the selection committee regarding selection for or exit from the gifted 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 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.

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.

Appendix F- District School Board, Personnel and Department Staff

SCHOOL BOARD OF EDUCATION

President – Mr. Conrado Alvarado

Vice President – Mr. Sam Saldivar, Jr.

Secretary – Mr. Marco Suarez

Trustee – Mrs. Debbie Aliseda

Trustee - Mr. Larry Esparza

Trustee - Mr. Daniel Vela

Trustee - Mr. Tony Forina

EXECUTIVE LEADERSHIP TEAM

Superintendent- Dr. Jose A. Gonzalez

Assistant Superintendent for Instructional Services- Dr. Silvia Ibarra

Assistant Superintendent for Instructional Leadership – Mrs. Bridgette Vieh

Assistant Superintendent for Business Operations – Mrs. Cynthia Richards

Assistant Superintendent for District Operations – Mrs. Arely Benavides

Assistant Superintendent Human Resources – Mr. Todd Miller

DEPARTMENT OF ADVANCED ACADEMIC SERVICES

Director- Mrs. Karen B. Nitsch

Elementary Strategist- Mrs. Leigh A. Castellanos

Secondary Strategist- Ms. Alexandra Gonzalez

Dual Enrollment Advisor – Mrs. Joanna Cobos

Secretary- Mrs. Delia Rodriguez

GT Testing Clerk– Mrs. Iris Castro

GT Testing Clerk – Mrs. Veronica Carrillo

It is a policy of the McAllen Independent School District not to discriminate on the basis of sex, handicap, race, color, or national origin in its educational and vocational programs, activities or employment as required by Title IX, Section 504 and Title VI, and will take steps to secure the lack of English language skills will not be a barrier to admission and participation in all education and vocational programs.

Es póliza política del Distrito Escolar Independiente de McAllen el no discriminar en base al sexo, discapacidad, raza, color o nacionalidad en ninguno de sus programas o actividades educativas o vocacionales, así como en cuestiones de empleo, tal y como se encuentra estipulado en el Título IX, Sección 504 y el Título VI; además el distrito tomará las medidas necesarias para asegurarse de que la falta de destrezas lingüísticas en el idioma inglés no sea un impedimento para la admisión y participación en todos sus programas educativos y vocacionales.