Nederland Independent School District

GIFTED/TALENTED PROGRAM GUIDE



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NEDERLAND ISD MISSION STATEMENT

The Mission of Nederland Independent School District is to provide an educational environment that will enable all students to develop essential academic skills and knowledge for a lifetime of learning and to prepare students to be responsible, contributing citizens in a diverse and changing world**.**

NEDERLAND ISD DEFINITION

Nederland ISD defines gifted and talented (G/T) 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, 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 OF A GIFTED/TALENTED STUDENT

Students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performance that are advanced in relation to students of similar age, experiences, or environment and reflect individuality and creativity. High school graduates who have participated in services for gifted students will have produced products and performances of professional quality as part of their program services.

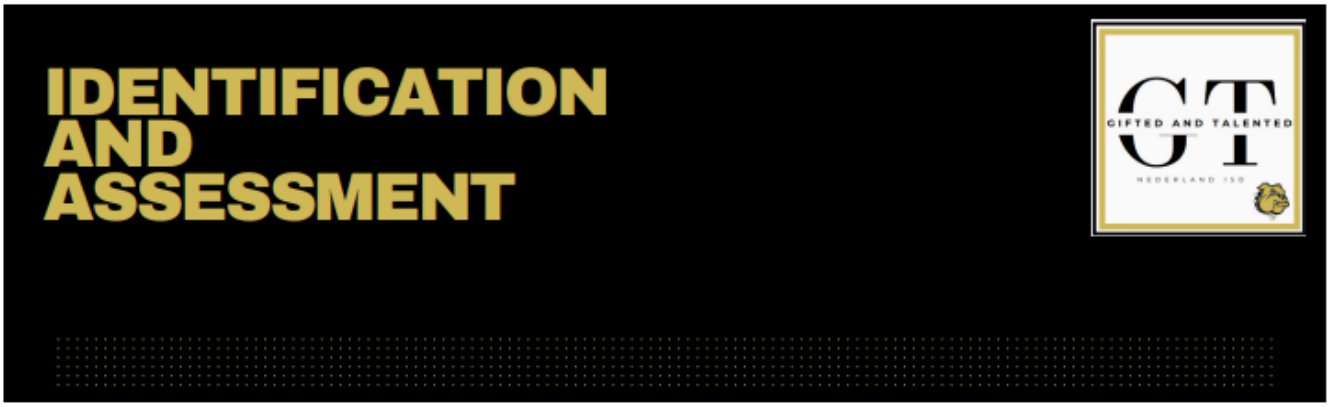
-Texas State Plan for the Education of Gifted/Talented Students

STATE DEFINITION OF A GIFTED/TALENTED STUDENT

§29.121. DEFINITION: In this subchapter “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, experiences, or environment and who:

1. Exhibits high performance capability in an intellectual, creative, or artistic area;
2. Possess an unusual capacity for leadership; or
3. Excels in a specific academic field.

-Added by Acts 1995 74th Leg., 260, §1, eff. May 30 1995



REFERRALS

Teachers, counselors, parents, students or other interested persons may refer 1st - 11th grade students for screening for the Gifted and Talented Program. Referrals may be submitted at any time. The district provides assessment opportunities to complete the screening and identification process for referred students at least once per school year. Referrals received outside the referral window are held and included in the next identification timeline.

All Kindergarten students are automatically screened for G/T services. Written parental consent is obtained before any individual assessment, such as the Torrance Test of Creativity, is conducted.

Students are referred via a request form posted on the district's website. Parent permission is required to screen/assess a student. If a parent does not want his/her child to be screened, this information will be documented.

An awareness session providing an overview of the assessment procedures and services for G/T students is offered for families each year before the screening and identification process begins.

IDENTIFICATION

In accordance with the Texas State Plan for the Education of Gifted/Talented Students, the district will adhere to the established guidelines for identifying Nederland ISD students for the Gifted and Talented Program.

Parent consent must be obtained before any special testing or assessment is conducted as part of the screening and identification process. All screening and identification procedures for G/T purposes are conducted in-district during the school year by school personnel at no cost to the parent. Nederland ISD does not assess students who are not currently enrolled in the district. All student information collected during the screening and identification process is an educational record, subject to the protections in Board Policy FL.

The district reserves the right to screen referred students for common characteristics of gifted/talented students before completing a full identification profile.

Assessment opportunities for G/T identification for students in 1st - 11th grade are made available to students once a year.

Identification will consist of at least three (3) qualitative and quantitative assessments, including, but not limited to: achievement tests, ability tests, intelligence tests, creativity tests, characteristic checklists completed by teacher and parents, teacher referrals based on classroom observations, and student work products (if available).

If the selection process relies on a matrix or threshold system, the use of a scoring value based on race, ethnicity, sex, socioeconomic status, or disability is prohibited.

To ensure a blind review, the District G/T Committee reviews matrices identified by student ID number only.

The District G/T Committee shall evaluate each referred student per the established criteria and determine if a preponderance of evidence exists of a G/T learning need. The District G/T Committee shall be composed of at least three professional educators who have completed the 30 hours of gifted training and have received training in the nature and needs and identification of gifted students. As the committee evaluates the data on the students referred, the committee has two options:

1. The preponderance of profile data indicates the student exhibits educational needs and would benefit from the services offered in the G/T Program, or
2. There is insufficient evidence at this time that the student's educational needs would best be met by the G/T Program.

If a preponderance of evidence for a G/T learning need presents itself, the matrix shall be signed by committee members and placed in the student's electronic G/T file in the district's G/T Shared Drive with all supporting documentation collected during the identification process.

Once the identification process is complete, parents are notified in writing of the Gifted/Talented Committee's decision. Parents must sign an Acceptance of Service form for services to begin. All services will start at the beginning of the school year except for Kindergarten who will begin services by March 1st in accordance with the Texas State Plan for the Gifted/Talented students.

Depending on individual needs, a student may be simultaneously served in more than one special program. For example, a student may be simultaneously served in the G/T Program and in the Special Education Program. Appropriate placement is the goal of the committee with the welfare of the student at the heart of every decision.

ANNUAL IDENTIFICATION TIMELINE

Referral information published on district website and social media; parent awareness session held before screening begins	Fall
Referral window closes (referrals are accepted at any time)	Fall
Screening and assessments conducted after written parental permission obtained	Winter
Gifted/Talented district committee meets on identification data	Spring
Services begin for identified Gifted/Talented Kindergarten students	March 1st
Services begin for newly identified Gifted/Talented 1st - 12th grade students	First Day of New School Year



TRANSFER STUDENTS AND GIFTED/TALENTED PLACEMENT

When an identified gifted and talented student transfers into Nederland ISD from another school district, the student's records shall be reviewed by the District G/T Committee to determine appropriate placement within the Nederland ISD G/T Program.

The District G/T Committee will make a placement determination within thirty (30) school days of the student's first day of attendance, based on the information provided in the transferred records. If necessary, the committee may request additional data to support the decision-making process.

If the transferred records do not meet Nederland ISD's identification criteria, either the parent or the district may request further assessment to determine eligibility for services.

A student who transfers from one Nederland ISD campus to the same grade level at another Nederland ISD campus will continue to receive G/T services.

APPEAL PROCESS FOR GIFTED/TALENTED IDENTIFICATION

A parent may appeal the Gifted/Talented identification decision by submitting a written appeal to the District G/T Committee **within ten (10) business days** of receiving the committee's qualification decision letter.

Upon receipt of the appeal, the District G/T Committee will reconvene to review the request and determine whether additional assessment data or other relevant information is needed to reconsider the initial decision.

Any further appeals beyond this level shall follow procedures outlined in Nederland ISD Board Policy.

FURLOUGH FROM THE GIFTED/TALENTED PROGRAM

A furlough is a temporary *leave of absence* from the Gifted/Talented (G/T) Program designed to address the individual needs of an identified student. A furlough does not represent permanent removal from the program.

A furlough may be requested by a parent, student, teacher, or administrator, and the request should be submitted to the campus G/T Coordinator. The request will then be reviewed by the District G/T Committee for consideration.

A student may be placed on furlough for a period of time **up to one year**, as determined appropriate by the committee. At the conclusion of the furlough, the student's progress and circumstances will be reassessed. Based on this review, the student may:

- Re-enter the G/T Program
- Be exited from the program

Furloughs are intended to be short-term and temporary in nature. They may be utilized in response to a variety of extenuating circumstances, including but not limited to:

- Over-commitment to extracurricular or academic activities
- Family concerns or responsibilities
- Serious illness or medical issues
- Challenges that inhibit performance in the G/T Program

In some cases, a furlough may be used as an intervention prior to formal exit from the program, giving the student time to address specific performance goals or concerns outlined by the District G/T Committee.

Each furlough is designed to support the students' individual needs and ensure they have the opportunity to succeed within the G/T Program when circumstances allow.

EXIT FROM THE GIFTED/TALENTED PROGRAM

Student performance in the G/T Program shall be regularly monitored to ensure continued appropriate placement. A student may be exited from the program at any time if the District G/T Committee determines that continued participation is not in the student's best interest and a previously granted furlough has proven ineffective in addressing concerns.

The decision to exit a student from the program is made by the committee after a review of existing data related to the student's academic performance and educational needs.

If a parent requests that their child be removed from the G/T Program, the District G/T Committee shall meet with both the parent and the student before finalizing an exit decision.

Once a student has been exited, either through committee decision or parent request, reentry into the program will require the student to:

- Follow the district's G/T identification procedures, and
- Demonstrate an educational need for services, as defined by Nederland ISD G/T criteria.



Identified gifted/talented students 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)).

GIFTED/TALENTED SERVICES FOR GRADES K–5

Identified Gifted/Talented (G/T) students in grades K–5 remain in their regular general education classrooms and receive services from teachers who are specially trained in Gifted Education.

G/T CLUSTERING GUIDELINES

To support effective G/T instruction, the Commissioner's Advisory Council on the Education of Gifted Students has provided the following guidelines for defining a G/T group in a regular classroom:

- A G/T group must include at least four identified G/T students.
- To align with the State Plan, the classroom should have at least 33% of students identified as G/T.
- If fewer than 33% of students at a particular grade level are G/T identified:
    - G/T students in that grade level are grouped together during core subject instruction to ensure appropriate peer interaction and services.

INSTRUCTIONAL FEATURES

G/T trained teachers provide:

- Differentiated learning activities
- Opportunities for independent study
- Continuous assessment of student progress

ENRICHMENT OPPORTUNITIES

G/T students also participate in enrichment programs, including the Texas State Performance Standards Project (TPSP). TPSP allows students to:

- Create advanced-level products and projects
- Engage in deeper learning
- Demonstrate performance at a higher academic level

TPSP provides guidelines, assessments, and curricular support specifically designed for G/T instruction in grades K–5.

GIFTED/TALENTED SERVICES FOR GRADES 6-8

All identified Gifted/Talented (G/T) students in grades 6–8 are served through advanced and honors-level classes. Specifically, advanced course options are available in Mathematics and Reading/Language Arts (RLA) at each grade level.

G/T students are grouped together in their advanced Math and RLA classes to ensure they receive targeted instruction that meets their academic needs. When possible, based on the master schedule, G/T students may also be clustered together in other core classes (such as Science and Social Studies) that are not designated as honors. These groupings may include heterogeneous class settings with both G/T and non-G/T students.

Each cluster class will include a minimum of four identified G/T students per grade level, unless the number of identified students at a particular campus is fewer than four.

Teachers serving G/T students receive specialized training in Gifted Education and provide:

- Differentiated learning activities
- Opportunities for independent study
- Regular assessment of student progress

Middle School Gifted/Talented (G/T) students have access to enrichment opportunities through the Texas State Performance Standards Project (TPSP).

The TPSP offers a structured framework that includes:

- Performance standards
- Curriculum resources

- Assessment tools

GIFTED/TALENTED SERVICES FOR GRADES 9-12

Gifted and Talented (G/T) students in high school are served through a variety of advanced academic options, including:

- PreAdvanced Placement (PreAP)/Honors courses
- Advanced Placement (AP) courses
- Dual credit/concurrent enrollment opportunities with local colleges and universities

To remain active in the G/T Program, students in grades 9–12 are required to participate in at least one PreAP, Honors, AP, or dual credit course each academic year. The school administration reserves the right to approve additional coursework that meets this requirement on a case-by-case basis.

Teachers serving G/T students are highly trained in Gifted Education and provide:

- Advanced, in-depth instruction
- Enriched and differentiated learning activities
- Opportunities for independent study and research
- Ongoing assessment and progress monitoring

High School Gifted/Talented (G/T) students also have opportunities to create advanced-level products through the Texas State Performance Standards Project (TPSP).

The TPSP includes:

- Performance standards
- Curriculum resources
- Assessment tools



Nederland ISD is committed to providing its staff with appropriate and meaningful professional development which enables the staff to meet the unique and individual educational needs of all students including services for gifted/talented students. It is important that all staff who are responsible for formally servicing these students obtain appropriate training for educating the gifted child. NISD requires at least the minimum hours of training as mandated by the state.

TEXAS ADMINISTRATIVE CODE 89.2 PROFESSIONAL DEVELOPMENT

(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 the nature and needs of gifted/talented students, identification and assessment of gifted/talented students, and curriculum and instruction for gifted/talented services.

(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 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.

Nederland ISD will accept a 30 hour certificate from other districts and/or region centers as verification of training with appropriate documentation.

Nederland ISD will offer opportunities for staff to complete the annual 6 hour update. Procedures are established that outline the timeline for completion.

OTHER PROGRAM REQUIREMENTS

PROGRAM EVALUATION

Nederland ISD will annually evaluate the Gifted/Talented (G/T) Program to ensure its effectiveness and alignment with student needs. As part of this evaluation process, input will be gathered from all stakeholders, including:

- Students
- Parents
- Teachers

Survey data and feedback collected during the evaluation will be presented to the Nederland ISD Board of Trustees and used as a needs assessment to inform and guide updates to the District and Campus Improvement Plans.

This ongoing evaluation process supports the district's commitment to continuous improvement and excellence in Gifted/Talented education.

COMMUNICATION AND COMMUNITY INVOLVEMENT

Nederland ISD is committed to ensuring that parents and community members have access to information about the district's Gifted and Talented (G/T) Program and are provided opportunities to develop understanding and support for gifted education.

Program information is readily available on the district's official website, including details about identification procedures, services, program design, and support resources.

Additionally, information about special opportunities for G/T students, such as academic contests, recognition programs, summer camps, community initiatives, and volunteer experiences shared with families as it becomes available.

Nederland ISD values the involvement of families and the community in supporting the academic and personal growth of gifted learners.