ROPES I.S.D.

Program Guide for Gifted/Talented Services



Guidelines for the Education of Gifted/Talented Students

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ROPES I.S.D. Mission and Vision for Gifted/Talented Program

It is the mission and purpose of ROPES Independent School District to improve the academic performance of each student. The vision of ROPES I.S.D. is to customize student learning and create meaningful relationships with students, parents, and the community in order for students to develop and discover their skills and strengths, build their character, and believe in themselves. The mission of ROPES I.S.D. is to develop skilled individuals who have the desire and knowledge to be lifelong learners, and it aligns with the state Gifted/Talented Programs of services for students who are identified as Gifted Learners.

The Texas State Plan for the Education of Gifted/Talented Students revised in September 2024 as mandated by *Texas Education Code* § *29.122 (Appendix A)* states that each school district shall:

(a) adopt a process for identifying and serving Gifted/Talented students in the district and shall establish a program for those in each grade level. A district may establish a shared services arrangement program with one or more other districts.

(b) adopt a policy regarding the use of funds to support the district's program for Gifted/Talented students.

STATE DEFINITION OF GIFTED/TALENTED STUDENT

A Gifted/Talented student is 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.

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.

District Goals for Gifted/Talented Services

The goals for the Gifted/Talented students in ROPES I.S.D. should be integrated into the curriculum and activities provided within the Gifted/Talented program. Furthermore, the Texas State Plan emphasizes the importance of providing a **continuum of learning experiences** that leads to the development of advanced-level products and performances, as well as opportunities for students to work together, work independently, and accelerate in their areas of strength. These goals are to be age appropriate yet strive to enhance and stretch the learning and minds of the gifted learners.

Cognitive and Intellectual Development:

(3) **Advanced Thinking Skills:**
Students will develop and apply critical thinking, creative problem-solving, and abstract reasoning skills to analyze complex issues and generate innovative solutions.

(2) **In-Depth Learning and Inquiry:**
Students will pursue in-depth studies in areas of interest, formulating meaningful questions, conducting research, and synthesizing information from diverse sources.

(3) **Intellectual Risk-Taking and Curiosity:**
Students will explore intellectual challenges and novel ideas without fear of failure and demonstrate a strong sense of curiosity across various disciplines.

Creativity and Innovation:

(1) **Originality and Fluency of Ideas:**
Students will generate a wide range of original and imaginative ideas, exploring unconventional approaches and perspectives.

(2) **Development of Innovative Products and Performances:**
Students will create high-quality products and deliver sophisticated performances that demonstrate their advanced abilities and individual expression.

Self-Directed Learning and Personal Growth:

(1) **Self-Awareness and Goal Setting:**
Students will develop a strong understanding of their strengths, interests, and learning styles, using this knowledge to set challenging yet achievable personal and academic goals.

(2) **Independent Learning and Initiative:**

Students will take ownership of their learning, demonstrating the ability to work independently, manage their time effectively, and pursue learning opportunities beyond the regular curriculum.

(3) **Resilience and Perseverance:**
Students will develop the ability to persist through complex tasks, learn from setbacks, and maintain a growth mindset when facing challenges.

Communication and Leadership:

(3) **Effective Communication Skills:**
Students will communicate their ideas and findings clearly, persuasively, and in a variety of formats to diverse audiences.

(2) **Collaboration and Teamwork:**
Students will work effectively and respectfully with peers, contributing their unique talents and perspectives to collaborative projects.

(3) **Leadership and Social Responsibility:**
Students will develop leadership skills, demonstrating initiative, responsibility, and a commitment to making a positive impact on their community.

Service Design

K-8th Grades

The elementary school of ROPES I.S.D. serves the identified Gifted/Talented students through a pull-out program model. The G/T pull-out classroom provides a curriculum that integrates content from ELAR, math, social studies, and science and focuses on creative and critical thinking skills.

Within the Gifted/Talented program, students are provided with appropriately challenging learning experiences that allow students to work together, in groups with other students, and independently during the school year. Students also are given opportunities to pursue areas of interest in selected disciplines through guided and independent research that leads to the development of advanced-level products and/or performances such as those provided through the Texas Performance Standards Project (TPSP) .

Parents will be informed annually of the learning opportunities and options for G/T services. Parents will also be informed when additional services or special opportunities are available outside the school day.

9th-12th Grades

ROPES I.S.D. serves the secondary identified Gifted/Talented students through both an inclusion and pull-out program model in the four core content areas (ELAR, math, science, and social studies). Advanced courses are also included within the district's service model.

Within the Gifted/Talented program, students are provided with appropriately challenging learning experiences that allow students to work together, in groups with other students, and independently during the school year. Students also are given opportunities to pursue areas of interest in selected disciplines through guided and independent research that leads to the development of advanced-level products and/or performances.

Parents will be informed annually of the learning opportunities and options for G/T services. Parents will also be informed when additional services or special opportunities are available outside the school day.

G/T Identification Process

Referral of Students:
During the academic school year, all students in grades K-12 will have the opportunity to be referred and tested. (Students in grade 12 can be tested and identified but will not be served since graduation will occur before services are required to begin.) Teachers, administrators, parents, students, and community members may refer students for the gifted/talented program in ROPES ISD. Students will be considered referred for the program when a referral packet has been completed and parental permission for testing has been received. The referral process is held annually or as needed for students new to the district. All students referred and for whom parent permission to test has been granted will be assessed for placement. There is no limit to the number of years a child can be referred. (For example, a child who does not qualify may be referred again the following year for testing.)

Referral Window:
The referral window for different grade levels will be posted on the district website. At least one additional method of communication (call-out, letter home, social media posting, email, etc.) about referral windows will be made.

Evaluation Procedures:
There is no single method or instrument that adequately identifies giftedness in an area of human endeavor because giftedness is a multifaceted trait. Therefore, each student referred will be assessed with multiple criteria.

The assessment tools listed below will be utilized in determining placement in the Gifted/Talented program:

- An ability test with multiple measures will be used to assess the level and pattern of cognitive aptitude and development of a student compared to age mates and grade mates.
- An achievement test will be used to measure a student's academic achievement.
- A teacher survey will be utilized to evaluate the student's leadership, creativity, academic ability, and task commitment.
- A parent survey will be utilized to evaluate the student's leadership, creativity, special interests, and task commitment.
- Additional qualitative measures, such as student portfolios, student interviews, etc. may be utilized when needed to get a better understanding of the whole child.

Students continuously enrolled may be referred and assessed only once each calendar year.

Evaluation for Emergent Bilingual (EB) students will be conducted in the student's primary language or using non-verbal instruments whenever possible.

All students must have a parent permission to test form signed by their parent(s) before they can be evaluated.

Campus Placement Committee:
Each campus will have a Campus Placement Committee, which consists of at least three campus educators meeting the training requirements set forth by the State Plan. (Only staff who have met the requirements of the State Plan will serve or be present on this committee.) The Campus Placement Committee will make placement decisions as soon as testing procedures have been completed. The committee makes the final placement into the Gifted/Talented program and has the authority to overrule any testing results. Letters to parents regarding their child's placement will be sent home following committee decisions.

Placement of Students:
Students who have been identified as Gifted/Talented by ROPES ISD and who have parent permission to be served will be placed in the district's Gifted/Talented program. If an identified student withdraws from ROPES ISD, his/her student profile sheet with testing results will be passed on to the district receiving the student.