

# Dilley Independent School District

## Gifted & Talented Handbook



*Nondiscrimination Dilley ISD does not discriminate on the basis of race, religion, color, national origin, economic status, sex, or disability in providing education services, activities, and programs, including vocational programs in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section of the Rehabilitation Act of 1973, as amended.*

## *District Contacts*

**Mrs. Aida Chapa:** Trustee Place #4, **Board President**, [aida.chapa@dilleyisd.net](mailto:aida.chapa@dilleyisd.net).

*Re-Elected November 2018*

**Mrs. Kay Smith:** Trustee Place #2, **Board Vice President**, [kay.smith@dilleyisd.net](mailto:kay.smith@dilleyisd.net)

*Re-Elected November 2020*

**Mrs. Juanita Alvarez:** Trustee Place #1, **Board Secretary**, [juanita.alvarez@dilleyisd.net](mailto:juanita.alvarez@dilleyisd.net)

*Re-Elected November 2018*

**Mr. Frank Torres Jr.:** Trustee Place #7, **Board Member**, [frank.torres@dilleyisd.net](mailto:frank.torres@dilleyisd.net)

*Re-Elected November 2020*

**Mr. Rene Alvarez:** Trustee Place #3, **Board Member**, [rene.alvarez@dilleyisd.net](mailto:rene.alvarez@dilleyisd.net)

*Re-Elected November 2018*

**Mr. Ray Aranda:** Trustee Place #6, **Board Member**, [ray.aranda@dilleyisd.net](mailto:ray.aranda@dilleyisd.net)

*Appointed March 2, 2021*

**Mr. JD Rodriguez III:** Trustee Place #5, **Board Member**, [jd.rodriguez@dilleyisd.net](mailto:jd.rodriguez@dilleyisd.net)

*Elected November 2020*

**Superintendent:** Dr. Emilio Castro, [emilio.castro@dilleyisd.net](mailto:emilio.castro@dilleyisd.net)

**Curriculum Director:** Kelli DuBose, [kelli.dubose@dilleyisd.net](mailto:kelli.dubose@dilleyisd.net)

**Special Programs Director:** Jannell Jasso,

[jannell.ortega@dilleyisd.net](mailto:jannell.ortega@dilleyisd.net)

## TABLE OF CONTENTS

Philosophy
Definition
Needs & Assessment Statement
Overall Program Goal
Special Program Goals
Elementary Identification Procedures
Secondary Identification Procedures
Transfer of Identified of GT Students
Furlough Process
Exit Process
Appeals
Program Prototype
Curriculum
Staff Development
Community Awareness
Parent & Community Involvement
Program Evaluation
G/T Referral Forms
Teacher Referral
Parent Referral
Parent Referral Spanish
Peer/Self Referral
Peer/Self Referral Spanish

G/T Screening Form
Parent Consent Form
Parent Consent Form Spanish
Guidelines for Selection of Kindergarten Services
Kindergarten Profile
Guidelines for Selection Grades 1-12
1st-5th Grade Profile
6th-12th Grade Profile
Teacher Checklist Grades K-2
Teacher Checklist Grades 3-5
Purdue Academic Rating Scale: English
Purdue Academic Rating Scale: Mathematics
Purdue Academic Rating Scale: Science
Purdue Academic Rating Scale: Social Studies
Cover Letter for Parent Checklist (English Form)
Parent Checklist K-12 (English)
Cover Letter for Parent Checklist (Spanish Form)
Parent Checklist K-(Spanish Form)
G/T Selection Forms
Selection Notification
Selection Notification (Spanish)
Selection Notification -DNQ
Selection Notification-DNQ(Spanish)
Conference Record Form for Exit from G/T
Conference Form for Furlough/Re-Entry from G/T

Parent/Student Request Exit Form
Elementary Evaluation Report (K-2)
Elementary Evaluation Report (3-5)
School Staff Evaluation of Program Form
Parent Survey
Parent Survey (Spanish)
Student Evaluation of the Gifted & Talented Program

## PHILOSOPHY

The Dilley Independent School District includes in its educational philosophy that all students should be given the opportunity to fulfill their potential. The classroom provides the setting for the development of academic potential. Because gifted/talented students possess the ability to progress beyond the regular curriculum, the district offers a differentiated program to cultivate these exceptional abilities. By providing a curriculum and environment that will enhance the uniqueness of the gifted learner, we will improve the quality of education for all students.

## DEFINITION

### §29.121.Definition:

In this subchapter, “gifted and talented student” 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.

## GOALS

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/Talented Students

- [English Version](#)
- [Spanish Version](#)

## OVERALL PROGRAM GOAL

The goal of Dilley ISD is to implement a substantially differentiated program in grades K-12 that will enable gifted and talented students to develop their potential and/or demonstrate exceptional abilities.

## SPECIAL PROGRAM GOALS

Goals that are specific, yet flexible, are essential in a program to serve gifted and talented students. Specific goals for the Dilley Independent School District are as follows:

1. To understand the abilities and basic needs of each child receiving Gifted/Talented Services to better meet their identified educational needs..
2. To implement a procedure for equitably identifying gifted and talented students through the use of multiple and appropriate criteria.
3. To implement a plan for identifying, selecting, and training professional personnel to provide effective services for the students in the Gifted/Talented Program.. 4
4. To implement program options and an appropriate curriculum of study to meet the program and student goals that lead to advanced products or performances.
5. To inform parents and the community of the implementation of the gifted/talented program.

6. To develop and implement evaluation procedures for effective programming and for program continuation, refinement, and expansion.

## SPECIFIC STUDENT GOALS

Dilley Independent School District shall provide an array of learning opportunities for gifted/talented students in kindergarten through grade 12 and shall inform parents of the opportunities. Such opportunities shall include:

1. Instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently;
2. A continuum of learning experiences that leads to the development of advanced level products and performances such as those provided in the Texas Performance Standards Project.
3. In -school and, when possible, out- of- school options relevant to the student's area of strength that are available during the school year; and
4. Opportunities to accelerate in areas of strengths.

## SCHOOL BOARD

Local district boards of trustees are trained to ensure program accountability based on the Texas State Plan for the Education of Gifted/ Talented Students (19 TAC §89.5).

## ELEMENTARY IDENTIFICATION PROCEDURES K - 11

The procedures utilized by the Dilley I.S.D. in the identification of students who may be gifted are as follows:

Dilley Identification Timeline:

	KINDER	ELEMENTARY/SECONDARY 1ST-12TH
Referral procedures published	Nov./Dec.	Aug./Sept.
Referrals accepted from parents, family, teachers, community members	Dec./Jan.	October
Screenings and assessments conducted after written parental permission obtained	January	October/Nov./Dec.
Gifted/Talented committee meets on grade completed screenings	February	Jan./Feb.
Written parental permission for services obtained for identified students	February	Feb./March
Services begin for identified students	March	August

\*Students new to Dilley ISD who have not been identified in a previous school district will follow the district timeline.

\*\*Timeline contingent upon State Assessment Calendar and District Calendar

## I. REFERRAL STAGE

- A. Teachers and staff have the opportunity to refer students for entry into the G/T program. They may refer kindergarten students during the month of January. The window for all other referrals will be open in October of the current school year. Services will begin once identification is made and paperwork is complete.
- B. Parents or other interested persons will also be given the opportunity to refer students at the same time teachers/staff refer students. Notification for parent referrals will be made each school year through posting on the district website and/or letters to parents, local newspaper or the district Facebook page. Parents will be asked to pick up a Parent Referral Form from the campus office.



C. 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 (19 TAC §89.1(1)).

D. Parent permission for special screening must be received.

## II. SCREENING STAGE

A. Assessment tools may include but are not to be limited to the following:

1. Divergent Thinking Test

2. Achievement Test Scores

3. Checklists

4. Additional criteria may be employed as needed (Student work samples)

B. Screening procedures must consider all students who might reasonably benefit from the specific Program through multiple measures. In no way should the process discriminate against any person or group for reasons of sex, race, creed, ethnic origin, or religious preference.

C. The information gathered on students through the screening process will be in conformity with legal standards regarding the rights of privacy of the individual. Only professional educators who can assure confidentiality will collect the data and make it available to those who need to use it for educational purposes.

D. In addition, an Environmental Factors Sheet may be used to give supplemental consideration to any student identified as educationally disadvantaged because of factors used on that sheet.

## III. SELECTION STAGE

A. A profile will be prepared for each student screened. The designee of the school will compile and organize the data on the profile. Once all data has been collected and entered on the profile, the names of those students referred are removed and replaced with numerals before being sent to the selection committee. The profile will be used to evaluate student performance on the screening criteria.

B. The campus selection committee will be comprised of a minimum of three professional educators

that have received G/T Training as outlined in TAC .§89.2

The designated campus member (non-voting) will make the presentation to the committee. The selection committee members must have received training in the area of nature and needs of gifted students.

#### IV. NOTIFICATION

Parents and/or students shall be notified in writing of selection for the gifted education program. Participation in any program or services provided for gifted students is voluntary, and before a student is placed in a gifted program, the District shall obtain the parent's written permission.

6

#### V. REASSESSMENT

In accordance with school board policy EHBB (LOCAL), the district shall not perform routine reassessments. 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.

#### SECONDARY IDENTIFICATION PROCEDURES (6-12)

The procedures utilized by the Dilley I.S.D. in the identification of students Gifted/Talented Services is as follows:

##### I. REFERRAL STAGE

A. Teachers and staff have the opportunity to refer students for entry into the G/T program.

Teachers may refer new-to-the-district students and all other candidates during the district's designated time frame utilizing the teacher referral form. Any children referred outside of the referral window will be identified during the next assessment window.

B. Parents or other interested persons will also be given the opportunity to refer students at the same time teachers/staff refer students. Notification for parent referrals will be made each school year through posting on the district website and/or letters to parents, the local newspaper or the district's Facebook page. Parents will be asked to pick up a Parent Referral Form from the campus office.

C. Peer referrals will take place for the Mary Harper Middle School/Dilley High School in October.

D. 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 (19 TAC §89.1(1)).

E. Parental permission for special screening must be received.

## II. SCREENING STAGE

A. The following minimum criteria shall be considered in the selection process:

1. Divergent Thinking Test

2. Achievement Test Scores

3. Checklists

4. Additional supportive documentation may be employed as needed.

B. Screening procedures must consider all students who might reasonably benefit from the specific program. In no way should the process discriminate against any person or group for reasons of sex, race, creed, ethnic origin, or religious preference.

C. The information gathered on students through the screening process will be in conformity with legal standards regarding the rights of privacy of the individual. Only professional educators who can assure confidentiality will collect the data and make it available to those who need to use it for educational purposes.

## III. SELECTION STAGE

A. A profile will be prepared for each student screened. The profile will be used to organize, rate, and weigh student performance on screening criteria. The campus designee will compile and organize available data on students being considered for the Gifted and Talented Program. This form must be one which facilitates decision-making by the selection committee. The campus selection committee will make professionally sound decisions on student placement. 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.

- B. Once all data has been collected and entered on the profiles, the names of those students referred are removed and replaced with numerals before being sent to the selection committee. At the time this committee meets, any teacher may advocate, in person or by letter, consideration of any student who did not qualify by numbers but whom that teacher feels would best be served by the Gifted and Talented Education program.
- C. The Campus Selection Committee will be comprised of a minimum of three professionals who have received training in the area of nature and needs.

#### IV. REASSESSMENT

In accordance with school board policy EHBB (LOCAL), the district shall not perform routine reassessments. 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.

#### V. NOTIFICATION

Parents and/or students shall be notified in writing of selection for the gifted education program. Participation in any program or services provided for gifted students is voluntary, and before a student is placed in a gifted program, the District shall obtain the parent's and/or the student's written permission.

#### TRANSFER OF IDENTIFIED G/T STUDENT (K-12)

When a transfer student from another school district who was identified as gifted, the student's records shall be accepted for placement in the district program for gifted and talented.

#### FURLOUGH PROCESS (K-12)

A parent, teacher, or student with parental consent may initiate furloughs from Gifted and Talented Education classes through the campus selection committee. The processes are as follows with approval of the campus selection committee. Minutes, outcomes and signatures of all participants will be taken and placed in the student's G/T folder. If granted a furlough, another meeting must take place before the next

district snapshot in order to determine if a student should be provided G/T services or exited. PEIMS clerks must be notified if a student is furloughed from the G/T Services in order to code the student as “G/T but not being served”.

Teacher/Student Initiated:

1. Conference between teacher and student

2. Conference between teacher and parent/guardian with administrator and or administrator designee present

8

Parent Initiated:

1. Conference among teacher, student, and parent/guardian with administrator and/or administrator designee present

\*The G/T committee decides if a student should be furloughed and the timeframe and plan of action to resume Gifted/Talented Services..

## EXIT

Exiting a student from G/T Services requires a G/T Campus Committee meeting with parent to discuss why exiting is needed. Minutes, outcomes and signatures must be obtained and placed in student G/T folder. The PEIMS clerk must be notified in order to change the code from “GT but not being served” to “exited”. If a student is exited from the program, they must go through the referral process to re-enter. Policy related to 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 student regarding the student’s educational needs.

## APPEALS (K-12)

Parents or students may appeal any final decision to the Campus Selection Committee regarding selection for or exit from the Gifted and Talented Education Program. Any subsequent appeals shall be made in accordance with Policy FNG (Local) beginning at Level Two.

## PROGRAM PROTOTYPE

G/T students will be provided a differentiated curriculum in the general education classroom along with

other special classes as designed by the campus. Dual credit courses and/or advanced classes may also serve as curriculum options at high school and middle school.

## CURRICULUM

As with any program, the curriculum for the gifted includes the content to be learned, the processes to facilitate the learning, and the products that result from the learning. Since gifted/talented students possess characteristics and needs that make them different from other students, their curriculum is differentiated from that of other students. Curriculum for the gifted involves the use of course content, methods, and materials beyond those practical or essential for other students at the same age and grade level. It must be determined where the students are and take them from that point to their maximum abilities. Differentiating the curriculum so that it is appropriate for the gifted implies modification of student goals and objectives, instructional strategies, learning experiences, and evaluation.

## STAFF DEVELOPMENT

In-service is a continuous process designed to increase competencies of instructional staff members and enhance the quality of instruction. As a vital, ongoing part of the program, ample time should be devoted to planning and conducting in-service. In-service plans that are practical, accessible, and offer teachers and administrators' valuable information or training are most likely to result in improved instruction for students. In the Dilley Independent School District, teachers will be trained to work in the programs to meet each student's needs. They will be trained in specific areas to stimulate higher level thinking skills and achievement of students.

9

Staff development will be promoted in the following areas:

1. Training of teachers to work with gifted students (30 hours initially, 6 hour update per year)
2. Training for counselors and administrators (6 hours)

The in-service programs will focus on the following areas:

1. Nature and needs of gifted and talented students
2. Guidance and counseling services to meet the students' needs
3. Assessing students' needs
4. Appropriate materials and activities in areas of identified needs
5. Development and use of curriculum materials

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.

In addition to the activities listed above for all staff members, those teachers selected for Gifted and Talented Education Program will be provided the following:

1. Opportunities to attend workshops and conferences at regional and state levels
2. Release time for visitation to exemplary programs and curriculum development

## COMMUNITY AWARENESS

The district shall ensure information about the district's Gifted and Talented Education Program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program. 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. Annual meetings will be held for parents of gifted and talented students. During these meetings the students may showcase their projects.

## PARENT AND COMMUNITY INVOLVEMENT

The Dilley Independent School District makes every effort to involve parents and other community members in the development and implementation of the Gifted and Talented Education Program. All family meetings are offered in a language families can understand or a translator or interpreter is provided to the extent possible.

Parents are given the opportunity to refer their children for the program. An orientation session is held for parents about the Gifted and Talented Education Program. Other community members are invited. Parents of gifted and talented students are also encouraged to assist with programs, field trips, and guidance at home. Parents are asked to evaluate their child's development and the organization of the program.

A GT Parent Advisory Committee will be established and Gifted/talented education policies and procedures are reviewed and recommendations for improvement will be made.

Community participation and response are welcomed. The community is kept aware of the programs through the Frio Nueces Current and/or the district web and marquee. The school board will be notified regularly of the Gifted and Talented Education Program activities and student accomplishments.

## 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.



## Glossary

Term	Definition
Acceleration	Acceleration is an academic intervention that matches the level, complexity, and pace of the curriculum with the readiness and motivation of the student. It involves mastering knowledge and skills at a rate faster or at an age earlier than the norm. From A Nation Deceived—Colangelo, N., Assouline, S., & Gross, M. U. M. (2004). A nation deceived: How schools hold back America's brightest students (Vol. 1). Iowa City: University of Iowa, Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development
Area of Giftedness	the specific set of abilities in which a student performs or shows potential to perform at a remarkably high level of accomplishment
Array of Learning Experiences	a menu of challenging activities or opportunities that fit the unique interests and abilities of advanced-level students
Artistically Gifted	possessing outstanding ability in the visual and/or performing arts
Complexity	extension of content in, between, and across disciplines through the study of themes, problems, and issues; seeing relationships between and among ideas in/within the topic, discipline, and disciplines; examining relationships in, between, and across disciplines over time and from multiple points of view
Concurrent Enrollment	the practice of enrolling in a college or university to earn college or university credit while in high school
Continuum of Learning Experiences	articulated intellectual, artistic, creative, and/or leadership activities and opportunities that build upon one another each year a student is in school

Creatively Gifted	possessing outstanding imagination, thinking ability, innovative or creative reasoning ability, ability in problem solving, and/or high attainment in original or creative thinking
Credit by Exam (CBE)	method in which a student may receive credit for a subject/ course or accelerate through a grade by taking one or more exams
Depth	exploration of content within a discipline to include analyzing from the concrete to the abstract, the familiar to the unfamiliar, the known to the unknown; exploring the discipline by going beyond facts and concepts into generalizations, principles, theories, laws; investigating the layers of experience within a discipline through details, patterns, trends, unanswered questions, and/or ethical considerations
Differentiation	modification of curriculum and instruction according to content, pacing, process, and/or product to meet unique student needs in the classroom
Diversity	the presence of difference between individuals and among groups including but not limited to age, socioeconomics, education, race and ethnicity, gender, sexual orientation, culture, and religious beliefs
Dual Credit	an opportunity for a student to earn high school credit for successful completion of a college course
Flexible Pacing	Flexible pacing is defined as placing students at an appropriate instructional level and allowing them to move forward in the curriculum as they master content and skills. Flexible pacing is achieved by such methods as continuous progress, compacted course, advanced level courses, grade skipping, early entrance, concurrent or dual enrollment, and credit by examination.
Foundation Curricular Areas	English language arts/reading, mathematics, science, and social studies

Furlough	a leave of absence from program services
Gifted in Leadership	possessing the natural ability to influence others; possessing skills in interpersonal relationships demonstrated, for example, by outstanding ability in such activities as student government
Gifted in Specific Academic Fields	possessing superior ability or potential in a specific course of study such as English language arts/reading, mathematics, science, or social studies
Gifted/Talented Services	services and activities not ordinarily provided by the school that are specifically designed to fully develop the capabilities of students who give evidence of high achievement or capability in areas such as intellectual, creative, artistic, or leadership capacity
Independent Study	self-directed learning strategy where the teacher acts as guide or facilitator, and the student plays a more active role in designing and managing his or her own learning
Intellectually Gifted	possessing superior intelligence, with potential or demonstrated accomplishments in several fields of study; ability to perform complex mental tasks
Mentor	an individual who shares his or her expertise with a student of similar career or field-of-study aspirations
Qualitative Measures	performance indicators that cannot be recorded numerically and that include observations, anecdotal records, checklists, interviews, student products, performances, etc.
Quantitative Measures	performance indicators that can be expressed in terms of definite numbers or amounts such as scores on achievement tests
Texas Performance Standards Project (TPSP)	statewide standards and assessment system which includes instructional materials designed to provide assistance as districts achieve the state goal for gifted/talented students (complete

	information at <a href="http://www.texaspsp.org/">http://www.texaspsp.org/</a> )
Twice-Exceptional	<p>A “twice-exceptional learner” 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:</p> <ol style="list-style-type: none"><li>1. exhibits high performance capability in an intellectual, creative, or artistic area; 2.</li></ol> <p>possesses an unusual capacity for leadership; or</p> <ol style="list-style-type: none"><li>3. excels in a specific academic field (TEC 29.121) and who also gives evidence of one or more disabilities as defined by federal or state eligibility criteria.</li></ol>

