



Policy and Procedures for Academically Gifted & Talented Students

School Board Reviewed 6.15.2020

Nondiscrimination

Clyde CISD 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.

Program Overview

The Gifted and Talented Program for Clyde CISD is for academically and intellectually gifted students in grade K-12. Students are served either through differentiated instruction, a pull-out program or through the advanced courses, advanced placement or dual credit college courses.

A continuum of learning experiences is provided that leads to the development of advanced-level products and/or performances such as the Texas Performance Standards Projects. The opportunities the program provides are commensurate with the abilities of the gifted and talented students, and emphasize content in the four (4) core academic areas.

The State Definition of Giftedness

A gifted and talented student is a child or youth who performs as 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:

1. Exhibits high performance capability in an intellectual, creative, or artistic area;
2. Possesses an unusual capacity for leadership; or
3. 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 serves.

1. Fidelity of Services

Clyde CISD has policies and procedures in place to comply with gifted/talented accountability standards and monitor for the effectiveness of assessment and services for GT students. Funding is allocated to support the GT program and the program guide is updated periodically.

2. Student Assessment:

Informational Sessions

Yearly CCISD provides informational sessions for parents before the referral period opens to learn about the GT program provided in Clyde and how to complete the referral paperwork.

Identification and Placement

Students may be referred by teachers, parents or guardians in the fall of each year. All Kindergarten students are automatically considered for GT and other advanced level services. Kindergarten students are assessed for identification in January and placed by March 1st, and all other students beginning in January are assessed. Written parental consent is obtained before testing is conducted as part of the screening and identification process. Students with other exceptionalities will be actively reviewed for the GT referral process.

Clyde CISD Identification Timeline:

Referral procedures published	November
Referrals accepted from parents, teachers, community members, others	November-December
Assessments conducted after written parental permission obtained	January
Gifted/Talented committee meets to review student profiles	Kinder-February Other grades-April-May
Written parental permission for services obtained for identified students	May/June
Services begin for identified students	August

*Students new to *Clyde CISD* and who have not been identified in a previous school district will be considered in the fall on a case-by-case basis.

Testing consists of both qualitative and quantitative data to be used for qualifying a student for GT services. Once testing is complete, all student data is compiled on a student profile sheet where multiple criteria (including achievement test scores such as administering Productions, Metropolitan Achievement Test or SAGES-2, parent and teacher rating scales, creativity and ability test scores such as the Torrance Test of Creative Thinking, Nagleiri Non-Verbal Ability Test or Cognitive Abilities Test, and any other assessment measures used) are viewed in reference to the District Line.

Students scoring at or above the district line in 3 out of 5 in K-12 qualify for the program. A GT committee composed of principals, counselors, GT teachers, and classroom teachers who have received training in the Nature and Needs of Gifted students reviews

the testing information and selects those who qualify for placement in the program. Parents or guardians are notified in writing upon selection of the student for the program and written permission is obtained before a student is placed in the gifted and talented program.

Students who are identified for the GT program continue in the program each year without retesting.

Appeals Process

Parents may appeal the decision of the GT committee within 10 days in writing to the Director of Curriculum & Special Programs. A review of the data will be conducted at that time and a meeting held.

Transfer Students

Students who transfer to Clyde CISD from another GT program are admitted to the program when proof of testing and qualification is obtained from the previous school district and the GT committee has reviewed that information to determine if placement in the program is appropriate.

Student Progress/Performance

Clyde CISD GT students will receive a progress report every grading cycle providing information on student performance and accomplishment of skills.

Furlough Policy

A furlough is a temporary “leave of absence” from the Gifted/Talented Program designed to meet the individual needs of an identified student. A student, parent/guardian, teacher, counselor, or administrator may request a furlough from the program for a stated length of time. Reasons for a furlough could include, but are not limited to, the following reasons:

- Increased demand upon time caused by scheduling or extra-curricular activities
- Emotional or physical problems stemming from self, school, or home

Not keeping up with work in the regular classroom is not a reason for a furlough.

A furlough should not be used as a disciplinary tool and should be granted without adding undue pressure or prejudice to the student. Multiple criteria will be used to determine the furlough decision. The decision to furlough will be made by a committee

comprised of the student (when appropriate), parent(s)/guardian(s), and teacher(s), principal and/or counselor.

Re-Entry Policy

If the student is granted a furlough, the date of re-entry to the program must be stated. A furlough may be extended beyond the stated time if deemed appropriate by the GT committee, but never longer than a year. If the student elects to exit the program at the end of the furlough, Exit Policy procedures should be followed. Re-entry is then accomplished through the Identification Process.

Exit Policy

Petition for removal from the GT program may be initiated by the student, parent/guardian, GT teacher, regular classroom teacher, or principal. A conference should be held at the request to exit the program. Documentation to support the exit must be provided by the teacher if the exit is initiated by the teacher.

3. Curriculum and Instruction

The Gifted and Talented Program ensures an array of appropriately challenging learning experiences which lead to the development of advanced-level products and/or performances such as those in the Texas Performance Standards Projects. These learning opportunities are comprehensive, structured, sequenced, and challenging. Flexible pacing is employed, allowing students to learn at the pace and level appropriate to each student's abilities and skills.

The GT program focuses on teaching creative and critical thinking skills, logic, and problem-solving, accomplished through a differentiated curriculum. Students are provided the opportunity to develop a level of competency consistent with their aptitudes and interests. Students in the GT program are provided with both cognitive and affective activities.

Cognitive Skills

Research
Critical Thinking Skills
Creativity
Communication
Reasoning
Intuition

Affective Skills

Self-understanding
Responsibility
Independence
Leadership Skills
Social Skills

At the elementary, intermediate and junior high levels, students engage in self-directed learning through research, project presentations, and demonstrations. Projects are centered on open-ended tasks that show depth and complexity. They are designed to encourage higher-level thinking that provides opportunity for creative and unique ideas.

At the high school level, students engage in advanced courses, advanced placement courses and dual credit courses which provide for the necessary rigor, depth and complexity needed for gifted students. In these classes instructors differentiate the curriculum for the gifted learners to encourage higher-level thinking and opportunities for the gifted students to be creative and unique.

Student progress in the program is monitored and periodically assessed with this information being communicated to the parents or guardians through the use of a GT progress report.

Evaluation

The district evaluates the effectiveness of the GT program annually and uses the data to modify and update the program to best serve the needs of the students.

Communication

The district and/or campuses provide orientation and periodic updates for parents of students who are served in the GT program. They are informed of the array of learning opportunities provided to GT students in grades kindergarten through grade twelve.

4. Professional Learning & Development

Clyde CISD 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 is responsible for formally servicing identified Gifted/Talented students obtain appropriate training for educating the gifted child. The district will require 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 Foundational Training that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students;
2. Teachers without training required in paragraph (1) of this section who provide instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement within one semester;

3. Teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education; and
4. Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program option

Clyde CISD will encourage all teachers to attend the 30 hour GT training, have administrators attend the nature and needs training, and have counselors attend GT training too. The members of the GT selection committee will be trained in GT services before serving on the committee. Counselors will focus on the social emotional learning needs of gifted students to provide support for these learners.

5. Family/Community Involvement

Clyde CISD will involve family and community members in services of the GT program throughout the year. In the fall the orientation meeting will educate parents on the GT testing process. In the spring a GT program evaluation will be conducted with stakeholders input. Projects and productions of GT students will be shared with the community at the GT Showcase yearly and recommendations from parents will be used to enhance the district GT program.