

WOODSBORO ISD Gifted/Talented Plan and Comprehensive Guide

Board approved date:

Nondiscrimination

Woodsboro 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.

Woodsboro ISD

Gifted/Talented Contact Information

| Title | Name | Email | Phone |
|--|----------------|-------------------------|---------------------------|
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| Principal Woodsboro Elementary | Leslie Garza | leslie_garza@wisd.net | 361-315-7814 |
| Counselor Woodsboro Elementary | Carmen Speis | carmen_speis@wisd.net | 361-315-7814 ext. 1423 |
| Principal Woodsboro Jr./ Sr. High School | Manda Lesak | manda_lesak@wisd.net | 361-315-7814 |
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Woodsboro ISD Gifted/Talented Plan and Comprehensive Program Guide

Woodsboro ISD has developed this comprehensive manual or program guide describing all gifted/ talented programs, services, assessments, and communication, which is accessible to parents, community and students and includes district Gifted/Talented contact information. (1.10)

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.

WOODSBORO ISD DEFINITION OF GIFTED/ TALENTED

Woodsboro ISD defines a Gifted/Talented Student as any child or youth in grades K-12 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, and environment and who exhibits high performance capability in general intellectual ability. General Intellectual ability students are gifted students who possess a superior intelligence with the potential or

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demonstrated accomplishments in several fields of study and who possess the ability to perform complex mental tasks.

1. 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.

PROGRAM DESIGN: (3.1, 3.2, 3.3, 3.5, 3.6)

Identified Gifted/Talented students in Woodsboro ISD are assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas. Services are available during the school day as well as the entire school year. Parents are informed of these options (19 TAC §89.3(3)). Services for Gifted/Talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas. Flexible grouping patterns and independent investigations are provided throughout the program design/services.

Out-of-school options relevant to the students' areas of strength are provided Woodsboro ISD whenever possible (19 TAC §89.3(3)). Information concerning special opportunities (i.e. contests, academic recognition, summer camps, community programs, volunteer opportunities, etc.) is available and disseminated to parents and community members. In each Woodsboro ISD campus office, a list of special opportunities is available to parents and community members. The list is also posted on the district website.

PROGRAM OPTIONS: (3.4, 4.3, 4.4, 4.5.)

In Woodsboro ISD general education teachers will provide differentiated learning opportunities during class instruction. Students will participate in a variety of activities that promote creativity, leadership, science, technology, critical thinking, problem solving, and digital literacy. The Gifted/Talented curriculum adheres to the state guidelines and the Texas Performance Standards Project (Texas Performance Standards Project, (TPSP)). These research-based project-learning opportunities support student interests and strengths, provide flexible learning options, and support the development of advanced-level products and/or performances. Gifted/Talented students are ensured opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year as a direct result of Gifted/Talented service options (19 TAC §89.3(1)). Opportunities are provided to accelerate in areas of student strengths (19 TAC

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§89.3(4)). thus, permitting students the prospect of learning at a pace and level appropriate to their abilities and skills. Gifted services at Woodsboro ISD will begin during the first full week of school and will continue throughout the school year ending when school is dismissed for the year.

Elementary, Middle School, and Woodsboro Jr. High (Grades K-8)

Identified Gifted/Talented Students are homogeneously grouped in one class at each grade level with Gifted/Talented trained teachers. The primary Gifted/Talented curriculum used with the students will be the Texas Performance Standards Projects that result in the development of sophisticated products/performances that are targeted to an audience outside the classroom. This continuum of learning experiences will lead to the development of advanced-level products and/or performance that will be shared with the community each spring. Additionally, the students will participate in a variety of differentiated activities that will further develop their creative, critical and higher level thinking abilities. Teachers will also differentiate the regular curriculum provided by the school using depth and complexity.

Woodsboro High School- Grades 9-12

In Woodsboro High School, Gifted/Talented identified students are homogeneously grouped at each grade level. Core classroom teachers will differentiate the regular curriculum provided by the school using depth and complexity. At each grade level, a designated Gifted/Talented teacher will facilitate the Texas Performance Standards Project in their core subject. This continuum of learning experiences will lead to the development of advanced-level products and/or performances that will be shared with the community each spring.

PROGRAM POLICY- (3.7, 3.9)

Local board policies are developed that are consistent with State Board of Education rules on credit by examination (19 TAC §74.24) and early high school graduation opportunities (TEC §56.203).

Local board policies are developed that enable students to participate in dual/concurrent enrollment, distance-learning opportunities, and accelerated summer programs if available (see Woodsboro ISD Board Policy).

PROGRAM ACCOUNTABILITY (3.8)

Acceleration and flexible pacing are employed, allowing students to learn at the pace and level appropriate for their abilities and skills, and are actively facilitated by district administrators, counselors, and teachers. Once a month during the weekly administrative meetings with campus principals, each campus will give a brief report of their campus' Gifted/Talented programs progress. The campus principal will

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periodically meet with the Gifted/Talented teachers and counselors to facilitate the Gifted/Talented program.

2. IDENTIFICATION AND ASSESSMENT

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

IDENTIFICATION ACCOUNTABILITY (1.1, 2.1, 2.2, 2.3, 2.4, 2.24, 2.25)

Woodsboro ISD student assessment and services are in compliance with the Texas State Plan for the Education of Gifted/Talented Students (19 TAC §89.5). 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). Woodsboro ISD requires the Gifted/Talented plan to be posted on its website as well as disseminated as requested through the district's handbook.

Woodsboro ISD referral procedures as well as referral forms for assessment of Gifted/Talented students are communicated to families in a language and form that the families understand or a translator or interpreter is provided to the extent possible. Woodsboro provides for the following languages: English, Spanish. Woodsboro ISD families and staff are informed of individual student assessment results and placement decisions as well as given opportunities to schedule conferences to discuss assessment data. Families are informed via US postal service within 10 days of the Gifted/Talented Campus Selection Committee decision. The Director for Curriculum will inform the campus principal who will notify appropriate staff. Access to assessment and, if needed, Gifted/Talented services is available to all populations of the district (19 TAC §89.1(3)). Annually, Woodsboro ISD Administration will review the Woodsboro ISD Gifted/Talented Selection Committee's report on Gifted/Talented assessment data to ensure all populations have access to assessment and Gifted/Talented services. Additionally, Woodsboro ISD administration shall ensure the district is moving toward the population of the Gifted/Talented program being closely reflective of the population of the total district and/or campus.

ASSESSMENT PROCEDURES (2.14, 2.15, 2.5, 2.6, 6.7)

Identification Time Line K-12

Provisions for ongoing identification of students who perform or show potential for performing at remarkably high levels of accomplishment in each area of giftedness served by the district are included in board approved policy (19 TAC §89.1(1)). Assessment opportunities for Gifted/Talented identification are made available to

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students at least once per school year. The following Assessment Time Line shall be used.

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|---|------------------|
| Referral procedures published in local newspaper, campus newsletter, and on district website. <i>Parent Awareness</i> Session held as a district event. | August-September |
| Referrals accepted from parents, teachers, community members for a four-week period. | September |
| Assessments conducted after written parental permission obtained. | October-November |
| Gifted/Talented committee meets to review assessment data. | December |
| Written parental permission for services obtained for identified students. Did not qualify letters sent. <i>Parent Orientation</i> Session held. Services begin for newly identified students. | January |

The district wide Awareness Session will be held each September by the Gifted/Talented Coordinator outlining the Gifted/Talented Assessment procedures as well as the Gifted/Talented services provided by the district. Additionally, a recording of the Awareness Session will be posted yearly to the District Gifted/Talented portion of the website. This meeting as well as all other parent meetings will be offered in a language families can understand or a translator or interpreter is provided to the extent possible.

After students have been identified in January, a district Parent Orientation Meeting will be held by the Gifted/Talented Coordinator outlining the Gifted/Talented program and services provided by the district.

Kindergarten Consideration (2.20, 2.21)

All kindergarten students are automatically considered for Gifted/Talented and other advanced level services. Woodsboro ISD will assess all kindergarten students using the Naglieri Nonverbal Ability Test, (NNAT2). The top 10% of the kindergarten students tested will be put forward with parent permission for the complete battery of Gifted/Talented assessments for identification. A minimum of three assessments in kindergarten will be used to assess students who perform at or show the potential for performing at a remarkably high level of accomplishment when compared to students of the same age, experience and environment.

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The NNAT2 score will be used on the Kindergarten Profile as well as the Gifted And Talented Evaluation Scales (GATES) and district developed parent scale. Students identified by the Gifted/Talented committee will be served at each campus.

K-12 Assessment (2.16, 2.17, 2.19, 2.22)

Each fall the Gifted/Talented Coordinator shall verify assessments used are on the State Approved Test list for the current school year. During the 2-week referral window, referrals will be accepted at each campus office. No late referral will be accepted for the current testing window. Parental permission will be required for all referrals. 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)). The assessment process allows for student exceptionalities to the extent possible. Any twice-exceptional students shall be assessed allowing for the exceptionalities. Students are assessed in languages they understand or with nonverbal assessments. In grades 1–12, qualitative and quantitative data are collected through three (3) or more measures and used to determine whether a student needs Gifted/Talented services. Assessments used at Woodsboro ISD are as follows: IOWA, NNAT2, TorranceTest, GATES, and a district developed parent scale. The scores will be placed on a student profile. Each profile will be reviewed by the district Gifted/Talented Selection Committee. Students in grades K–12 shall be assessed and, if identified, provided Gifted/Talented services (TEC §29.122 and 19 TAC §89.1(3)).

Determination of Need: (2.26, 2.28, 2.18)

A balanced examination of all assessment data collected through the district's gifted/ talented assessment process is conducted and used by the *District Gifted/Talented Selection Committee* in making identification decisions. 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 and the most effective educational placement based upon the identified needs of the student. Based on a review of information gathered during the assessment process, students whose data reflect that Gifted/Talented services will be the most effective way to meet their identified educational needs are recommended by the selection committee for Gifted/Talented services. A student qualifies for Gifted/Talented services if the majority of the evidence on the profile falls within the High and Superior ranges on the profile and/or it is determined that the Gifted/Talented program of services is the most effective educational placement based upon the identified need of the student.

Woodsboro ISD Gifted/Talented COMMITTEES

Campus Gifted/Talented Selection Committee: (2.27)

Each campus at Woodsboro ISD has designated Gifted/Talented representatives to the District Gifted/Talented Committee. The selection committee is formed of members who have completed training as required by 19 TAC §89.2. The district committee is composed of the Gifted/Talented Coordinator and the campus principal, the campus counselor and one teacher representing the campus, all of whom have had at the minimum of Nature and Needs (Day 1 of the 30 Hours for Teachers). All Principals have had Nature and Needs for Administrators and all counselors have had Nature and Needs for Counselors. Woodsboro ISD strives to have all members of the Gifted/Talented Campus Selection Committee have their 30 hours mandated training.

District Gifted/Talented Planning Committee: (5.12, 1.6)

The *District Gifted/Talented Planning Committee* is composed of a minimum of three teachers from each campus as well as the campus counselor. They will meet on a regular basis with the Gifted/Talented Coordinator. Their major responsibility is to help lead in the improvement of Gifted/Talented services, assessment procedures and programing. They will also be involved in the planning, reviewing, and/or conducting the districts Gifted/Talented professional learning. Additionally, the Gifted/Talented Planning Committee shall be responsible for long-range evaluation of services based on evidence obtained through gifted/ talented-appropriate performance measures such as those provided through the Texas Performance Standards Project, (TPSP). Rubrics will be used to assess not only student learning, but also program and teacher training needs.

District Gifted/Talented Advisory Committee: (1.2, 6.2)

The *Woodsboro ISD District Gifted/Talented Advisory Committee* is responsible for annually reviewing Gifted/Talented education policies and procedures, making recommendations for improvement of services, providing input on identification procedures and policies, as well as making recommendations on students who may need Gifted/Talented services. This advisory group consists of community members, parents of Gifted/Talented students, school staff, and Gifted/Talented education staff, who meet regularly. *The Woodsboro ISD Gifted/Talented Advisory Committee* consists of the Gifted/Talented Coordinator , each campus principal, one general education teacher and one Gifted/Talented teacher from each campus as well as two Gifted/Talented parents from each campus and three to four community members with no family ties are included in the committee. The committee will meet a minimum of two times a year.

CAMPUS AND DISTRICT PROCEDURES (2.7)

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 (19 TAC §89.1(5)).

Reassessment: (2.11)

Formal reassessment is not necessary as long as the student's most effective educational placement needs are being met within the services of the Gifted/Talented program of services. If there is any concern regarding the performance of the student, the Gifted/Talented teacher or Campus Counselor will contact the parent and confer about available options. Options available are counseling, requesting a furlough, or exiting the student from the program. If reassessment occurs at all in response to student performance in the Gifted/Talented program, it is no more than once in elementary grades, once in middle school and once in high school.

Furlough: (2.10)

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 an administrator. Requests for a furlough will be given to the campus counselor and members of the Gifted/Talented Selection 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 exited 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.

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 conditions, which would inhibit or curtail the student's performance in the program. The furlough may also be used before 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. The student will be removed from PEIMS during the furlough time.

Transfer: (2.8, 2.9)

Policy ensuring that transfer students are properly assessed and appropriately placed following notification of enrollment in the district is included in board-approved

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policy. Transfers from campus to campus within the district are also addressed in board-approved policy.

Out of District/ State:

When a Gifted/Talented student transfers to another district either in or out of Texas, that district is provided with the student's assessment data by the sending district. The student profile in the student's permanent records shall be copied and sent to the receiving school. Any other records or material that are pertinent may also accompany the student.

Identified students who transfer in and have previously participated in Gifted/Talented services, shall be placed in the Gifted/Talented program at their respective campus. During the first six weeks of the student participating in the program, the student's assessment records shall be reviewed by the Gifted/Talented Selection Committee. If the student is performing well in the program, and the assessments provided match well with Woodsboro ISD Gifted/Talented assessments, then no further action will take place. If the student is not responding well to programming options, and the Gifted/Talented Selection Committee determines that the Woodsboro ISD Gifted/Talented program is NOT most effective program placement for the student, then the Gifted/Talented committee shall consider furlough, exiting or reassessment. Their recommendation shall be communicated to the parent and student.

Exiting: (2.12)

Students placed in the Woodsboro ISD Gifted and Talented Program may be exited when it is determined that it would be in the most effective placement of the student to discontinue the student's participation.

One or more of the following conditions must be met:

1. The student may, with parental permission, request to be removed from the program. In such cases, a conference between the parent, Campus Gifted/Talented Committee, and the student must be held before the student is exited. Appropriate documentation, signed by the parent and principal, is placed on file with the Gifted and Talented Programs Coordinator as well as in the student's permanent file. The student must remain out of the program for one school year and must go through the Gifted/Talented Referral, Assessment, and Placement process and requalify before re-entry into the program.
2. The parent may request that the student be removed from the program. In such a case, the procedure outlined above is followed.
3. The Gifted/Talented teacher, principal, or counselor may recommend the exiting of a student who, in their professional opinion, the Gifted/Talented program is not the most effective placement for the student. In such cases, a

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conference between the parent and appropriate school personnel will be held. Before exiting is deemed appropriate, a written plan for improvement is developed. If a student's work does not improve, a conference is held with the student, parent, classroom teacher, principal, and other staff as appropriate. This is done at the end of a grading period or sooner, as needed. The teacher, student, and parent work together to develop a growth plan to ensure that the optimum situation is created for student improvement. The plan specifies what the student must do to improve and what school personnel and parents will do to help. At a time designated in the written plan, a re-evaluation of student progress is made relative to the expectations established for the student in cooperation with the parent and teacher(s). If the student has shown improvement, but not fully achieved expectations, another Student Improvement Plan is completed with a new timeline. If the student fails to make a reasonable amount of progress toward the goals and objectives of the plan, the District Gifted/Talented Committee, after review, will follow the furlough or exit procedures as needed. If exiting from the program is recommended, the principal will notify the parent who may request a conference and re-evaluation of the student's progress through the reconsideration process and the student may be exited upon the recommendation of the majority of the members of the District Gifted/Talented Selection Committee.

Appeals Process: (2.13)

After an initial review of the data collected on each referred student and notification of parents, a formal reconsideration may be filed. Parents, teachers, or students may appeal any final decision of the District Gifted/Talented Committee regarding selection for or removal from the gifted program within 30 days of the parent notification.

The following steps will be followed:

1. Parent/student/teacher meets with the campus counselor &/or principal to discuss placement decisions. If no satisfactory decision is made then, proceed to Step 2.
2. Appeals will then be made to the District Gifted/Talented Committee. If no satisfactory decision is made then proceed to step 3.
3. Any subsequent appeals will be made in accordance with FNG (LOCAL) beginning at Level II.

3. CURRICULUM AND INSTRUCTION

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.

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CURRICULUM AND INSTRUCTION ACCOUNTABILITY (4.1, 4.2, 4.4)

An array of appropriately challenging learning experiences in each of the four (4) foundation curricular areas is provided for Gifted/Talented students in grades K–12, and parents are informed of the opportunities (19 TAC §89.3). The Gifted/Talented curriculum adheres to the state guidelines and the Texas Performance Standards Project, (TPSP). The curriculum focuses on the four foundation curricular areas, supports student interests and strengths, provides flexible learning options, and supports the development of advanced-level products and/or performances. Students are provided opportunities to accelerate in their areas of strength (19TAC§89.3(4)).

CURRICULUM AND INSTRUCTION PROCEDURES: (1.7, 3.8, 4.6, 4.7, 4.9)

At Woodsboro ISD, each campus administrator shall meet with the Campus Gifted/Talented teachers/counselors monthly to monitor and oversee the Gifted/Talented program curriculum. These monthly meetings ensure acceleration and flexible pacing are employed, allowing students to learn at the pace and level appropriate for their abilities and skills. Each month during the Woodsboro ISD Administrators meeting, each campus principal will provide a written/oral report on his/her campus Gifted/Talented program's activities.

The district developed Gifted/Talented Resource Evaluation Guidelines shall be used by district teachers while selecting appropriate materials for differentiated learning materials used in the Gifted/Talented classroom. The campus principal shall review PO's to ensure District guidelines are implemented with fidelity.

Counselors at each campus will implement services to address the social and emotional needs of gifted/ talented students and their impact on student learning. Identified students will meet with the counselor each nine weeks. Information as needed will be disseminated to parents on this service.

Woodsboro ISD will ensure scheduling modifications are implemented in order to meet the identified needs of individual students. Woodsboro ISD educators will adapt and/or modify the core or standard curriculum to meet the needs of identified Gifted/Talented students and those with special needs such as twice-exceptional, highly gifted, and English learners.

CURRICULUM AND INSTRUCTION PARENT COMMUNICATION: (2.29)

Student progress/performance in response to Gifted/Talented services is periodically assessed using standards in the areas served and identified in the written plan. Student progress is communicated to parents or guardians of Woodsboro ISD identified Gifted/Talented students through a district-developed report card each reporting period. With this report card, teachers will also include a newsletter

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informing parents of current Gifted/Talented activities and related Texas Performance Standards Project, (TPSP) project update information. Periodically parents may also be sent copies of the formative TEXAS PERFORMANCE STANDARDS PROJECT, (TPSP) rubric being used with their child. At any time deemed appropriate, the parent may request a conference with the Gifted/Talented teacher to discuss their child's progress/ performance in the Gifted/Talented program.

4. PROFESSIONAL LEARNING

All personnel involved in the planning, creation, delivery and administration of services to Gifted/Talented students possess the knowledge required to develop and provide differentiated programs and services.

REQUIRED TRAINING

School Board Training: (5.10)

The Woodsboro ISD School Board is trained to ensure program accountability based on the Texas State Plan for the Education of Gifted/Talented Students. (19 TAC §89.5) WISD district staff will provide this training annually. The Gifted/Talented Coordinator maintains records of the professional development for all district personnel well as the School Board Gifted/Talented training.

District Gifted/Talented Coordinators: (3.10)

Woodsboro ISD requires its Gifted/Talented Coordinator to have completed their 30 hours of Mandatory Training as well as maintain their yearly 6-hour Gifted/Talented update.

Administrators: (5.8)

Woodsboro ISD requires all administrators to have completed the 6-hour course in Nature and Needs for Administrators, which includes service options. This is a one-time training. The Gifted/Talented Coordinator maintains records of the professional development for all district personnel.

Counselors: (5.9)

Woodsboro ISD requires all counselors to have completed the 6-hour course in Nature and Needs for Counselors, which includes service options, and social and emotional needs. The Gifted/Talented Coordinator maintains records of the professional development for all district personnel.

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Teachers: (5.1, 5.2, 5.6)

In grade K-5, designated Gifted/Talented teachers at each grade level are required to have completed the mandatory thirty hours of Gifted/Talented training **prior** to their teaching assignment or within the first semester of their teaching assignment. In grades 6-12, all core teachers who are assigned Gifted/Talented designated courses are required to complete their 30-hour training prior to their assignment or within the first semester. All designated Gifted/Talented teachers at Woodsboro ISD are required to receive a minimum of six (6) hours annually of professional development in Gifted/Talented education that is related to state Gifted/Talented Teacher Education Standards. To ensure fidelity of professional development, Woodsboro ISD requires **prior** district approval for training designed to meet the state-mandated 30-hours and 6-hour updates. The Gifted/Talented Coordinator maintains records of all professional development. It is the educator's responsibility to send copies of documentation of any and all Gifted/Talented training to the Gifted/Talented Coordinator.

New Teacher Orientation: (5.7)

Annually, each teacher new to the district receives an orientation to the district's Gifted/Talented identification processes and the district's Gifted/Talented services. The will be part of the Woodsboro ISD New Teacher Orientation and will be conducted by the Gifted/Talented Coordinator .

PROFESSIONAL LEARNING ACCOUNTABILITY

Evaluation of Professional Learning (5.4, 5.11, 5.12)

A written plan for professional learning in the area of Gifted/Talented education that is based on identified needs is implemented and updated annually by the Gifted/Talented Coordinator . Evaluation of professional learning activities for Gifted/Talented education is ongoing and related to State Teacher Gifted/Talented Education Standards, and the results of the evaluation are used in making decisions regarding future staff development plans. The Gifted/Talented Coordinator is responsible for conducting the annual evaluation of services and reporting to staff, parents and the Board of Trustees. The Woodsboro District Gifted/Talented Planning Committee is involved in planning, reviewing, and/or conducting the district's Gifted/Talented professional learning. The Woodsboro Gifted/Talented Planning Committee is composed of three representatives from each Woodsboro ISD campus and the Gifted/Talented Coordinator.

Professional Learning Involvement: (5.3, 5.5)

Teachers are encouraged to obtain additional professional learning in their teaching discipline and/or in Gifted/Talented education. Opportunities for professional learning in the area of Gifted/Talented education are provided on a regular basis, and

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information on them is disseminated to professionals in the district. The Gifted/Talented Coordinator will disseminate information as it becomes available to district personnel via email.

5. FAMILY AND COMMUNITY CONNECTIONS AND COMMUNICATIONS

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

Communication Procedures: 6.2, 6.3, 6.4,

Woodsboro ISD understands and encourages family and community communication through various methods. At the district level, the Gifted/Talented plan as well as needed forms will be available on the district website. The annual Gifted/Talented program report will be made available after its presentation and acceptance to the Board of Trustees.

The District Gifted/Talented advisory Committee will also be given opportunities to give input into the identification and assessment procedures. The committee will also be invited annually to make recommendations regarding students who may need Gifted/Talented services.

Woodsboro ISD also supports the formation and participation of parent Gifted/Talented advocacy groups by providing facilities as needed.

Each spring, each campus shall share with the community a presentation of Gifted/Talented student products and achievements. The students shall present their Texas Performance Standards Project (TPSP) products completed during that school year.

As outlined in the *Curriculum and Services* section of this plan, a Gifted/Talented report card shall be sent home as well as a Gifted/Talented newsletter each reporting period. Parents are welcomed and encouraged to make appointments with the students' teacher(s) to discuss progress and performance in the Gifted/Talented program.

6. STANDARDS OF SERVICE COMPLIANCE AND FUNDING

(Fidelity of Services)

School districts comply with Gifted/Talented accountability standards and monitor the effectiveness of assessment and services for Gifted/Talented students.

ANNUAL GIFTED/TALENTED PROGRAM EVALUATION

Compliance: (1.1, 1.5, 1.9, 1.11, 1.12, 4.8, 6.8)

Annually as part of the Gifted/Talented program evaluation, the Gifted/Talented Coordinator will appraise Gifted/Talented District student assessment and services to ascertain if they are in compliance with the Texas State Plan for the Education of the Gifted/Talented Student. For any standard of service for which the district is out of compliance, the Gifted/Talented Coordinator will develop a written plan specifying actions and timelines for achieving compliance. This report will be presented as part of the Gifted/Talented Program Evaluation to the Board of Trustees as well as disseminated to district parents. Continued service development as well as effectiveness of Gifted/Talented services will also be a focus of the annual report. Data from parents, students, and teachers will be included in the annual report. With input from the *District Gifted/Talented Planning Committee*, the curriculum for Gifted/Talented students will be modified based on the annual evaluation. The data provided from the annual program evaluation will be used to modify and update provisions for the improvement of services to gifted/ talented students in *District* and *Campus Improvement Plans*. Again, the outcomes and finding of the evaluation will be shared with parents through the district website.

Funding: (1.4, 1.12)

To the extent that state funding is provided for Gifted/Talented student education, local funding for Gifted/Talented education programs is used to supplement the state funding. Annually, the Gifted/Talented Coordinator will certify that local funds have supplemented the Gifted/Talented funding (PIC21) in the annual program evaluation report to the board of trustees. Furthermore, as part of the annual evaluation, the Board of Trustees will determine if the funds used for programs and services are effective and consistent with the standards set forth in this document.

Required GT Forms

Public Announcement for Gifted/Talented Awareness Parent Meeting and Gifted/Talented Referrals

Woodsboro ISD is beginning the referral process for Gifted/Talented (Gifted/Talented) services for the 2022-2023 school year. We are committed to providing challenging learning experiences for students with exceptional intellectual and creative thinking abilities. A Parent Awareness meeting providing general information about the district's Gifted/Talented services and an overview of the characteristics of gifted and talented students will be held September 2022 at the administration building in the School Board meeting room. Referral forms will be made available at the meeting.

Woodsboro ISD Gifted/Talented PHILOSOPHY AND PROGRAM Goals

Anyone wishing to refer a student or wanting more information about Woodsboro ISD program should attend. All students in grades kindergarten through 12th grade can be referred for Gifted/Talented services. If you cannot attend the meeting; you can pick up or request a copy of the referral form from the school office after September 1st. This form must be returned to the school by: September 30, 2022.

NO LATE REFERRAL WILL BE ACCEPTED.

For any additional information or questions, please contact Melissa Segers, Gifted/Talented Coordinator at the district office.

Melissa Segers

Phone: 361-315-7814 ext. 1324

Email: melissa_segers@wisd.net

WOODSBORO ISD

Gifted/Talented Services Referral Form

I, _____, as
parent/guardian/teacher/community member, would like to refer
_____ for the Gifted/Talented screening and
assessment process. I believe this child has an extraordinarily high level of
intellectual or academic ability and that his/her educational needs can
best be met by participation in Gifted/Talented Services. I understand
Woodsboro ISD will make every effort to determine the most effective
educational placement based on the student's identified educational
needs. This child is currently in grade _____.

Signature of person making referral

Date

**Please return this completed form to the student's campus counselor or principal.*

WOODSBORO ISD

Dear Parent/Guardian,

Your child, _____, has been referred for testing to see if the most effective educational placement would be he Woodsboro ISD Gifted and Talented Program of Services. In order for your child to be considered for the Gifted/Talented program of services, your child will need to be assessed. The student will be assessed using district approved assessment instruments, both quantitative and qualitative, that provide valuable insight into your child's abilities and needs.

Once the assessment information is obtained and the Gifted/Talented Selection Committee has evaluated all information, the Committee will determine the most effective educational placement based on the identified needs of your child. You will receive written notification of the decision made by the committee by US mail within 10 days of the committee's decision.

Please return page 2 of this form with your decision clearly marked to your child's teacher before the referral window closes on

_____.

Sincerely,

Melissa Segers, Curriculum Coordinator
Woodsboro ISD

WOODSBORO ISD

Parental Permission to Assess for Gifted/Talented Services

Child's Name: _____

_____ Yes, I give my permission for you to assess my child for Gifted/Talented Services.

_____ No, I do not wish to have my child assessed for Gifted/Talented Services at this time.

Parent/Guardian Signature: _____ Date _____

WOODSBORO ISD

Dear Parent/Guardian:

The purpose of this letter is to inform you about the results of Woodsboro ISD's Gifted/Talented (Gifted/Talented) identification process. The Woodsboro ISD Gifted/Talented Selection committee reviewed quantitative and qualitative data collected on your child. As defined by the Texas Education Code, a gifted and/or talented student is "a child who performs or shows the potential for performing at remarkably high levels of accomplishment when compared with others of the same age, experience, or environment." Our Gifted/Talented program of services meets the needs of the academically advanced student in General Intellectual ability.

At this time, our identification process indicates that the most effective educational placement, based on the identified needs of your child, _____ is **not** the Woodsboro ISD Gifted/Talented program of services. As a parent, you have the right to appeal this decision. If you would like to discuss this decision further, please contact the school counselor for a personal conference to look over the identification process records on your child. For more information about the appeals procedures, please review the Woodsboro ISD Gifted/Talented Plan and Comprehensive Handbook found on the district's website.

Sincerely,

Melissa Segers, Curriculum Coordinator
Woodsboro ISD

WOODSBORO ISD

Dear Parent/Guardian:

The Gifted/Talented Selection committee has determined that the most effective educational placement based on the identified needs of your child is the Woodsboro ISD Gifted/Talented program of services. Before we can officially offer your child these services, we must have your written permission for your child to participate. Please complete this form and return it to school as soon as possible. Let us know your decision for your child's placement.

Student's Name: _____ Address: _____

Home/Cell phone: _____ Work phone: _____

Grade: _____ Teacher _____

Please check the appropriate space:

_____ YES, we give permission for our son/daughter to receive Gifted/Talented services.

_____ NO, we do not want our son/daughter to receive Gifted/Talented services.

Parent/Guardian Signature: _____ Date: _____

WOODSBORO ISD

A furlough, or temporary "leave of absence," from receiving Gifted/Talented services is designed to meet the individual needs of an identified student. Anyone may request a furlough: parent/guardian, student, teacher, or administrator. A furlough request form can be obtained from the counselor's office at the campus where the identified child is receiving services.

Please return the furlough request to the counselor's office. The principal will present the furlough request to the members of the Gifted/Talented committee for consideration. A student may be furloughed for a period deemed appropriate by the Gifted/Talented committee. Furloughs are temporary and will not be longer than one semester or the entire school year.

At the end of the furlough, the student's progress shall be reassessed, and the student may begin receiving Gifted/Talented services, exited from services, or be placed on another furlough. Furloughs can be granted for a variety of extenuating circumstances such as: family problems, illness, emotional problems, or anything that would inhibit a child's performance while receiving Gifted/Talented services. Furloughs will not be used as a disciplinary tool.

Date: _____

Requested by:

Check here if you have read and understand the Woodsboro ISD Furlough policy.

Woodsboro ISD Gifted/Talented PHILOSOPHY AND PROGRAM Goals

Requested for (student's name): _____

Date: _____ Length of time requested: _____

Reason(s) for request:

Committee Decision

_____ Furlough granted _____ Furlough denied

Date: _____ Length of time granted: _____

Comments:

Committee Members

Student

Parent(s)/Guardian(s)

Teacher(s)

Principal/Counselor

Other (specify)

Other (specify)

WOODSBORO ISD

Gifted/Talented Exit Request Form and Procedures

Date: _____

Student name: _____

School: _____ Grade level: _____

Person initiating request: _____

Signature:

Purpose for exit request: (See 1-4 below)

Exit Procedures To Be Followed:

Students placed in the Woodsboro ISD Gifted and Talented Program may be exited when it is determined that it would be in the most effective placement of the student to discontinue the student's participation.

One or more of the following conditions must be met:

1. The student may, with parental permission, request to be removed from the program. In such cases, a conference between the parent, Campus Gifted/Talented Committee, and the student must be held before the student is exited. Appropriate documentation, signed by the parent and principal, is placed on file with the Gifted and Talented Programs Coordinator as well as in the student's

Woodsboro ISD Gifted/Talented PHILOSOPHY AND PROGRAM Goals

- permanent file. The student must remain out of the program for one school year and must go through the Gifted/Talented Referral, Assessment, and Placement process and requalify before re-entry into the program.
2. The parent may request that the student be removed from the program. In such a case, the procedure outlined above is followed.
 3. The Gifted/Talented teacher, principal, or counselor may recommend the exiting of a student who, in their professional opinion, is not the most effective placement for the student. In such cases, a conference between the parent and appropriate school personnel will be held, and the student may be exited upon the recommendation of the majority of the members of the Campus Gifted/Talented Committee.
 4. Before exiting is considered, a written plan for improvement **may** be developed. If a student's work does not improve, a conference is held with the student, parent, classroom teacher, principal, and other staff as appropriate. This is done at the end of a grading period or sooner, as needed. The teacher, student, and parent work together to develop a growth plan to ensure that the optimum situation is created for student improvement. The plan specifies what the student must do to improve and what school personnel and parents will do to help. At a time designated in the written plan, a re-evaluation of student progress is made relative to the expectations established for the student in cooperation with the parent and teacher(s). If the student has shown improvement, but not fully achieved expectations, another Student Improvement Plan is completed with a new timeline. If the student fails to make a reasonable amount of progress toward the goals and objectives of the plan, the Campus Gifted/Talented Committee, after review, will follow the furlough or exit procedures as needed. If exiting from the program is recommended, the principal will notify the parent who may request a conference and re-evaluation of the student's progress through the reconsideration process.

Note: Should a student exit from services, the process shall be accomplished in such a manner to avoid adding undue pressure to the

Woodsboro ISD Gifted/Talented PHILOSOPHY AND PROGRAM Goals

student or parent(s)/guardian(s) and without prejudice. It shall be recognized that the purpose of Gifted/Talented services is to best serve the academic and affective needs of the child.

WOODSBORO ISD

Name: _____ Grade: _____

Gifted/Talented Teacher: _____

Conference Period: _____

| | 1 | 2 | 3 | 4 |
|------------------------------------|---|---|---|---|
| Mastery of concepts/subject matter | | | | |
| Use of critical-thinking skills | | | | |
| Use of creative-thinking skills | | | | |
| Use of problem-solving skills | | | | |
| Use of research skills | | | | |
| Use of study skills | | | | |
| Product(s) evaluation | | | | |
| Participation/interaction | | | | |
| Completion of tasks | | | | |
| Attitude/cooperativeness | | | | |

Parent/Guardian's Signature

1. _____

2. _____

3. _____

4. _____

Explanation of ratings:

1—Poor

2—Fair

3—Average

4—Good

5—Excellent

Woodsboro ISD Gifted/Talented PHILOSOPHY AND PROGRAM Goals

1st Nine Weeks

Comments:

2nd Nine Weeks

Comments:

3rd Nine Weeks

Comments:

4th Nine Weeks

Comments:

WOODSBORO ISD

Gifted/Talented Curriculum Framework

| Skills | K | 1 | 2 | 3 | 4 | 5 | 6-12 |
|---|---|---|---|---|---|---|------|
| 1. Development of Questions | | | | | | | |
| Brainstorming research questions | I | I | D | D | D | D | D |
| 2. Sources of Information | | | | | | | |
| Primary sources | I | I | D | D | D | D | D |
| Secondary sources | I | I | D | D | D | D | D |
| 3. Collection of Data | | | | | | | |
| Note taking | I | I | I | D | D | D | D |
| Paraphrasing | I | I | I | D | D | D | D |
| Valid and reliable sources | I | I | I | D | D | D | D |
| Reference materials | I | I | I | D | D | D | D |
| 4. Analysis & Interpretation of Data | | | | | | | |
| Conclusions and generalizations | I | I | I | D | D | D | D |
| Compare and contrast | I | I | D | D | D | D | D |
| Patterns and relationships | I | I | D | D | D | D | D |
| Fact and opinion | I | I | I | D | D | D | D |
| Predicting consequences | I | I | I | D | D | D | D |
| 5. Product Development | | | | | | | |
| Written presentation | I | I | I | D | D | D | D |
| Oral presentation | I | I | I | I | D | D | D |

Scope and Sequence of Skills—K–12

Gifted/Talented (Gifted/Talented) curriculum in Woodsboro ISD’s elementary school will assure that identified gifted students will have a foundation that will lead to the development of advanced-level products and/or performances.

I—Introduce D—Develop

Gifted/Talented Program Evaluation Questions Student Survey

My grade level/ campus _____
Please complete the following questionnaire by checking a response for each question. Your teacher can help you, if needed.

| Program Design | | | |
|--|-----|----|------------|
| Question | Yes | No | Don't Know |
| Are G/T services available to you in all four core areas? | | | |
| Are your parents informed each year on how you are receiving G/T services? | | | |
| Do you get to work with other G/T students? | | | |
| Are gifted services provided during the entire school year? | | | |
| Do you know that you might be able to skip a class or grade if you take a test and make 90 or above? | | | |
| Does your teacher use Depth and Complexity when teaching? | | | |
| a. Math Comments: | | | |
| b. Science Comments: | | | |
| c. Social Studies Comments: | | | |
| d. Language Arts Comments: | | | |
| Curriculum and Instruction | | | |
| Question | Yes | No | Don't Know |
| Do you work on skills in self-directed learning, thinking, research and communication? | | | |
| Do you get to create advanced level products and performances each year? | | | |
| Family-Community Involvement | | | |
| Question | Yes | No | Don't Know |
| Are students included in the annual gifted program evaluation? | | | |
| My products are shared with the community each year. | | | |
| Additional Comments/Suggestions For Improvement of Services | | | |
| | | | |

Gifted/Talented Program Evaluation Questions Parent Survey

Student Grade level/ Campus _____

Please complete the following questionnaire by checking a response for each question.

| Student Assessment | | | |
|--|-----|----|------------|
| Question | Yes | No | Don't Know |
| Have you requested a copy of the board-approved written policy and procedures for gifted student identification? | | | |
| Does the above policy also address furloughs, reassessment, exiting of students from services, transfer of students, and appeals? | | | |
| Does the district take referrals and assess for identification at least once a year? | | | |
| Are referrals taken for all grade levels K-12? | | | |
| Does the district make accommodations for non-English speaking students when testing? | | | |
| Does the district use at least three (3) criteria in the assessment process? | | | |
| Are referrals open to all students, regardless of race, ethnicity, socio-economic status, other identified exceptionalities, etc.? | | | |
| Are kindergarten students referred, assessed, and if identified provided services by March 1? | | | |
| Program Design | | | |
| Question | Yes | No | Don't Know |
| Do identified students have the opportunity each year to receive gifted services in the four (4) core academic areas (math, language arts, science, and social studies)? | | | |
| Are parents informed each year concerning how their children are receiving G/T services? | | | |
| Do gifted students have the opportunity to work with other gifted students? | | | |
| Do you receive periodic updates on your child's progress in their G/T learning | | | |
| Are gifted services provided during the entire school year? | | | |
| Are acceleration options available through Credit by Examination and Early High School Graduation? | | | |
| If the district provides services to Junior High and High School identified students through Honors, AP, Challenge, or dual-credit classes, does the teacher provide differentiation through depth and complexity? | | | |

Woodsboro ISD Gifted/Talented PHILOSOPHY AND PROGRAM Goals

| | | | |
|--|------------|-----------|-------------------|
| a. Math Comments: | | | |
| b. Science Comments: | | | |
| c. Social Studies Comments: | | | |
| d. Language Arts Comments: | | | |
| If the district provides services to identified students through the regular classroom, does the teacher provide differentiation through depth and complexity? | | | |
| a. Math Comments: | | | |
| b. Science Comments: | | | |
| c. Social Studies Comments: | | | |
| d. Language Arts Comments: | | | |
| Curriculum and Instruction | | | |
| Question | Yes | No | Don't Know |
| Are students provided the opportunity to demonstrate skills in self-directed learning, thinking, research and communication? | | | |
| Is there a variety of challenging learning experiences provided which emphasizes content from the four (4) core academic areas (math, language arts, science, social studies)? | | | |
| Are identified students provided learning opportunities each year which lead to the development of advanced-level products and performances? | | | |
| Are students participating in research based learning opportunities such as the Texas Performance Standards Project? | | | |
| Family-Community Involvement | | | |
| Question | Yes | No | Don't Know |
| Are parents informed each year of the learning opportunities provided to their gifted child? | | | |
| Are parents included in the annual gifted program evaluation? | | | |
| My students' products/ performances are shared with the community at least once a year. | | | |

Woodsboro ISD Gifted/Talented PHILOSOPHY AND PROGRAM Goals

| | | | |
|---|--|--|--|
| Are parents informed periodically of their students' progress in the G/T program? | | | |
| Additional Comments/Suggestions For Improvement of Services | | | |
| | | | |
| | | | |
| | | | |

Gifted/Talented Program Evaluation Questions G/T Educator Survey

Teacher Name: _____ Teaching
Assignment: _____

YES NO I am directly involved in the implementation of the G/T program

Please complete the following questionnaire by checking a response for each question.

| Student Assessment | | | |
|--|-----|----|------------|
| Question | Yes | No | Don't Know |
| Do you have access to the board-approved written policy and procedures for gifted student identification? | | | |
| Does the above policy also address furloughs, reassessment, exiting of students from services, transfer of students, and appeals? | | | |
| Does the district take referrals and assess for identification at least once a year? | | | |
| Are referrals taken for all grade levels K-12? | | | |
| Does the district make accommodations for non-English speaking &/ or Twice Exceptional students when testing? | | | |
| Does the district use at least three (3) criteria in the assessment process? | | | |
| Are referrals open to all students, regardless of race, ethnicity, socio-economic status, other identified exceptionalities, etc.? | | | |
| Does the district make placement decisions with a committee of at least three (3) local educators who have received training in the nature and needs of gifted students? | | | |
| Are kindergarten students nominated, assessed, and if identified provided services by March 1? | | | |
| Program Design | | | |
| Question | Yes | No | Don't Know |
| Do identified students have the opportunity each year to receive gifted services in the four (4) core academic areas (math, language arts, science, and social studies)? | | | |
| Are parents informed periodically of their students' progress in the G/T program? | | | |
| Do gifted students have the opportunity to work with other gifted students? | | | |
| Are gifted services provided during the entire school year? | | | |
| Are acceleration options available through Credit by Examination and Early High School Graduation? | | | |
| If the district provides services to Junior High and High School identified students through Pre-AP, AP , challenge, honors, or dual-credit classes, does the teacher provide differentiation through depth and complexity? | | | |
| a. Math | | | |
| Comments: | | | |

Woodsboro ISD Gifted/Talented PHILOSOPHY AND PROGRAM Goals

| | | | |
|---|------------|-----------|-------------------|
| b. Science Comments: | | | |
| c. Social Studies Comments: | | | |
| d. Language Arts Comments: | | | |
| If the district provides services to identified students through the regular classroom, does the teacher provide differentiation through depth and complexity? | | | |
| a. Math Comments: | | | |
| b. Science Comments: | | | |
| c. Social Studies Comments: | | | |
| d. Language Arts Comments: | | | |
| Curriculum and Instruction | | | |
| Question | Yes | No | Don't Know |
| Are students provided the opportunity to demonstrate skills in self-directed learning, thinking, research and communication? | | | |
| Is there an array of challenging learning experiences provided which emphasizes content from the four (4) core academic areas (math, language arts, science, social studies)? | | | |
| Are identified students provided learning opportunities each year which lead to the development of advanced-level products and performances? | | | |
| Are students participating in research based learning opportunities such as the Texas Performance Standards Project? | | | |
| Do the campus and district improvement plans address improvement services to gifted/talented students each year? | | | |
| Professional Development | | | |
| Question | Yes | No | Don't Know |
| Are all teachers of the gifted required to attain the 30 hours of foundational training before providing services? If the training is not available prior to assignment, the teacher should receive the training during the first semester. | | | |
| Do all teachers of the gifted receive a minimum of six (6) hours annually of professional development in gifted education? | | | |
| Do administrators and counselors have a minimum of six (6) hours of professional development in the nature and needs of gifted students? | | | |

