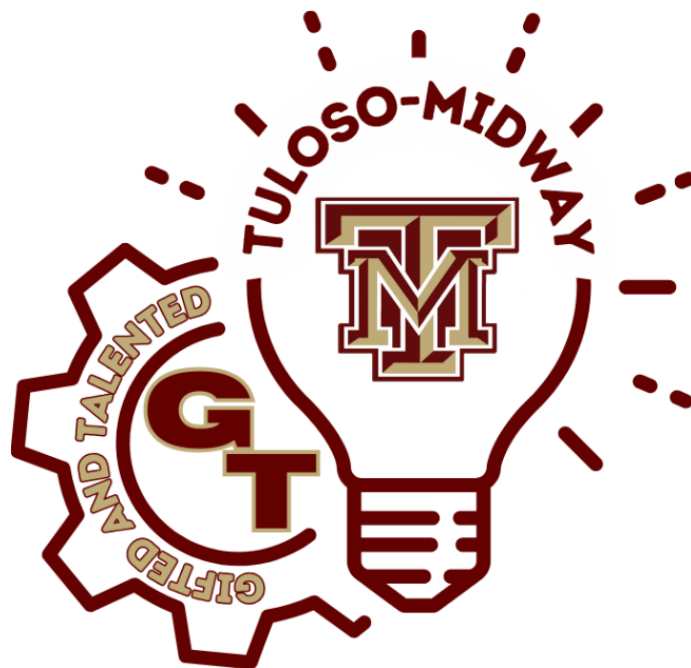


**TULOSO-MIDWAY ISD
GIFTED AND TALENTED PROGRAM
PROCEDURES MANUAL**



**“EDUCATE EVERY STUDENT TO BE A LIFELONG LEARNER, A
PERSON OF INTEGRITY, AND A POSITIVE CONTRIBUTOR TO
SOCIETY”**

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FIDELITY OF SERVICE

Tuloso-Midway ISD complies with gifted/talented accountability standards and monitors the effectiveness of assessment and services for gifted and talented students.

MISSION OF TMISD GT PROGRAM

The Gifted and Talented Program supports the mission of Tuloso-Midway ISD to educate every student to be a lifelong learner, a person of integrity, and a positive contributor to society. The mission of TMISD GT Program is to provide advance, appropriate and quality educational experiences, which develop in students: higher level thinking skill, creative problem solving, qualities of leadership and the desire for excellence.

DEFINITION OF GIFTEDNESS (TEC.29.121)

“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.

POPULATION SERVED BY TMISD GT PROGRAM

TMISD GT program serves students in kindergarten through 12th grade that:

- Exhibits high intellectual capability or the potential for high intellectual capability in one or more specific academic field(s) (Reading/Language Arts, Math, Science, Social Studies) compared to students of the same age group
- Exhibit high aptitude for creativity or capacity for creativeness and/or artistic ability compared to students of the same age group
- Exhibit an exceptionally high capacity for leadership compared to other students of the same age group

TEXAS STATE GOAL FOR GT STUDENTS

Students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication as is evidenced by the development of innovative products and performances that reflect individuality, creativity and are advanced in relation to students of similar age, experience, and environment. 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.



TMISD GOALS FOR GT PROGRAM

Tuloso-Midway's Gifted Education Program will ensure that students are challenged to achieve their highest potential by providing learning opportunities that are in line with students' specific needs, interests and abilities.

The district's goals for meeting students' needs include the following:

- Implementing an equitable identification process of screening and selecting students based on the ability of the whole child as measured by a multitude of screening implements and criteria (both qualitative and quantitative).
- Developing and implementing a variety of differentiated and substantive learning opportunities that are linked meaningfully to the core content areas, their creative aptitude or their aptitude for leadership.
- Providing ongoing and appropriate training and staff development opportunities for administrators, counselors and teachers involved in serving gifted and talented students.
- Utilizing high quality instructional materials and standards recognized by TEA for GT instruction (Texas Performance Standards Project).
- Evaluating the effectiveness of the gifted education program for the purpose of continued improvement and development.



Gifted/talented identification procedures and progress monitoring allow students to demonstrate and develop their diverse talents and abilities.

WINDOW/ DEADLINE	GROUP	GRADES	EVENT
July 10	CC, Counselor, Admin, Teacher	1-12	Notify teachers of GT students enrolled in their classes.
Sept-October	DC, CC, Counselor, Admin	Staff	Train staff on District procedures and nomination process.
July 18- October 21	Teachers, GT Coordinators, Counselors, Admin.	KG-12	Teachers conduct classroom observations of students to early identify possible GT qualities.
September- November	GT Coordinators, Counselors Admin	KG 1-2, 3-5, 9-12	Conduct parent meeting to inform parents of GT practices, GT screening/assessment and qualification procedures.
November 6-17 (2 weeks)	District Coordinator, GT Campus Coordinators, Counselors	KG-12	Advertise nomination window (*minimum 2 weeks) Must be advertised 3 ways-parent letters, website, and marquee (if applicable). Possibly classroom remind groups. Collect nominations and begin collecting student verification data.
Oct./Nov	Campus Coordinator, Counselor, teachers	KG	Send notification to kindergarten parents of initial screening process for all KG.
**Oct/Nov	CC, Counselor	KG	NNAT3 Screener for all KG Identify students eligible for 2 nd screener process.
Nov-Jan	CC, Counselor, Teacher	1-12	Collect parent permission to assess and parent input forms.
Nov-Jan	Teacher	KG-12	SIGs Teacher Observation Forms completed and submitted for nominated students and qualifying KG students.
**Nov-Jan	CC, Counselor, Admin	1-12	NNAT3 screener for nominated students.
Jan-Feb	CC, Counselor, Admin	KG	Second screening process, committee meeting for determination of placement. Parent notification sent.
Jan-Feb	CC, Counselor, Admin, GT Committee	1-12	Review assessment data, committee meeting for determination of placement; notification to parents, parent approval of participation in program.
March	CC, Counselor	KG-12	Submit completed list of new GT students to registrar and district coordinator for coding in eSchool. (maintain list that includes qualifying area).
May	CC, Counselor, GT Committee	KG-12	Appeals process must be completed.
May	CC, Counselor, GT Committee, Teachers, DC	K-12	Evaluate program efficacy and determine program changes for the following school year.

TMISD GT REFERRAL PROCESS AND ASSESSMENT PROCEDURES

I. Referral for Gifted Services:



Referral Procedures:

Tuloso-Midway ISD students may be referred for the Gifted and Talented Program anytime during the school year, however, referrals received after the screening window begins will not be considered for assessment until the following screening window. The advertised referral window occurs for at least two weeks during the fall semester (dates will be advertised in multiple ways). Screening and testing will occur from October through March. Students can be nominated by parents, teachers, or other interested persons (EHBB Legal).

Referral Forms:

Referrals will be made online and must be submitted no later than the advertised referral window for consideration within the current year screening process. Referrals received after the advertised deadline will be screened in the next available screening and identification period.

Referral Parameters:

Students not identified as eligible for GT services during the annual screening/identification period may be nominated during the next available screening window. Screening of students may only occur once during the same school year.

Automatic Screening:

All kindergarten students will be screened for gifted education services. Permission for initial screening for kindergarten is not necessary but parents will be informed of the process. Parent permission is required for students that qualify for the second round of the GT screening and identification process as indicated on the NNAT3 screener.

II. Parental Consent:

All nominations for students in grades first through twelfth must include written parent/guardian permission for further testing. All student information collected during the screening and identification process shall be education record, subject to the protections set out in polices EHBB Legal.

III. Identification Criteria and Service Start Dates

Identification Criteria:

Criterion to identify gifted and talented students in TMISD seeks to discover the general intellectual and specific academic needs of students, grades K-12. Students screened will display an educational need for gifted and talented services based on a range of evidence collected throughout the screening process. All data will be collected and applied to a matrix which will be used by a committee to determine placement in the GT program. Students' assessment matrix will not include names or any other identifying data that could potentially skew committee decisions.

Evidence may include but is not limited to the following measures:

- Score in the top % of students per grade level on the NNAT3 (Nonverbal Cognitive Ability Test)
 - % Cut off will be determined based on age-appropriate comparative data and NNAT3 age-appropriate scores
- Score in the top % of norm referenced cognitive ability assessments: MAPs (K-5) STAAR/EOC (6-12)
- Identifies potential for creative/artistic ability through identification on Torrance Tests of Creative Thinking (TTCT)
- Display high degrees of gifted characteristics demonstrated on a nationally normed checklist (SIGS)
- Display advanced thinking skills in a student interview (qualifying leadership or creative in grades 6-12)
- Demonstrate an educational need to learn at a pace and level beyond grade expectations



- Other possible considerations: previous and current year grades, other norm referenced testing

The campus GT committee decides placement of each student being screened using the grade level Identification Matrix. Determinations are made based on a **Range of Evidence**.

Service Start Dates:

Kindergarten students screened and identified as gifted and talented will receive classroom level services beginning at the end of the identification process (possibly as early as March 1) in accordance with Texas Education Code. If a student is recommended for screening after the close of the nomination window, they will be screened in the next annual screening window. Exceptions to this may be approved by campus GT Administrator. Student in grade 1-11 who are identified during the identification process will begin services the following school year.

IV Selection:

GT Determination Committee:

The campus will create a GT determination committee comprised of at least 3 professional educators but no more than 5 educators who have received all 30 hours of GT initial training and have the annually required 6-hour update. The GT committee will include at least 3 of the following:

- The GT campus counselor
- A campus administrator
- A GT Campus Lead/Coordinator
- An additional certified GT educator that is serving GT students and has completed the 30 hours initial training.

GT Determination Committee Duties:

The duties include but are not limited to:

- Identification of students to be served by the GT Program based on the data gathered in the screening process
- Review transfer students GT documentation to ensure appropriate GT services are provided
- Determination of furlough or exit of student from the GT program
- Development of individual plans
- Program evaluation for effectiveness
- Student Interviews (as needed for students that ONLY qualify as leadership)
- Campus Principal should not be included for any interview process so that they can still oversee appeals (level 1)

V: Assessment Tools:

Data used in the full screening process may include but will not be limited to, the following instruments:

- School Observation Checklist- Scale for Identifying Gifted Students (SIGS)
- Home Observation Checklist: Scale for Identifying Gifted Students (SIGS)
- Naglieri Non-Verbal Ability Test (NNAT3)-online version
- MAPs (K-5), STAAR/EOC (6-12)
- CoGAT
- SAGES-2
- Current and previous classroom grades



- Student interview if necessary
- Torrance Test of Creative Thinking
- Portfolio of artistic/creative samples if necessary

Notification:

Notification of the nomination for GT referral must be sent to parents prior to screening along with the SIGS Home Observation Checklist and Consent to Test Form. Screening cannot be conducted without parent consent in grades 1-12. All students in KG will be screened therefore consent to test only needs to be sent to parents of students that qualify for the second set of screening. Notification of screening outcome will be sent to all KG parents after the initial screening. Notification of the screening determination must be sent to parents of students nominated for the GT program before March 1 for KG students, and the end of April for students in grades 1-11.

Before a student can participate in the program, parents must return a signed Screening and Identification Results Letter. This letter serves as permission to participate in the GT program. All notifications must be placed in the student's GT folder. Additionally, parents must be notified, in writing, of intent to furlough or exit a student from the GT Program as circumstances arise.

Progress of student's performance within the GT program will be communicated annually to parents.

VII: Appeal of Committee Decision

A parent, teacher or student not satisfied with the GT Determination Committee decision to identify a student as eligible for services, may appeal the decision. Appeals must be filed within 10 business days of notification of GT Determination Committee decision in accordance with Board Policy FNG (Local). Appeals must be completed in writing to the campus principal or next level administrator NOT included on the GT Determination Committee. Appeals may also be made regarding the GT Determination Committee's decision to furlough or exit a student from the GT Program. Appeals may be made for the following reasons:

- Adherence to written identification procedures
- Adherence to correct application definitions as stated in the GT Procedures Manual
- Non-Discrimination statement

The administrator may:

- Accept or overrule the decision of the committee
- Ask for additional information or classroom teacher input for reconsideration by the GT Determination Committee
- Accept or overrule the second committee decision

Any subsequent appeals shall be made by the parent, teacher or student to the district GT Coordinator.

VIII. Re-Assessments

Once identified in TMISD, students will not be rescreened in order to remain in the program. Students that wish to be rescreened must wait until the next annual screening window.

IX Furloughs:

Whenever circumstances warrant, a student may be furloughed from GT services without having to exit the program. A furlough's duration is either one or two semesters and is documented using the Furlough



Documentation form. The campus GT Determination Committee will consider multiple criteria such as student interest, parent interest and extenuating circumstances that would be in the student's best interest to temporarily do without the services of the GT Program. At the end of the furlough period, the student's needs progress shall be reassessed, and a determination will be made as to the educational setting that will be most appropriate for the student at that particular time. The team may decide that the student may re-enter the program, be exited from the program, or be placed on another furlough. Students electing to not be a part of the GT program in elementary or secondary students electing to not take at least one Advanced Academic course each year enrolled in middle or high school may be furloughed.

X. Exiting Procedures:

Students may be exited from the program when discontinuing the child's participation is in the best interest of the student. At the secondary level, exiting the GT Program may precede, coincide with, or exclude exiting Advanced Academic coursework. To exit the GT program, one or more of the following conditions must be met:

- The student may, with parental permission, request to be removed from the program.
- The parent(s) may request that the student be removed from the program.
- The student does not return to services after a year of being on a program furlough.

In such cases, a conference between the parent, the GT Determination Committee, the GT teacher and the student, if appropriate, must be held before exiting occurs. Exit documentation signed by the parent(s) and campus administrator serving on the GT Determination Committee will be placed in the student's permanent and GT folder.

XI. Transfer Students:

Transferring out of district: In the event that a student identified in the GT Program transfers out of TMISD, TMISD will send documentation of screening/identification process with the student records to the receiving district.

Transferring from another district: Students transferring from a GT program in another district or state must provide documentation of GT qualification and participation. Initially the student will be placed in the appropriate grade level GT setting at the principal's discretion. Parents will be notified of placement in writing. The campus GT counselor/coordinator will work with the GT Determination Committee to determine if there is a need for GT services to be provided based on the TMISD screening/identification process. Records must include comparative assessment data. If there are discrepancies or not enough evidence between our district screening process and the previous school records, the GT Determination Committee may recommend that a local GT evaluation process be completed. Students entering school in the second semester will be screened, if necessary, in the following screening window. Decisions must be made within 6 weeks of enrollment and parents must be notified in writing.

Military Exception: Students from a military family who transfer into TMISD and who have been identified as eligible for GT services in another district will be placed in GT. TMISD will honor the placement, however, subsequent screening can be conducted if student needs identify further screening.

XII. Reporting Student Assessment and Identification:

The GT counselor/admin will report results of GT placements to campus registrar. This should be reviewed at least 3 times throughout the school year to ensure that all GT students are identified in PEIMS and in eSchool.



TMISD SERVICE DESIGN

A flexible system of viable service options provides a research-based learning continuum that is developed and consistently implemented throughout the district to meet the needs and reinforce the strengths and interests of gifted/talented students.

TMISD GIFTED AND TALENTED PROGRAM DESIGN

Students in TMISD will be served in the Gifted and Talented Program in accordance with The Texas State Plan for the Education of Gifted/Talented Students and utilize Texas Performance Standards Project (TPSP) as indicated by TEC 39.236. TMISD students enrolled in the GT Program will experience differentiated learning opportunities to meet each individual's specific learning needs. Teachers responsible for instruction/delivery of instruction will have 30 hours of foundational training as well as 6-hour yearly update as required by 19 TAC 89.2.

GT students will:

- Be served within the school day
- Work together as a group, work with other students and work independently
- Engage in flexible grouping and independent investigations which will be provided throughout the program
- Have the opportunity for acceleration and flexible pacing; allowing students to learn at the pace and level appropriate to their ability and skills.
- Work to develop advanced learning products and/or performances (TPSP)

TM PRIMARY AND INTERMEDIATE GT DESIGN

Primary and Intermediate:

GT identified students will be served by GT certified teacher. Students will be homogeneously grouped/clustered in GT/High Achiever classrooms. Additional services will be provided by the campus GT coordinator through project-based opportunities during WIN time. Students will have the opportunity to develop their giftedness during an array of learning activities specifically designed to develop and enhance their learning. A combination of standards through Project Lead the Way and Texas Performance Standards Project will be used to design engaging and differentiated learning opportunities for GT students. GT students will have the opportunity to showcase their work at least once throughout the school year to fellow students and parents/guardians. Teachers serving GT students will complete or have completed 30 hours of GT training with an annual 6-hour update.

TMISD SECONDARY SCHOOLS GT DESIGN

Middle School:

GT students will be enrolled in at least one Advanced Academic (honors) class in their specified qualification area. In addition to being served in the advanced classes they will also work collaboratively during advanced classes. Teachers serving GT students in the advanced classes will/have completed 30 hours of GT training with an additional 6-hour annual update.



High School:

GT students will be enrolled in at least one core content Advanced Academic (dual credit) class each year. Advanced Academic core content teachers are trained in instructional strategies to address GT learner needs.

Enrichment Opportunities for Secondary/High School GT Students:

High School GT students are encouraged to participate in a minimum of one enrichment activity which could include but is not limited to the following:

- Mock Trial
- Academic Decathlon
- Chick-fil-A Leadership Academy
- One Act Play
- KEDT Challenge Quiz Team
- Campus Challenge Day(s)

Additional enrichment opportunities will be advertised on campus. Students will also be encouraged to create a product that will be showcased at the District GT Showcase in the spring.

GT Social Emotional Learning Opportunities:

Each campus will adopt a SEL program to ensure that the social/emotional needs of GT students are appropriately addressed.

GT Services and Alternative Education:

If a GT student is placed in an alternative education placement, he/she should receive services to the maximum extent possible unless he/she has been furloughed or exited the program. TEA recommends that furloughs should be a committee decision and should not be common practice for students sent to alternative settings. GT student needs should be served in the alternative setting by GT trained teachers.

Program Evaluation:

To evaluate and monitor GT Program Services, campuses and the district will complete a GT Program Campus/District Self-Evaluation on an annual basis. Campus self-evaluation will be submitted to the District GT Coordinator in May of each year to help inform completion of the district evaluation. All modifications and improvements should be based on campus data and communicated to the parents of students participating in the GT Program. Additionally, the GT Procedures Handbook should be updated to reflect any changes necessary that will be implemented as a result of the self-evaluation process. The district will ensure that all improvements are aligned to the Texas State Plan for the Gifted and Talented.



Districts meet the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school.

I. Curriculum:

The differentiated TIER I instruction will be implemented in the general education setting for 1-11 grade students. Students placed in advanced classes will follow the advanced curriculum as designed by the campus Principal, Instructional Facilitators, teachers and Curriculum and Instruction Personnel. Dual credit will be offered grades 9-12. GT students will utilize Texas Performance Standards Project to engage problem solving, creative thinking and project-based learning throughout the school year as applicable.

PROFESSIONAL DEVELOPMENT

All personnel involved in the planning, creation and delivery of services to gifted/talented students possess the knowledge required to develop and provide appropriate options and differentiated instruction.

I. Learning Requirements for Teacher, Administrators and Counselors:

The Texas Education Agency requires professional learning for teachers who are assigned to teach students who have been identified as GT, as well as administrators and counselors. Three components of training must be completed:

- A. Level 1: According to Texas State Plan for the gifted and talented, teachers instructing students identified as gifted must have 30 hours of professional development prior to placement. The professional development must include:
 - a. Nature and Needs of GT Students
 - b. Identification and Assessments of GT Students' Needs
 - c. Curriculum and Instruction for GT Students

Documentation of the 30-hour training will be kept at the campus and district level by the Coordinators of GT. The teacher is responsible for sending a hard copy of his/her 30-hour GT training and maintaining their own personal copy. Teachers without 30-hour training who are assigned to provide instruction and services to identified GT students must complete the 30 hours within one semester.

- B. Level II: Teachers serving GT learners are required to receive an annual 6-hour update during the first semester of each new school year.
- C. Level III: Training for Administrators and Counselors: All campus administrators and counselors who have authority for service decisions must complete 6-hour update of professional development that includes service options for GT students. Evidence of completion should be kept by administrators and counselors as well as sent to the district GT coordinator/Assistant Superintendent.

FAMILY AND COMMUNITY INVOLVEMENT

The district involves family and community members in services designed for gifted/talented students throughout the school year.



TMISD will encourage family and community participation in services designed for gifted and talented students. Written policies of identification, approved by the Board of Trustees, will be available to parents on the district website, as well as information regarding the learning opportunities offered to GT identified students. TMISD will annually evaluate the effectiveness of the GT Program and will gather data to modify and update district and campus practices. Parent surveys may be conducted of GT parents/guardians periodically to include parent participation in the evaluation process.

The GT Program Campus Coordinator, Lead GT Teacher, GT Counselor will communicate with parents and encourage participation through a variety of methods which may include:

- Providing an informational meeting prior to the nomination window
- Providing information on student growth
- Informing parents/ guardians of opportunities outside of school for GT participation
- Encourage parents to participate in the annual GT showcase (Spring)
- Display products and achievements on the district website
- Providing notification of services



A district shall establish a process for identifying and serving gifted and talented students and shall establish a program for those students in each grade level. Under this provision, a district may establish a shared services arrangement with other districts.

A district shall adopt a policy regarding the use of funds to support the district's program for gifted and talented students.

Education Code 29.122

Definition

"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.

Education Code 29.121

Identification

Students shall be identified as gifted/talented in accordance with a written policy that includes:

1. 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 Education Code 29.121.
2. Assessment measures collected from multiple sources according to each area defined in the Texas State Plan for the Education of Gifted/Talented Students.
3. Data and procedures designed to ensure that students from all populations in a district have access to assessment and, if identified, to services provided for the gifted/talented program.
4. Provisions 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.
5. Provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.

19 TAC 89.1



**Learning
Opportunities**

A district shall provide an array of learning opportunities for gifted/talented students in kindergarten through grade 12 and shall inform parents of the opportunities. Options 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.
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.
4. Opportunities to accelerate in areas of strength.

19 TAC 89.3

Note: See DMA(LEGAL) for training requirements for teachers of gifted and talented education.

