

# Lake Dallas ISD

# Gifted & Talented



## Program Handbook

## 2019-2020

Lake Dallas Independent School District  
P.O. Box 548 Lake Dallas,  
Texas 75065 (940) 497 - 1472

Lake Dallas ISD does not discriminate on the basis of age, color, creed, disability, national origin, race, gender, socioeconomic status or English proficiency in its educational programs and activities.

**Approved by Lake Dallas ISD School Board**

## Contact Information

<b>Assignment</b>	<b>Location</b>	<b>Phone Number</b>
<b>GT/Curriculum Coordinator</b>	<b>LDISD Central Office</b>	<b>940.497.1472</b>
<b>LDHS AP Coordinator</b>	<b>Lake Dallas High School</b>	<b>940.497.4031</b>
<b>LDMS Advanced Classes Coordinator</b>	<b>Lake Dallas Middle School</b>	<b>940.497.4037</b>
<b>CE GT Specialist</b>	<b>Corinth Elementary</b>	<b>940.497.4010</b>
<b>LDE GT Specialist</b>	<b>Lake Dallas Elementary</b>	<b>940.497.2222</b>
<b>SSE GT Specialist</b>	<b>Shady Shores Elementary</b>	<b>940.497.4035</b>

## Philosophy

The Lake Dallas Independent School District is dedicated to developing the personal, social, and intellectual competence of its gifted and talented students. We are committed to providing materials, activities, and instruction for these students of varying abilities, interests, needs, and environmental backgrounds so they may experience success in the development of their potential.

## Position Statement

In all areas of human endeavor, excellence is recognized, applauded, and rewarded. Professions, industries, and arts have acknowledged eminence in their respective fields through multiple and varied channels. It is an acknowledged fact that the world desperately needs the fruits of the finest minds in all areas.

Education makes a significant contribution by recognizing the potential for excellence among students, by nurturing its expansion and growth, and by removing impediments to the development of all students to the maximum potential.

Educators in the Lake Dallas School District are aware that there are students in the district that have the potential for excellence and that more could be done to foster its development. The Texas State Legislature, the Texas State Board of Education, and the Texas Education Agency have emphasized the need for providing appropriate instructional programs for these students.

## Goals and Objectives

There are certain lifelong learning skills that should be a part of every gifted student's school program. Gifted students should develop advanced research and study skills. They should be able to think critically and creatively about problems that are presented to them. They should possess the poise and understanding of group dynamics that will make them effective leaders in the future, and they should recognize likenesses and differences between themselves and others.

This does not mean that research and personal study skills, critical and creative thinking ability, and leadership skills are the exclusive domain of gifted students. Gifted students, however, tend to master the essential knowledge and skills more quickly than most students. Because of this, they should be permitted to extend their education as far and as completely as they can in areas that are of importance to their development.

*Lake Dallas ISD has adopted the following goals for its Gifted and Talented Program: The Gifted and Talented Program will provide space, time, encouragement, and opportunities for gifted students to explore areas of their own interest and ability. Specifically, these students will:*

1. utilize higher, more complex-level thinking skills to develop intellectual curiosity in critical, creative, and productive thinking;
2. develop the research skills and personal study skills necessary for self-directed learning. They will conduct independent studies and research projects that extend the regular curriculum and result in the synthesis of elaborate products;
3. understand and apply the problem-solving process in a cooperative group setting through analysis and evaluation of real life situations;
4. use listening, speaking, and written communication skills in order to integrate and extend skills in their regular classrooms;
5. gain an understanding and respect of individual abilities, recognizing the likenesses and differences between themselves and others, while developing their own unique abilities.

# **Gifted and Talented Program Design**

The Gifted and Talented Program at Lake Dallas Independent School District offers instruction and opportunities for students identified by their general intellectual ability.

Gifted and Talented students at every level have the opportunity to work together as a group, with other students, and to work independently. Services are available during the school day and throughout the school year. Out of school options are also available to these students. Some of these extracurricular activities are: Duke Talent Search, University Interscholastic League Academic Contests, Junior National Honor Society, National Honor Society, and various specialized organizations.

All Gifted and Talented Specialists are trained to provide instruction that will lead to completion of projects that require complex thinking, problem solving, and advanced learning. The use of a variety of organizational patterns will effectively lead to maximizing the potential of gifted and talented students.

## **Kindergarten - Fifth Grades**

All Kindergarten students may be considered for the Gifted and Talented class and may be nominated and tested for the elementary Gifted and Talented class. Kindergarten students who are identified will begin receiving services by the first Monday in March. These services will take place three days per week during their daily Falcon Time.

In addition to the services provided by their general education classroom teachers, first through fifth grade Gifted and Talented students will participate in a 1/2 day pull-out program once per week under the supervision of the campus Gifted and Talented specialist. This will be a project based class providing students the opportunity to explore content in more depth and complexity.

**Sixth – Eighth Grades**

Six, Seventh and Eighth grade students will be served in the Advanced courses offered in the areas of language arts, math, science and social studies (history). Six grade students will be offered Advanced courses in reading and math. Seventh grade students will be offered Advanced courses in reading, math and science. Eighth grade students will be offered Advanced courses in all four subject areas-reading, math, science and social studies. The Advanced teachers have all attended extensive training in the discipline that they teach, and have completed gifted training in order to be fully certified to serve gifted students. Students must enroll in one of these classes to be considered a part of Gifted and Talented program at the middle school level. Students that do not meet this requirement will be furloughed for that year if no other furlough has been taken.

**Ninth – Twelfth Grades** The Lake Dallas High School Gifted and Talented students will have the opportunity to enroll in Pre-AP or Advanced Placement courses taught by qualified teachers. These teachers will complete the College Board Advanced Placement training as well as training in nature and needs; and, identification and assessment of gifted students. These classes will be offered in the four core areas of math, science, English, and history. Upon entering the eleventh grade, these students will also have the option of enrolling in Dual Credit courses.

The AP Coordinator is available to assist gifted students with preparation for the Distinguished Achievement Program, college and scholarship applications, and any special situation that may arise. High school Gifted Students students must enroll in at least one Pre-AP, AP or Dual Credit course per semester to be considered a part of the Gifted and Talented Program at the high school level. Students that do not meet this requirement will be furloughed for that year if no other furlough has been taken or exited from the program if a furlough has happened prior to the year in question.

# EXCEL

## Committees

The EXCEL Selection Committee on each campus will be comprised of the school counselor, building principal, GT/Curriculum Coordinator and Gifted and Talented Specialist. This committee will be responsible for the final selection of students for Gifted and Talented program placement, furloughs, and the exiting of students from the program.

The Gifted and Talented Advisory Committee will meet as needed to provide support and assistance to the Gifted and Talented Program regarding program planning and improvement. Membership shall include, but not be limited to, the GT/Curriculum Coordinator, all Gifted and Talented Specialists, and parent of a Gifted and Talented student, regular classroom teachers, and a community member.

## Referrals

Referrals are an on-going process. The Gifted and Talented Specialist will accept nominations at any time. Nominations may come from faculty, parents, community members, or by self-nomination.

## Screening

The following qualitative and quantitative instruments may be used in the screening process for nominated students in **kindergarten**:

- Teacher Checklist Student Portfolio
- Intelligence/Abilities Test

The following qualitative and quantitative instruments may be used in the screening process for nominated students in **first grade**\*:

- Teacher Checklist
- Intelligence/Abilities Test
- Achievement Test

*\*The GT Specialist will begin testing with the CoGat Abilities test followed by the ITBS Achievement test.*

The following qualitative and quantitative instruments may be used in the screening process for nominated students in **grades two through twelve**:

Teacher Checklist  
Parent Rating Scale  
Achievement Test  
Torrance Creativity Test  
Intelligence/Abilities Test

## **Protocol for First Time Tester**

Testing will begin with the Terra Nova Achievement test in Math, followed by Language Arts. Candidates will then be given the CoGat Intelligence test. The Science and Social Studies Achievement test will be given to students making a qualifying score on the CoGat but not on either the Math or Language Arts Achievement tests. The TONI (non-verbal Abilities test) will be used only for ELL and dyslexic students in grades 3-5. The Creativity test is a third measure in grades two through twelve.

When a student achieves a score of 125-126 on the CoGAT Abilities test, or a student scores 99% on a section of the ITBS, the specialist may use the TONI Non- Verbal Abilities test as a qualifying measure for students in kindergarten and first grade.

All students are assessed in languages they understand. All students have access to assessment, and if identified, services offered as part of the program for gifted students.

## Selection

After the above instruments have been administered and scored, each student's scores will be recorded on a Student Identification Matrix for the Gifted and Talented Program. (see Matrix at back of handbook)

The criteria for placement for students in **kindergarten** is meeting or exceeding the scores on items two and three below.

	<b>District Line</b>
1. Parent Rating Scale	
Learning Characteristics	4
Creative Characteristics	2
Leadership Characteristics	2
2. Teacher Checklist	
Learning Characteristics	35
Creative Characteristics	14
Leadership Characteristics	21
3. Portfolio (Kinder Only)	
Rated "HIGH"	8
4. Intelligence/Abilities Test	130

The criteria for placement for students in **first grade** is meeting or exceeding the required score below for items.

	<b>District Line</b>
1. Parent Rating Scale	
Learning Characteristics	4
Creative Characteristics	2
Leadership Characteristics	2
2. Teacher Rating Scale	
Learning Characteristics	35
Creative Characteristics	14
Leadership Characteristics	21
3. Intelligence/Abilities Test	130
4. Achievement test (1 <sup>st</sup> grade only)	95%



The criteria for placement for students in **grades two through twelve** is when six of six scores in numbers one through two below meet or exceed the district line, and two of three from numbers three through five below meet or exceed the district line:

	<b>District Line</b>
1. Parent Rating Scale	
Learning Characteristics	4
Creative Characteristics	2
Leadership Characteristics	2
2. Teacher Checklist	
Learning Characteristics	35
Creative Characteristics	14
Leadership Characteristics	21
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3. Creativity Test	130
4. Intelligence/Abilities Test	130
5. Achievement Test (Math/ELA)	95%

The Gifted and Talented Committee will have the option of reviewing any student's profile for special consideration for program placement. Parents will be informed of the decision.

## **Reassessment**

Reassessment of gifted/talented students is not performed unless a request is made by the teacher, parent or student.

## **Furloughs**

A student may request a furlough from the EXCEL program for up to one school year for personal reasons. After meeting with the EXCEL Selection Committee, parental permission is required for the furlough to be in effect. The student will be automatically re-enrolled in the program when the time of the furlough has elapsed. A student may have only one furlough throughout their school career, unless the selection committee determines that it would be in the best interest of the student to approve a subsequent furlough.

## **Exiting**

Exiting from the Gifted and Talented Program will only occur when continued placement would not be the most appropriate educational placement for a student. If the Gifted and Talented Specialist believes that participation in the program is not meeting a student's needs, the student will be placed on Gifted and Talented Probation for a set period of time. If at the end of that probationary period the student is still not making the appropriate gains, a meeting will be held to discuss exiting that student. A parent or a student may also request exiting from the program. A student shall not be exited from the Gifted and Talented program unless the Gifted and Talented Committee has been satisfied that the student would not benefit by continuing in the program. Educational, psychological, and personal reasons will be considered. An exited student may not reapply for admission until one full year has elapsed. At that time, the student will be required to requalify for the program.

## **Transfer Students**

Students transferring to the Lake Dallas Independent School District from a gifted and talented program at their previous school will be placed into the Gifted and Talented program on a provisional placement until previous scores are received. Students whose scores meet or exceed the Lake Dallas ISD district criteria will continue their placement in the Gifted and Talented program. Students who have scores who do not meet or exceed district criteria will continue on their provisional placement and assessed at the end of the grading period. At that time, the Gifted and Talented committee will decide whether the Gifted and Talented program will continue to be an appropriate learning environment for these students. Parents will be notified if any changes to placement are needed.

Students whose parents are active military and have been identified in another district will be placed in the Gifted and Talented program without further assessment.

## Appeals Procedure

A parent or staff member who wishes to appeal an identification decision may do so by following these steps:

1. Submit a written request to the GT/Curriculum Coordinator no later than ten days after the Gifted and Talented Selection Committee has announced its selection decisions.
2. The campus Gifted and Talented Selection Committee (Appeals Committee) shall review the screening information and obtain additional information if necessary within ten days of the appeal request and may schedule a meeting with the parent or staff member who requested the appeal.
3. A unanimous vote of the campus Gifted and Talented Selection Committee (Appeals Committee) is required to admit that student on a probationary status to the program.
4. If the person making the appeal wishes to appeal the decision of the Appeals Committee, the person must follow the district's local policies governing appeals.

## **CHARACTERISTICS OF THE GIFTED AND TALENTED**

From *Raising Champions*, 2<sup>nd</sup> Ed. Texas Association for the  
Gifted and Talented

This list of general characteristics will help you understand and evaluate your child's gifts and talents. Probably no child has high levels of performance in all of the categories. The more gifted and talented a child is, the more of these traits will show.

- Very verbal, asks many questions, uses advanced vocabulary, wants to know why, how, and what about many things (or everything). They surprise you, your friends, or family with the questions asked or the words used.
- Imaginative, playful, have an imaginary playmate, daydreams, becomes absorbed in thoughts.
- Good memory, learns rapidly, accurately remembers things for a long time.
- Has interests in a wide range of topics, wants to know everything about a chosen interest.
- Acutely aware of right and wrong, sensitive to others feelings, strong sense of fairness.
- Critical of others, but has difficulty accepting criticism; demands unrealistic perfection from self, especially in certain areas.
- Displays boundless energy, requires less sleep, is always in motion.

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### **Suggestions for Home** (if age appropriate)

Jigsaw Puzzles

Brain Teaser Puzzles and Books

Reference Material/Books

Video Games (great for quick thinking/problem solving/strategic planning, and hand-eye coordination, but **monitored and limited**)

Problem Solving Puzzles

Conversation (high level)

Cause/Effect Toys or Games

### **Suggestions for Parents**

Listen to Your Child

Encourage Your Child

Advocate for Your Child

Provide Enrichment Opportunities/Experiences

For more information go to: [www.ldisd.net](http://www.ldisd.net), click on Departments >Instructional Services>Gifted and Talented, or contact the GT Curriculum Coordinator at (940) 497-1472.

# TEXAS ADMINISTRATIVE CODE

## (TAC)

### Title 19, Part II Chapter 89. Adaptations for Special Populations Subchapter A. Gifted/Talented Education §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 the §89.1 adopted to be effective September 1, 1996, 21 TexReg 5690.**

### §89.2 Professional Development

School districts shall ensure that:

- (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.

**Source: The provisions of this §89.2 adopted to be effective September 1, 1996, 21 TexReg 5690; amended to be effective February 13, 2000, 25 TexReg 776.**

### **§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;
- (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.

Source: The provisions of this §89.4 adopted to be effective September 1, 1996, 21 TexReg 5690.

### **§89.4 Fiscal Responsibility.**

School districts shall ensure that:

- (1) no more than 15% of state funds allocated for gifted/talented education are spent on indirect costs.

Source: The provisions of this §89.4 adopted to be effective September 1, 1996, 21 TexReg 5690.

### **§89.5 Program Accountability.**

School districts shall ensure that student assessment and services for gifted/talented students comply with accountability standards defined in The Texas State Plan for the Education of the Gifted/Talented.

Source: The provisions of this §89.5 adopted to be effective September 1, 1996, 21 TexReg