

***College Station Independent
School District***

**Gifted and Talented
Program Plan**



Success...each life...each day...each hour

**COLLEGE STATION INDEPENDENT SCHOOL DISTRICT
PLAN FOR THE GIFTED AND TALENTED PROGRAM**

I. NAME OF PROGRAM

The program which provides services to identified students of the District shall be known as the Gifted/Talented (G/T) Program. “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 exhibits high performance capability in an intellectual, creative, or artistic area, possesses an unusual capacity for leadership, or excels in a specific academic field.
EHBB (LEGAL)

II. CONTINUUM OF SERVICES

It is the goal of the District to provide planned, purposeful educational opportunities that allow optimal academic, creative, and personal growth for those who have traditionally been identified as gifted and talented. To meet this goal, a continuum of services is offered to students beginning in the elementary grades. Programming is provided in the following sequence of services:

Kindergarten – Grade 4 Pull-out

- Formal identification of students
- Kindergarten-to begin services by March 1
- Pull-out program for identified students, grades 1-4
- While responsible for the learning, students are not required to make up class work missed while out of the classroom for GT pull-out services.
- Teachers differentiate for their GT students in their core classrooms.
- Identified students will be placed in classrooms in clusters of not fewer than 5 students*

*Exceptions include cases where there are fewer than 5 identified students in a grade level at the campus, and for students in the dual language program (as there may be fewer than 5 identified students in a dual language class at a specific grade level on the campus).

Grades 5 and 6 Pull-out

Students are transitioning from the Elementary pull-out program to advanced class choices.

- Pull-out Program for Identified Students (one class period per week): While responsible for the learning, students are not required to make up class work missed while out of the classroom for GT pullout.
- Identified students will be clustered within teams to facilitate the opportunity for GT students to work with their academic peers.
- Teachers differentiate for their GT students in their core classrooms.
- Advanced classes are available in some core areas.

Grades 7-12 Full Inclusion

Students are not pulled out with an Enrichment Specialist, but are guided toward Advanced and AP classes and self-selection of subjects of interest.

- Teachers differentiate for their GT students in their core classrooms.
- HS students self-select subjects of interest and strength.

III. REFERRAL

A parent, teacher, counselor, administrator, other members of the community, or the student may initiate the referral process for screening by completing the Referral Form available from the Enrichment Specialist or front office (grades K-6), counselor's office (grades 7-12), or CSISD website.

Students may be referred for the gifted and talented program at any time prior to the testing window using the district referral form. Screening for the Gifted/Talented Program will occur during the second semester.

IV. SCREENING AND IDENTIFICATION PROCESS

The District shall provide assessment opportunities to complete the screening and identification process for referred students once per school year.

A student may be tested one time per school year. CSISD's regular screening and identification period falls in the second semester of each school year. A fall screening and identification opportunity may be available for students in grades 1 and above joining CSISD who have never had the opportunity to test for GT services. A student who tests in the fall is not eligible to re-test until the spring of the next school year.

V. PARENTAL CONSENT

The District shall obtain written parental consent before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies at FL.

A parent must complete and sign the Permission to Test form, authorizing the District to proceed with the screening and testing prior to any testing being done.

VI. IDENTIFICATION CRITERIA

The Board-approved program for the gifted and talented has established criteria to identify gifted and talented students. The criteria are specific to the state definition of gifted and talented and ensure the fair assessment of students with special needs, such as culturally different, the economically disadvantaged, and students with disabilities.

VII. ASSESSMENTS

Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but are not limited to, the following: achievement tests, intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, student/parent conferences, and available student work products.

Data will be collected from objective and subjective sources. Assessment data may include but are not limited to:

- Achievement tests
- Age normed Abilities tests
- Behavioral checklists completed by teachers and parents

The screening process will be the same on all campuses.

No student will be tested more than once during a school year.

College Station ISD does not accept scores obtained through private testing.

VIII. Placement

A selection committee shall evaluate each referred student according to the established criteria and shall identify those students for whom placement in the gifted and talented program is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students, as required by law, and shall be established at each campus.

The selection committee shall be known as the Placement Committee per the Texas State Plan for the Education of Gifted and Talented Students. The campus Placement Committee, composed of a counselor, teacher/Enrichment Specialist, and an administrator, preferably the principal, will determine placement. All members of the committee must have 6 required hours training in the Nature and Needs of gifted students.

The campus Placement Committee makes the decision for placement on initial profile data and may add information in the comment section of the profile documenting the student's need for services in the program.

All three campus Placement Committee members' signatures will be included on the profile.

Official decisions for placement can only be made either by the campus or District Placement Committee. The committee will review data collected by the Enrichment Specialist (grades K-6) or Advanced Academic Coordinator or counselor (grades 7-12) on each student referred for the program. During the screening phase, additional data may be necessary.

IX. NOTIFICATION

The District shall provide written notification to parents of students who qualify for services through the District's gifted and talented program. Participation in any program or services provided for gifted students shall be voluntary, and the District shall obtain written permission from the parents before placing a student in a gifted program.

X. REASSESSMENT

Reassessment of identified gifted/ talented students is based on performance in response to gifted/talented services and if reassessment occurs at all, it is no more than once in elementary grades, once in middle school grades, and once in high school.

XI. Appeals

A parent, student, or educator may appeal the placement committee's final decision regarding services in the gifted and talented program. Appeals should first be directed to the placement committee, with subsequent appeals following FNG(LOCAL) procedures. The CSISD GT program adheres to district policy on Student Rights and Responsibilities: Complaints/Grievances.

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=224&code=FNG#localTabContent>

Please contact the CSISD Advanced Academic Coordinator for the appeals form.

XII. TRANSFER STUDENTS

Interdistrict Transfer Students:

When a student identified as gifted by a previous school district enrolls in the District, the selection committee shall review the student's records and conduct assessment procedures when necessary to determine if placement in the District's program for gifted and talented students is appropriate.

The campus Placement Committee shall make its determination regarding placement within 30 calendar days of the student's enrollment in the District and the eligibility decision shall be based on the student's transferred testing records.

The committee's options include:

Placement in the GT program: If the criteria and scores are comparable to those accepted in CSISD.

Non-placement: If the criteria are similar, but the scores are lower than those accepted in CSISD.

Non-placement with testing option: If the criteria are dissimilar, the student may be offered the option to test within 30 days of enrollment. Students are permitted to test only once per school year. After the initial testing, students may only test during the regular testing period in the spring.

Intradistrict Transfer Students

A student who transfers from one campus in the District to the same grade level at another District campus shall continue to receive services in the District's gifted and talented program.

GT Students of Military Families

The receiving district shall initially honor placement of the student in educational programs based on current educational assessments conducted at the sending district or participation/placement in like programs in the sending state. Such programs include, but are not limited to:

1. Gifted and talented programs; and
2. English as a second language (ESL).

This does not preclude the district from performing subsequent evaluations to ensure appropriate placement of the student. (Interstate Compact on Educational Opportunities for Military Children)

XIII. FURLOUGHS

The District may place on a furlough any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted and talented program. A furlough may be initiated by the District, the parent, or the student.

In accordance with the Board-approved program, a furlough shall be granted for specified reasons and for a specified period of time. At the end of a furlough, the student may reenter the gifted and talented program, be placed on another furlough, or be exited from the program.

A student may elect not to participate in the G/T pull-out program classes for a given period of time without exiting the program.

XIV. EXIT PROVISIONS

The District shall monitor student performance in response to gifted and talented program services. If at any time the placement committee or a parent determines it is in the best interest of the student to exit the program, the committee shall meet with the parent and student before finalizing an exit decision.

The campus Placement Committee will make final decisions regarding exiting students from the program.

Valid reasons for exit include:

- Parent request for withdrawal or student request with parent consent
- A recommendation from the Enrichment Specialist, counselor, or teacher recommendation based on observation of the student's behavior, performance, products and interviews.

A G/T Temporary Exit (furlough) letter or Formal Exit letter should be completed and returned by the parent and placed in the G/T folder.

If a parent wishes to appeal the decision, the procedure outlined in the APPEALS section should be followed.

XV. PROFESSIONAL DEVELOPMENT

The District shall ensure that:

- Before assignment to the program for gifted students, teachers who provide instruction and services that are part of the GT program have a minimum of 30 hours of LEVEL 1

GT training that includes nature and needs of gifted/talented students, identification and assessment of student needs, and curriculum and instruction for gifted students.

- Teachers without the required training who provide instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement within one semester.
- Teachers who provide instruction and services that are part of a program for gifted students receive a minimum of six LEVEL 2 hours annually of professional development in gifted education. *Pre-approval of the training session must be given by the Advanced Academic Coordinator.
- Administrators who have authority for program decisions are required to complete a minimum of six (6) hours of professional learning that includes nature and needs of gifted/talented students and program options for gifted/talented students with an update after each legislative session (19 TAC §89.2(3))
- Counselors who work with gifted/talented students are required to complete a minimum of six (6) hours of professional learning that includes nature and needs of gifted/talented students, program options for gifted/talented students, and social emotional learning with an update after each legislative session (19 TAC §89.2(3)).
- Local district boards of trustees are trained on the Texas State Plan for the Education of Gifted/Talented Students to ensure program accountability. (19 TAC §89.5)

The Texas Education Agency requires professional development for administrators, counselors, and teachers who are assigned to teach students who have been identified as G/T. These K-12 teachers are required to complete Level 1 training by the end of their first semester and Level 2 annually.

In addition College Station ISD requires all other 1-12 teachers to complete thirty hours of Level 1 training before beginning their second year of service with CSISD, and receive a 6-hour, Level 2 update annually.

XVI. PROGRAM EVALUATION

The District shall annually evaluate the effectiveness of the District's gifted program, and the results of the evaluation shall be used to modify and update the District and campus improvement plans. The District shall include parents in the evaluation process and shall share the information with the Board members, administrators, teachers, counselors, students in the gifted program, and the community.

The evaluation process shall ensure that those involved in the planning and implementation of the Gifted/Talented Program are also involved in its evaluation.