

ROYAL INDEPENDENT SCHOOL DISTRICT

POLICY AND PROCEDURES FOR GIFTED AND TALENTED STUDENTS 2021-2022 School Year



Royal ISD believes every student should reach their full potential academically, socially, and physically. Our district will meet the individual needs, interests, and abilities of each

*student, challenging them to become well educated,
responsible, and productive students.*

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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 (Revised April 2019)”

DEFINITION OF GIFTED/TALENTED STUDENTS

“Gifted and talented students” means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

- (1) exhibits high performance capability in an intellectual, creative, or artistic area;
- (2) possesses an unusual capacity for leadership; or

(3) excels in a specific academic field.

Chapter 29. Educational Programs Subchapter D. Educational Programs for Gifted and Talented Students §29.121

GOAL FOR GIFTED/TALENTED SERVICES

Royal ISD will meet the needs of gifted and talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school. Royal ISD will provide an articulated, sequential, gifted and talented curriculum that has been appropriately differentiated and linked meaningfully to the regular curriculum in the four core academic areas in grades K-12 and is commensurate with the abilities of gifted and talented students.

PROGRAM GOALS FOR GIFTED/TALENTED SERVICES K-12

1. **IDENTIFICATION:** Identify students in grades K-12 who demonstrate an academic need for gifted/talented services using the criteria established by the district, approved by the board, and in compliance with state mandates.
2. **SELF-DIRECTED LEARNERS:** Develop the students' capacities to become self-directed and to be confident in their ability to research and process information and to create and communicate their findings as they produce and present advanced-level products or performances.
3. **COMPLEX THINKING SKILLS:** Enhance and refine the abstract and complex thinking and reasoning of these students through more sophisticated creative and critical thinking activities as they reflect and refine their own thinking processes.

4. **APPROPRIATE INSTRUCTIONAL STRATEGIES:** Provide students with multiple opportunities to participate in learning experiences using advanced content (within the four core areas) which are defensibly differentiated in depth, complexity, and range through modification of content and/or process. Students will be able to work independently, with groups of other gifted/talented students, and with students not identified as gifted/talented.

IDENTIFICATION PROCEDURES AND PROCESSES

K-12

Royal Independent School District has board approval on the identification procedures and processes of students K-12 for the services of the Gifted/Talented program. These procedures meet state requirements (§29.121 & TAC 89.1) and have been designed to ensure the identification of any student who demonstrates educational need for the services of the program under the established guidelines.

Texas Administrative Code (§89.1): Student Assessment

School districts shall develop written policies on student identification that are approved by the local board of trustees and disseminated to parents. The policies must:

- (1) include provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in the Texas Education Code, §29.121;

(2) include assessment measures collected from multiple sources according to each area defined in the Texas State Plan for the Education of Gifted/Talented Students;

(3) include data and procedures designed to ensure that students from all populations in the district have access to assessment and, if identified, services for the gifted/talented program;

(4) provide for final selection of students to be made by a committee of at least three local district educators who have received training in the nature and needs of gifted students; and

(5) include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.

Source: The provisions of this §89.1 adopted to be effective September 1, 1996, 21 TexReg 5690.

ROYAL ISD G/T KINDERGARTEN IDENTIFICATION TIMELINE

Referral procedures published on campus and district website	October 2021
All Kindergarten students complete Gifted/Talented Identification projects with classroom teacher	December 2021
G/T referrals due from parents, teachers, community members, or other interested persons	November 30, 2021
Naglieri Nonverbal Ability Test (NNAT) Administered to Kindergarten Students for Identification	January 2022

Gifted and Talented Committee meets to review Kindergarten candidates	February 2022
Written parental permission for services obtained for identified students in Kindergarten	February 2022
Services begin for identified Kindergarten students	Prior to March 1, 2022

ROYAL ISD G/T 1st--12th GRADES IDENTIFICATION TIMELINE

Referral procedures published on campus and district website	October
G/T referrals due from parents, teachers, community members, or other interested persons (1st Round)	January 31, 2022
Naglieri Nonverbal Ability Test (NNAT) Administered to Referred Students for Identification	March 2022
Gifted and Talented Committee meets to review candidates	April 2022

Written parental permission for services obtained for identified students	April-May 2022
Services begin for identified students	August 2022

GIFTED/TALENTED REFERRALS

A student may be referred for the gifted and talented program by anyone familiar with the student's abilities—including parents, teachers, peers, community members, or self.

Referrals will be solicited in the fall of each year via various media outlets in both English and Spanish. Students may also be referred throughout the school year. Forms are available in each campus office and on the Royal ISD website. Completed forms should be returned to the student's campus. A student who has been recommended and not selected for the program must wait one full academic year before a new referral can be made.

All kindergarten students are automatically considered for gifted/talented and other advanced level services through their classroom experiences.

No student is discriminated against in the identification process because of sex, race, creed, ethnic origin, religious preference, or disabilities.

Documentation of all referrals is on file with the campus.

SCREENING AND ASSESSMENT

All nominated students in grades 1-12 shall be assessed each spring. Nominated kindergarten students shall be assessed in December—February for gifted/talented services to begin prior to March 1st. The assessment process shall ensure that students with special needs, cultural differences, economical disadvantages, and disabilities are given fair and equitable consideration for the gifted/talented program. The campus shall obtain written parent consent before testing or individual assessment is conducted as part of the identification process.

After parent permission has been obtained, all nominated students will be assessed using multiple measures, both qualitative and quantitative, to determine their aptitude, performance, and gifted/talented abilities. Measures will vary depending on the grade of the nominated student.

A student profile is used to identify those students who perform or show the potential for performing at remarkably high levels of accomplishment relative to their age, peers, experience, or environment. The profile will reflect a minimum of three (3) criteria used in the assessment. The criteria will be a combination of qualitative and quantitative instruments and may include, but is not limited to:

- School Abilities Test such as the Otis-Lennon School Ability Test (OLSAT) or another school abilities test as deemed appropriate for the student.
- Achievement Test such as the Iowa Test of Basic Skills (ITBS); STAAR; EOC
- Parent Survey/Checklist
- Teacher Observation/Checklist
- Test Scores: Teacher-made tests, benchmarking assessments, standardized tests (STAAR; EOC), iStation, DRA, etc.
- Student work products and projects (planned experiences), teacher observations, student conferences

QUALIFICATION AND PLACEMENT

IDENTIFICATION

Final identification of students for gifted/talented services shall be made by a Gifted/Talented Selection Committee of at least three (3) district or campus educators who have received training in the nature and needs of gifted students and have met and reviewed the individual student data. The committee shall ensure that fair consideration has been given to students with special needs, cultural differences, economical disadvantages, and disabilities. The campus designee shall maintain the profile/records data of profile selection forms with committee signatures for students who are identified and for those who do not qualify.

The campus Gifted/Talented Committee makes a professional judgement based on the recorded total score of the student profile. As the committee evaluates the data on the students nominated, the committee has three options:

1. The profile score at this time indicated the student's educational needs would best be met by the Gifted/Talented program.
2. The profile score indicates the student's educational needs would best be served with the services of the regular curriculum.
3. Further information is requested for the committee to make a qualification decision.

PARENT NOTIFICATION

The parent(s) and or guardian of students shall be notified in writing upon identification of the student as warranting G/T services. Participation in any program or service provided for gifted/talented is voluntary. The district shall obtain written permission of the student and the parent(s) before a student receives G/T services.

PROGRAM DESIGN

The Texas State Plan for the Education of Gifted/Talented Students requires schools to provide gifted and talented students with the opportunity to collaborate with others of similar ability, to work with classmates in a general setting, and to work independently.

ELEMENTARY (K-5):

Identified students at each grade level in grades K-5 are clustered to the extent possible in a regular classroom with teachers who have the state-mandated training in gifted education.

Students at the elementary level who participate in the Gifted/Talented program are actively engaged in academic studies with an emphasis on the following:

- Critical and creative thinking skills, problem-solving skills, integrated curriculum studies in the four core academic areas, and projects involving independent research.
- Academic projects are selected based on the individual interests of the students.
- Students are expected to work both independently and in group situations.
- Students produce advanced-level products and make presentations that are targeted to an audience outside the classroom.
- Students are involved in leadership activities and offered out of school enrichment options.

JUNIOR HIGH (6-8):

Identified gifted and talented students are served in the Honors level or accelerated classes in the four academic content areas. Teachers of these courses have received the state-required gifted and talented training. Gifted and talented junior high school students will be expected to take Honors or accelerated courses whenever these courses are offered. These advanced classes contain students who have been identified as G/T as well as other high achieving students. All other students are mixed heterogeneously. The G/T students are given assignments that require them to work alone, with others, or as a class. Junior High students identified as G/T are expected to participate in UIL activities.

HIGH SCHOOL (9-12):

Identified gifted and talented students are served in the Honors and Advanced Placement (AP) courses in the four academic content areas. At the high school level, gifted and talented students may also enroll in dual enrollment and dual credit classes (such as OnRamps and Early College High School). Teachers of the Honors and AP courses have received the state-required gifted and talented training. Gifted and talented high school students will be expected to take Honors and/or Advanced Placement courses each school year. Other options for secondary students include enrollment in dual credit courses, participation in UIL academic activities, credits by examination, and Early College High School participation.

ADDITIONAL POLICIES AND PROCEDURES

TRANSFER OF STUDENTS

When a student identified as gifted by a previous school district enrolls into the district, the student's G/T records shall be reviewed by the campus G/T Selection Committee to determine if placement in the district G/T program is appropriate. The campus G/T Selection Committee will

make its determination within 30 days of receiving the enrolled student's transfer records and shall base its decision on the transferred records, observation reports of district teachers who instruct the student, and/or other applicable information. The campus G/T Selection Committee may also choose to utilize the grade appropriate identification instruments to determine the student's appropriate placement.

FURLOUGH PROCEDURE

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/talented program. A furlough may be initiated by the District, the parent, or the student. Students in grades K-12 must have parent permission for 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 the furlough, the student may reenter the gifted program, be placed on another furlough, or be exited from the program. A student or parent of a student who wishes to furlough must present the request in writing to the campus G/T Selection Committee using the district furlough form. The furlough form shall be placed in the student's G/T folder for documentation. During the furlough time, the campus designee shall monitor the student's progress in the regular program and make activities available appropriate to his/her needs.

EXIT PROCEDURE

The District shall monitor student performance in the program. If at any time the campus G/T Selection Committee determines it is in the best interest of the student and his/her educational needs, the campus G/T Selection Committee may exit a student from the program. Reasons for initiating an exit request may include, but are not limited, or are a combination of the following:

- Failure or inability to benefit substantially from the program
- Inadequate cooperation and/or participation in the program
- Parent/Student request

The request to exit form is submitted to the campus G/T coordinator who will then forward a letter to the parent/legal guardian to notify him/her of the request. After the campus G/T coordinator meets with the student and the guardian, the appropriate placement committee will convene and determine action. All involved parties will be notified of the results. Students who wish to reenter the G/T program after exiting will be required to complete the G/T admission process again.

APPEALS OF DISTRICT DECISIONS

Parents or students may appeal any final decision of the campus G/T Selection Committee regarding selection for or removal from the G/T program. Appeals shall first be made to the campus G/T Selection Committee. Any subsequent appeals shall be made in accordance with Board policy (LOCAL) beginning at Level Two.

PROFESSIONAL DEVELOPMENT AND ONGOING TRAINING IN GIFTED EDUCATION

Royal Independent School District is committed to providing its staff with appropriate and meaningful professional development which enables the staff to meet the unique and individual educational needs of all students—including services for gifted/talented students. It is important that all staff who are responsible for formally servicing these students obtain appropriate training for educating the gifted/talented child. The district will require at least the minimum hours of training as mandated by the state. Teachers who teach in the G/T program and/or provide instruction and services that are part of the district's defined G/T services for G/T students shall have a minimum of 30 clock hours that include nature and needs, assessing student needs, and curriculum and instruction for gifted students. Decisions on who shall teach G/T classes should be made in the spring semester of the year prior to the assignment so that new G/T teachers can take the 30 required hours in the summer. In extenuating circumstances, a G/T teacher without the 30 hours may teach G/T classes but he/she shall meet with the campus principal and develop a plan to get the 30 hours during the first semester. The district shall pay the fees for the workshops. Teachers who provide G/T instruction must get 6 hours of G/T training each year to continue an assignment as a G/T teacher. The district shall pay the fees for G/T workshops for experienced teachers. All district administrators and counselors must have a minimum of 6 hours of professional development that includes nature and needs of G/T students. All professional development records shall be kept in each employee's permanent file in the Central Administration Office.

PROGRAM EVALUATION

Royal ISD 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.

Parents and community members will be informed about identification procedures and encouraged to refer students for the program. Information regarding the program will be dispersed through school print publications and various other media outlets, and parents will be given the opportunity to increase their awareness of the unique qualities of a gifted child.