

JACKSBORO INDEPENDENT SCHOOL DISTRICT



POLICY AND PROCEDURES FOR ACADEMICALLY GIFTED AND TALENTED STUDENTS 2016-2017

School Board Approved: December 12, 2016

Nondiscrimination

Jacksboro 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.

TABLE OF CONTENTS

MISSION STATEMENT FOR THE GIFTED/TALENTED PROGRAM	3
DEFINITION OF GIFTED/TALENTED STUDENT.....	3
GOAL FOR SERVICES OF GIFTED STUDENTS.....	3
PROGRAM GOALS FOR THE GIFTED/TALENTED SERVICES K-12	5
IDENTIFICATION PROCEDURES AND PROCESSES.....	6
K-12.....	6
IDENTIFICATION TIMELINE.....	7
DISSEMINATING INFORMATION	8
REFERRAL PROCESS	8
SCREENING/ASSESSMENT PROCESS	10
SCREENING	10
ASSESSMENT	11
QUALIFICATION PROCESS	11
ADDITIONAL POLICES AND PROCEDURES.....	12
TRANSFER OF STUDENTS.....	12
TRANSFERS OUT OF THE DISTRICT	12
JACKSBORO ISD APPEALS PROCESS.....	13
REASSESSMENT	13
FURLOUGH PROCEDURE	13
EXIT.....	14
PROVISION OF STUDENT SERVICES.....	14
JACKSBORO ISD GIFTED/TALENTED PROGRAM STRUCTURE.....	16
• Jacksboro Elementary School	16
• Jacksboro Middle School.....	16
• Jacksboro High School.....	16
PROFESSIONAL DEVELOPMENT	17
AND ONGOING TRAINING IN GIFTED EDUCATION	17
PROGRAM EVALUATION	17
PARENTAL/COMMUNITY INVOLVEMENT	17

JACKSBORO ISD

MISSION STATEMENT FOR THE GIFTED/TALENTED PROGRAM

Students identified as gifted/talented face many challenges in life, as do other children identified in special and unique ways. It is the job of public education to help prepare gifted/talented to acquire the skills necessary to meet and exceed these challenges. Because of this the **Jacksboro Independent School District's Gifted and Talented Program** is designed to address high interest areas, group process skills, curriculum enrichment, advanced research skills, problem solving techniques, and higher order thinking skills. This framework includes outcome-based objectives to provide positive feedback for future direction and growth of the individual student. Refinement and development of the **Gifted and Talented Program** will be on-going in order to maintain its appropriateness. The Jacksboro Independent School District is committed to providing an effective program for all identified students.

DEFINITION OF GIFTED/TALENTED STUDENT

§ 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.

Added by Acts 1995, 74th Leg., ch. 260, § 1, eff. May 30, 1995.

GOAL FOR SERVICES OF GIFTED STUDENTS

Students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the **development of innovative products and performances** that are advanced in relation to students of similar age, experience, or environment and reflect individuality and creativity. High school graduates who have participated in services for gifted students will have produced **products and performances of professional quality** as part of their program services.

-Texas State Plan for the Education of Gifted/Talented Students

Jacksboro ISD will comply with all the state requirements for the Gifted/Talented Program which will include:

- 1.1C Written policies on student identification for gifted/talented services are approved by the district board of trustees and disseminated to all parents. (19 TAC §89.1(5))
- 1.2C Provisions regarding transfer students, furloughs, reassessment, exiting of students from program services, and appeals of district decisions regarding program placement are included in board-approved policy (10 TAC §89.1(5)).
- 1.3.1C Provisions for ongoing identification of students who perform or show potential for performing at remarkable high levels of accomplishment in each area of giftedness served by the district are included in board-approved policy (19 TAC §89.1(1)).
- 1.3.2C Assessment opportunities for gifted/talented identification are made available to students at least once per school year.
- 1.4C Students in grades K-12 shall be assessed and, if identified, provided gifted/talented services (TEC §89.1(3)).
- 1.5.1C Data collected from multiple sources for each area of giftedness served by the district are included in the assessment process for gifted/talented services (19 TAC §89.1(2)).
- 1.5.2C Students are assessed in languages they understand or with nonverbal assessments.
- 1.5.3C At the kindergarten level, as many criteria as possible, and at least three (3), are used to assess students who perform at remarkable high levels of accomplishment relative to age peers.
- 1.5.4C In grades 1-12, qualitative and quantitative data are collected through three (3) or more measures and used to determine whether or not a student needs gifted/talented services.
- 1.5.5C If services are available in leadership, artistic areas, and creativity, a minimum of three (3) criteria are used for assessment.
- 1.6C Access to assessment and, if needed, gifted/talented services is available to all populations of the district (19 TAC §89.1(3)).
- 1.7C Final determination of students' need for gifted/talented services is made by a committee of at least three (3) local district or campus educators who have received training in the nature and needs of gifted/talented students and who have met and reviewed the individual student data (19 TAC §89.1(4)).

**PROGRAM GOALS
FOR THE GIFTED/TALENTED SERVICES K-12**

1. IDENTIFICATION - Identify students in grades K-12 who demonstrated an academic need for gifted services using the criteria established by the district, approved by the board, and in compliance with the 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 as well as products and performances of professional quality at the high school exit level.
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 to content and/or process and/or product. Students will be able to work independently, with groups of other gifted students, and with groups of non-gifted peers.

IDENTIFICATION PROCEDURES AND PROCESSES

K-12

Jacksboro 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 the assessment process and, if identified as having significant educational need for advanced academics, services for the gifted/talented program will be provided;
4. Provide for final qualification of students (through a blind process) 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.

IDENTIFICATION TIMELINE

	Elementary	Reassessment	Secondary
Referral procedures published in local newspaper and on district website	November	Reassessment will be given to any student that has voluntarily exited the program and is desiring to be re-identified. The referral process will be applicable based on campus policy. All reassessments will be conducted in the Spring.	November
Referrals accepted from parents, teachers, community members	January		January
Screenings, assessments and reassessments conducted after written parental permission obtained	January - March		January-March
Gifted/Talented committee meets on kindergarten completed screenings	February		N/A
Written parental permission for services obtained for identified kindergarten students	February		N/A
Services begin for identified kindergarten students	Prior to March 1		N/A
Selection committee meets on grade 1-12 screenings	Spring		Spring
Written parental permission for services obtained for identified students in grades 1-12	Spring		Spring
Services begin for identified or re-identified students	Immediately after identification approval	Immediately after identification approval	Immediately after identification approval

*Students new to Jacksboro and who have not been identified in a previous school district will be considered at the same time as all other students.

DISSEMINATING INFORMATION

Anyone may nominate a student for the program during the period of annual referrals listed on the timeline above. Referral forms are available in each campus office and/or on the district web site. Referral forms may be submitted to the campus office only during the time period of referral acceptance. Late referrals will not be accepted. The screening instruments will match the program's services.

Parents are informed of the identification policies through the district or campus handbook, and/or the district website, and/or by request of the written policy and procedures for the Gifted/Talented program. In addition, parent awareness sessions are held each fall.

REFERRAL PROCESS

Referrals can originate from teachers, parents or community members during the referral period. Students are nominated with a formal referral sheet to be given to the campus office. Written parent or guardian permission is required to screen/assess a student. If a parent does not want his/her child to be screened, this information will be documented.

I. REFERRAL

- A. All students enrolled in Jacksboro ISD are eligible for referral for the Gifted/Talented program.
- B. Jacksboro ISD will offer an awareness session in the fall prior to the nomination period for families and community members to receive an overview of the services for the gifted and talented and the assessment procedures. Assessment of potential students, grades K-12 will be an on-going process.
- C. A formal nomination period will be in January of each year for grades K-12.
- D. Kindergarten students must be identified and receiving services by March 1st.
- E. Students may be nominated by one of the following methods:
 - 1. A score of 96% or above on an academic achievement test and an SAI of 126+ may indicate consideration for the program.
 - 2. Teacher/Staff Nomination - Students may be nominated by any professional educator in the school district. The staff member will complete the nomination form and submit it to the G/T coordinator or principal.
 - 3. Parent Nomination - Parents may nominate their child by obtaining a nomination form and submitting the form to the campus office. All forms will be offered in English and/or Spanish.

4. Self-Nomination - Students in grades 6-12 will nominate themselves by submitting a nomination form. This form will be available in English and/or Spanish.
5. Community Member Nomination - Any person acquainted with the student may place the student's name for nomination by submitting a nomination to the campus G/T coordinator or principal. The community will be notified of the nomination period through newspaper articles, notes sent home, and by announcements at school.
6. Counselor Nomination – Kindergarten students will be recommended based on the results of the KDI-II Screening Instrument.

SCREENING/ASSESSMENT PROCESS

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 used will be a combination of **qualitative and quantitative** instruments and **may include**:

- School Abilities Test such as the Naglieri Nonverbal Ability Test (NNAT), the Otis-Lennon School Abilities Test (OLSAT), The Cognitive Abilities Test (CogAT), the Screening Assessment for Gifted Elementary and Middle School Students Edition 2 Reasoning (SAGES-2), or other school abilities tests as deemed appropriate for the student;
- Achievement Test such as the Metropolitan Achievement Test (MAT), the Iowa Test of Basic Skills (ITBS), the Screening Assessment for Gifted Elementary and Middle School Students Edition 2 (SAGES-2), or other achievement tests as deemed appropriate for the student;
- Divergent thinking assessment such as the Torrence Test of Creative Thinking, the Creative Assessment Packet (CAP), or other divergent thinking assessment as deemed appropriate for the student;
- Teacher Rating Scales such as the Gifted and Talented Evaluation Scales (GATES), the Renzulli-Hartman Teacher Rating Scales, the Purdue Teacher Rating Scales, or other rating scales as deemed appropriate for the student;
- Student interview and/or product such as a writing sample or other project; and/or
- Parent Rating Scales such as the Gifted and Talented Evaluation Scales (GATES).

SCREENING

- A. The screening phase and procedures will provide access for all students who might benefit from the Gifted/Talented program. The process and procedures will not discriminate against any student for reason of sex, race, creed, ethnic origin, or religious preference.
- B. All information collected on the nominated students during the screening phase will conform to legal standards regarding the privacy rights of the individual. The student file for collecting screening data will be maintained by the G/T coordinator who will assure its security for seven years after nomination.
- C. Activities during the screening process will be coordinated by the campus screening committee. The campus screening committee will be composed of members who have training in nature, needs, and characteristics of gifted students. The committee shall consist of the following:
 - 1. G/T campus coordinator
 - 2. Three designated educators who have G/T training
 - 3. Principal and/or counselor

- D. Each student identified will be required to have a parent/guardian sign a *Permission for Evaluation Form*.

ASSESSMENT

- A. The following measures may be used to determine placement in the G/T program at Jacksboro ISD. These measures are both qualitative and quantitative.
1. Student Product
 2. Teacher rating scale
 3. Achievement Test
 4. Test of Creative Thinking
 5. Intelligence or Aptitude Test
- B. The five data sources will be evaluated by means of a profile sheet. The selection committee will then evaluate the criteria and scores on the profile sheet to determine eligibility for the program. A student's name, sex, or ethnicity will not appear on the profile. A student will be placed at the committee's discretion.
- C. After the selection committee has met the parent/guardian will be notified of acceptance or non-acceptance in the G/T program. Written consent and verbal communication from the parent/guardian will be obtained before the student begins active participation in the program.
- D. The staff will be informed of all G/T students at the beginning of the school year and will be kept notified of any students identified after that date.
- E. Any student or parent who questions the decision of the screening and selection committee may go through the appeals procedure.
- F. All records of students that were tested but did not qualify will be kept for 5 years.

QUALIFICATION PROCESS

The student profile identifies the student's strengths and weaknesses. The percentiles and/or scores from the assessment instruments are plotted on the student profile. Each student's profile is individually evaluated by the Gifted/Talented Committee through a blind (no name) process. A student clearly qualifies for Gifted/Talented services if the majority of the evidence on the profile falls within the *High* and/or *Superior* ranges on the profile. The decision is based on the committee's observation of the preponderance of the evidence on the student's profile.

The Gifted/Talented committee consists of at least three district educators. All committee members have been trained in nature and needs of gifted students. The Gifted/Talented

Committee makes a professional judgment based on the recorded student profile data. As the committee evaluates the data on the students nominated, the committee has three options:

1. The preponderance of profile data indicates the student exhibits educational need and would benefit from the services offered in the Gifted/Talented program.
2. There is insufficient evidence in the documentation at this time indicating the student's educational needs would best be met by the Gifted/Talented program. The preponderance of evidence 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.

Once the identification process is complete, parents or guardians are notified of the Gifted/Talented Committee's decision via U.S. Mail within ten school days. Parents of all screened students may request a conference to examine their child's assessment results. Request should be made through the student's home campus.

ADDITIONAL POLICES AND PROCEDURES TRANSFER OF STUDENTS

All students who have participated in gifted and talented programs prior to coming to Jacksboro ISD may be considered for the Gifted/Talented Program. Once screening records are received from the student's previous district, the records will be examined for correspondence to Jacksboro ISD's criteria. If the transfer data is insufficient, Jacksboro ISD will assess the student to see if placement in the program is in the student's best interest. A decision will be made regarding qualification within 30 school days of the receipt of the student's Gifted/Talented assessment results from the previous district.

According to the Interstate Compact on Educational Opportunity for Military Children, a receiving school district in a member state agrees to "initially honor placement of a student based on the student's enrollment in the sending state as long as that school has a similar or equivalent program." Texas Education Code §162.002.

TRANSFERS OUT OF THE DISTRICT

When a student in the G/T Program in Jacksboro ISD leaves, the following information will be sent to the new school with the rest of the school records:

1. A copy of the identification profile.
2. A letter indicating when the student was identified and how long the student has been participating in the program.
3. Campuses have 30 days to request GT records from date of enrollment.

JACKSBORO ISD APPEALS PROCESS

Parents, teachers, and/or students may appeal any final decision regarding selection or exiting from the Gifted/Talented Program. All appeals shall be in writing. Appeals shall be sent first to the principal using the following procedure:

- A. The parent, teacher, or student will send a written appeal to the principal within **ten** working days from the date of notification.
- B. The G/T teacher will send a written response to the parent scheduling an appeals committee review within **ten** working days upon receipt of the appeal.
- C. The Screening and Selection Committee, principal, and the G/T teacher will review the information. Parents are invited to attend this meeting.
- D. A letter will be sent to the parent and to the superintendent regarding the decision.

All appeals will be handled as per the Jacksboro ISD appeals process as set by board policy.

REASSESSMENT

Formal reassessment is not necessary at any grade levels as long as the student's educational needs are being met within the services of the program. If there is any concern regarding the performance or placement of the student, the Gifted/Talented teacher or the district Gifted/Talented Coordinator will contact the parent and confer about available options. Options available are counseling, requesting a furlough, or exiting the student from the program. Reassessment will be given to any student that has voluntarily exited the program and is desiring to be re-identified. The referral process will be applicable based on campus policy. All reassessments will be conducted in the spring.

FURLOUGH PROCEDURE

A furlough is a temporary "leave of absence" from the Gifted/Talented Program designed to meet the individual needs of an identified student. Anyone may request a furlough: parent, student, teacher, or administrator. Requests for a furlough will be given to the campus administrator and members of the Gifted/Talented committee for consideration. A student may be furloughed for a period of time deemed appropriate by the Gifted/Talented committee. At the end of the furlough, the student's progress shall be reassessed, and the student may re-enter the Gifted/Talented program, be removed from the program, or be placed on another furlough. Furloughs are designed to be **short-term and temporary and should never be used for an entire school year**. Furloughs will not be granted to avoid a teacher or class in the G/T program.

A furlough does not indicate a permanent exiting of the program. Furloughs could be utilized for a variety of extenuating circumstances. Any student may be granted a furlough from the program for various issues such as over-commitment, family concerns, serious illness, or any other circumstances which would inhibit or curtail the student's performance in the program. The furlough may also be used prior to a formal exit from the program for those students who are unable to maintain satisfactory performance within the learning

opportunities of the Gifted/Talented program. A furlough might also provide the student an opportunity to attain performance goals established by the Gifted/Talented committee. A furlough is arranged to meet the individual needs of the student.

At the end of the furlough, the student's progress shall be re-evaluated and the student may re-enter the gifted program, be removed from the program, or may receive a furlough extension. If the student is exited from the program at the end of the furlough, the Exit Policy Procedures shall be followed.

EXIT

Student performance in the program shall be monitored. A student shall be removed from the program at any time the Gifted/Talented committee determines it is in the student's best interest **and** a furlough has been ineffective. If a parent requests their child be removed from the program, the Gifted/Talented committee shall grant the request. Once a student is exited from the program he/she must adhere to the identification procedures and exhibit educational need to be readmitted.

A student may be exited from the program based on the following:

- The student's overall academic performance in G/T service programs,
- Product performance or lack thereof,
- teacher checklists, and
- poor attendance.

At any time, the parent/guardian, G/T coordinator, counselor, or teacher may request a meeting to review a student's placement in the G/T program. For a student to exit from the program, a meeting of the student, parent/guardian, and the selection committee will be held to discuss the student's educational needs. Any student exited from the program cannot re-enter the program during that school year. The student may be nominated for screening to re-enter the program the following school year, and must go through the identification procedures.

PROVISION OF STUDENT SERVICES

Jacksboro Independent School District offers a variety of learning experiences and opportunities for Gifted/Talented students in grades K-12 which meet the mandates of the Texas Administrative Code. These services include, but are not limited to, integrating Depth and Complexity into the curriculum, requiring advanced level products and performances, and allowing identified Gifted/Talented students the opportunity to work with other identified students.

Texas Administrative Code §89.3. Student Services

School districts shall provide an array of learning opportunities for gifted/talented students in kindergarten through Grade 12 and shall inform parents of the opportunities. Options must 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 as well as differentiated strategies in the regular classroom and the Pre-AP and AP classrooms;
3. In-school and, when possible, out-of-school options relevant to the student's area of strength that are available during the entire school year; and
4. Opportunities to accelerate in areas of strength.

A continuum of learning experiences will be provided in the Gifted/Talented services which lead to the development of advanced-level products and/or performances. Such services will include use of depth and complexity elements, differentiation of content, process and/or product in the regular or Pre-AP/AP classroom, a pull-out program, participation in regional Gifted/Talented student seminars, independent studies, participation in the Texas Performance Standards Project, concurrent or dual-enrollment classes, and other services as deemed appropriate for the student. Services are available in all four core academic areas including Language Arts, Math, Science and Social Studies. Identified students will work independently, with other identified students, and with students of other abilities.

Documentation of services will be maintained and parents will be notified of in-school and out-of-school options during the school year that are relevant to the needs of the gifted and talented students. Progress reports may be included in the student's report card. Credit by Examination is available through Region 9 Education Service Center to assist students in acceleration through classes and/or grade levels. For more information on Credit by Examination, contact the student's counselor.

JACKSBORO ISD GIFTED/TALENTED PROGRAM STRUCTURE

The Gifted and Talented Program provides a sequential, differentiated program for all identified students, K-12. Program designs vary on each campus, with the overall goal being to develop higher level thinking skills within the students.

Jacksboro Elementary School

Gifted/talented students are served within the classroom through tiered lessons and during an enrichment time by a certified G/T teacher. The program focuses on higher level thinking skills including problem solving, research activities, mind stretchers, creative projects, productions, and products. These identified students must receive G/T services for a minimum of 120 minutes each week. Units and themes planned encompass the four core academic areas as well as the fine arts. Out of school options provide the students with the opportunity to participate in field trips, competitions, and other projects.

Jacksboro Middle School

Jacksboro Middle School will provide G/T services in the form of a combination curriculum; blending depth and complexity within the core curriculum with a multi-level pullout program that encompasses the four core academic areas. Enrichment activities will be provided by the campus G/T coordinator. Activities include community service projects, research projects, art projects, and video production. Students will be provided opportunities for unique learning experiences and real-world activity outside of the classroom.

Jacksboro High School

The Gifted/Talented students at Jacksboro High School are served using the Pre-AP and AP courses and dual credit college courses offered at the campus. Pre-AP and AP courses are offered at all grade levels and in the four core subject areas. Dual credit courses may be offered in mathematics (4 courses), in science (2 courses), in Government (1 course), and in Economics (1 course). Students are also able to take courses at night and in the summer through Weatherford College and other community colleges. These courses are open to all students and the teachers at the high school campus are required by the state G/T plan and the local G/T program to provide differentiation for G/T students especially in the area of depth and complexity. All identified GT students must take at least one Pre-AP or AP/dual credit course each year to stay in the program.

This program equips students with the necessary competencies to meet the demands of an ever-changing society, produce professional level products, and develop independent, self-disciplined thinkers.

Along with curriculum offerings, the Gifted and Talented Program offers students the opportunity to interact with each other, through field trips, seminars at Region 9 and through participation in a wide variety of clubs and activities.

PROFESSIONAL DEVELOPMENT AND ONGOING TRAINING IN GIFTED EDUCATION

Jacksboro 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 child. The district will require at least the minimum hours of training as mandated by the state:

Texas Administrative Code §89.2. Professional Development

1. Prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students;
2. Teachers without training required in paragraph (1) of this section who provide instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement within one semester;
3. Teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education; and
4. Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

PROGRAM EVALUATION

Jacksboro ISD will annually evaluate the Gifted/Talented program by surveying all stakeholders including students, parents/guardians, and teachers. The evaluation data will be presented to the school board and will be used as a needs assessment to be addressed in the district/campus improvement plans. This data will be used to modify and improve services for the gifted/talented students.

PARENTAL/COMMUNITY INVOLVEMENT

A well-informed and supportive community is essential for a successful gifted and talented program. Jacksboro ISD will encourage parent and community involvement in the program by:

- A. Conducting an annual district-wide orientation and awareness session for parents.
- B. Identifying community resources and community members willing to supplement regular classroom activity.
- C. Provide ongoing parent education by supplying articles, workshop information, and recommended home activities periodically.
- D. Providing periodic communication informing parents of G/T activities

