

Refugio I.S.D. Gifted and Talented Guidelines 2018-19



**Reviewed by the Refugio ISD Board of Trustees on
August 30, 2018**

**2018-19 TIMELINE FOR IDENTIFYING G/T STUDENTS
GRADES K-12**

October 11	Notice of nominations (Gr. 1-12) and parent meeting goes out on report cards.
October 29	Notice of nominations (GR. 1-12) and parent meeting sent to County Press.
November 1	Notice of parent meeting sent to County Press. Parent/teacher nominations begin (Gr 1-12) and notice of permission for additional testing begins. Parent meeting at Refugio Elementary Library @ 5:30 p.m.
November 16	Parent/teacher nominations end.
December 3	Permission forms for further testing returned to Counselor.
December 18	Testing of nominated students and matrices completed. (GR. 1-12) S.S.E. Committee selects 2018-19 G/T students. Letters of notification sent to parents.
January 7, 2019	Parent/teacher nominations and notice for permission for additional testing begin. (Kindergarten only)
January 14, 2019	Parent permission form for G/T placement (Gr 1-12) returned to Counselor. Classes of newly identified students begin for grades (Gr.9-12).
January 18, 2019	Parent/teacher nominations end for Kindergarten .
February 1, 2019	Permission forms for testing (Kindergarten) are returned to Counselor.
February 22, 2019	Testing for Kindergarten is complete.
February 25, 2019	S.S.E. Committee selects 2018-19 Kindergarten G/T students.
March 1, 2019	G/T services for newly identified Kindergarten students begin.

**REFUGIO INDEPENDENT SCHOOL DISTRICT
GIFTED/TALENTED PROGRAM**

DEFINITION/PHILOSOPHY STATEMENT:

The Gifted/Talented Program is designed for those students who are identified by professional and qualified persons as having outstanding abilities, who consistently excel academically, or possess above average intellectual ability.

Selected students require stimulation that is unique from that received by their age peers. However, it is the district's contention that these students should not be isolated from their peers. The program is designed to provide appropriate learning experiences for these students while requiring them to function with their age peers during a majority of the school day.

Gifted and talented students are potentially-able adults and possess the ability to be leaders in our society. If not challenged, however, their ability can become stale and their creative thinking regimented. The Gifted/Talented Program will exercise and develop this natural resource for students.

In order to express our district's commitment to higher level learning opportunities for all students, we support and adopt the Texas State Board of Education's goals for services for gifted students. The state's goal for services for gifted students is designed to 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 students will have produced products and performances of professional quality as part of their program services.

LOCAL PROGRAM DEFINITION:

The Gifted/Talented Program of the Refugio Independent School District shall be a pullout program for grades K-6. Students in 7th and 8th grade will be serviced by a GT certified core subject teacher. Students in grades 9-12 will be serviced through Honors, Advanced Placement, and Dual-Credit courses.

DISTRICT PROGRAM GOALS:

The following program goals are based on the position/philosophy statement:

1. To identify students for the G/T program;
2. To understand the abilities and needs of each student;
3. To provide learning alternatives that will enable each student to develop his/her abilities to the fullest potential;
4. To help each participating student gain a realistic and healthy concept of himself/herself. To help each student recognize his/her strengths, weaknesses, areas of needed improvement, and potential; and
5. To help each participating student develop into an intellectually and creatively capable, productive, and compassionate human being.

RESPONSIBILITIES AND ASSURANCES:

The superintendent is responsible for the educational program in the district. The campus principal is responsible for the instructional program on the campus. Implementation and maintenance of the program requires a cooperative effort from the administration and teaching staff. The cooperation of parents is solicited in accomplishing the program goals.

STUDENT ASSESSMENT:

The Gifted/Talented Program of RISD is interdisciplinary in nature, thereby allowing branching into a variety of subject areas. Giftedness shall be in the area of general intellectual ability, reading/language arts, math, science and social studies. G/T Program students are those who are identified by professional and qualified persons as having outstanding abilities, manifest creative or productive thinking, and are task oriented.

A. Nomination for Program Candidacy

Nominations may be made by any of the following persons who are familiar with the student's abilities, potential, performance, and past records by completing the appropriate nomination form:

- Teachers
- Parents
- Counselors
- Administrators
- Self-nomination by student
- Community members

Written permission will be secured from the parent when testing is needed for G/T screening.

There will be specific nomination periods each year and the time table for each grade is located at the front of this manual. Nomination forms may be picked up in the office of the Counselor at each campus.

B. Screening

Screening is based upon data from a minimum of three sources that include both quantitative and qualitative measures. These may include, but are not limited to the following criteria:

- standardized achievement test
- teacher observation
- IQ Test

*Kindergarten

All nominated kindergarten students are assessed during the fourth six weeks to determine eligibility for the G/T program. Identified kindergarten students will receive G/T services beginning on March 1 of the current school year.

C. Identification

Identification is conducted by the S.S.E.C., which is composed of the campus principal, G/T teacher, and the campus counselor. Identification will be based upon completion of a student profile. Student scores will be only one criterion. The child will be holistically evaluated by the S.S.E.C. and decisions will be made for the G/T Program based on a preponderance of evidence. Services will begin for newly identified students in January (with the exception of Kindergarten).

PROGRAM DESIGN/CURRICULUM AND INSTRUCTION:

The Gifted/Talented Program of the Refugio Independent School District for grades K-6 will be a pullout program, which addresses the content areas of reading, language arts, math, science, social studies, and technology using an interdisciplinary approach. Students in grades 7-12 will be served through our Honors, Advanced Placement, and College Dual-Credit courses or by GT certified subject teachers.

FURLOUGHS, REASSESSMENT, EXITING, TRANSFER, and APPEALS:

A. Furloughs allow for students to have a leave of absence from Gifted/Talented Program services for specified reasons and for a certain period of time without being exited.

Students who are unable to maintain satisfactory performance within the structure of the Gifted/Talented Program may be placed on furlough by the selection committee. The purpose of such a furlough is to provide the student an opportunity to attain performance goals established by the selection committee. A furlough also may be granted at the request of the student and/or parent. A student may be furloughed for a period of time deemed appropriate by the selection committee. At the end of the furlough, the student's progress shall be reassessed, and the student may re-enter the gifted program, be removed from the program, or be placed on another furlough (EHBB - LOCAL). A student may not be furloughed more than twice consecutively.

B. Reassessment of gifted/talented students is based on performance in the program for gifted/talented students, and if reassessment occurs at all, it is no more than once in grades three through five, once in grades six through eight, and once in grades nine through twelve.

C. Exiting of students from Gifted/Talented Program services is based on multiple criteria, including student performance in the program, and is finalized by committee decision after consultation with parents and student regarding the most appropriate educational placement (see EHBB - LOCAL).

D. The district ensures that transfer students are properly assessed and appropriately placed within six weeks of enrollment in the district. When a student in

grades K-12 identified as gifted by a previous school district transfers into the District, the student's records shall be reviewed by the selection committee to determine if placement in the District's program for gifted and talented students is appropriate (EHBB - LOCAL). All transfer students must meet RISD guidelines to be admitted to the local program.

E. Appeals allow parents, students, and educators to appeal assessment decisions in a timely manner and to present new data, if appropriate (see EHBB - LOCAL).

PROGRAM EVALUATION:

The Gifted/Talented Program shall be evaluated periodically, and evaluation information shall be shared with Board members, administrators, teachers, counselors, students in the gifted and talented program, and the community.

FORMS

Profiles	A
Permission for Testing	B
Student Nomination by Parent or Teacher	C
Self-Nomination	D
Permission to Enroll	E
Notification of Non-Qualification	F
Request for Furlough	G
Exit	H
Guidelines Receipt	I
RISD Board Policy EHBB (LOCAL)	J
RISD Board Policy EHBB (LEGAL)	K

Student Profile
 Gifted/Talented Identification
 Refugio ISD
 Grades K-6

Name: _____ SS#: _____ Date: _____

D.O.B.: _____ Age: _____ Grade: _____

School: _____ Ethnic Code: (Circle) A AA H NA WE

Scaled Score	5	4	3	2	1
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Purdue Academic Rating Scale	44-43	42-41	40-39	38-37	36-35
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**Maximum of 5 pts awarded for highest area*

Language Arts					
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Mathematics					
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Science					
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Social Studies					
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Individual Achievement Test	99%ile	98-97%ile	96-95%ile	94-93%ile	92-91%ile
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**Maximum of 5 pts awarded for highest area*

Reading (Comprehension Gr 1-6)					
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Listening					
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Math (Problems/Problem Solving)					
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I.Q. Test	99%ile	98-97%ile	96-95%ile	94-93%ile	92-91%ile
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Grades K-12					
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Column Total					
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(10 Points or higher qualifies for the G/T Program)

Other Consideration or Evidence:					
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Grades K-12					
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Signatures:					
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G/T Teacher					
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Principal					
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Counselor					
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Student Profile
 Gifted/Talented Identification
 Refugio ISD
 Grades 7-12

Name: _____	SS#: _____	Date: _____
D.O.B.: _____	Age: _____	Grade: _____
School: _____	Ethnic Code: (Circle) A AA H NA WE	

Scaled Score	5	4	3	2	1
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Purdue Academic Rating Scale	60-58	57-56	55-54	53-52	51-50
<i>*Maximum of 5 pts awarded for highest area</i>					
Language Arts					
Mathematics					
Science					
Social Studies					

Individual Achievement Test	99%ile	98-97%ile	96-95%ile	94-93%ile	92-91%ile
<i>*Maximum of 5 pts awarded for highest area</i>					
Reading (Comprehension)					
Listening					
Math (Problems/Problem Solving)					

I.Q. Test	99%ile	98-97%ile	96-95%ile	94-93%ile	92-91%ile
Grades K-12					

Column Total					
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(10 Points or higher qualifies for the G/T Program)

Other Consideration or Evidence:	
Grades K-12	

Signatures:	
G/T Teacher	
Principal	
Counselor	

Form B

**Refugio Independent School District
Parent Permission Form**

Dear Parents,

Your child has been nominated for the Refugio G/T Program, a program for gifted and talented students, for the 2018-19 school year. To identify the children who are capable of performing well in this program, it is often necessary to do additional testing and to follow special screening and documentation procedures. Before your child is given further consideration, we need an indication of your interest in the program and your permission to involve your child in additional testing if necessary.

When final selections for the program are completed, you will be notified. It should be noted that a nomination does not mean that your child will be accepted into the program. It only indicates that he/she will be considered as a possible candidate.

This form should be returned to your child's teacher by _____.

I do _____ do not _____ want my child, _____,
(Child's Name)
considered for the Refugio G/T Program. I understand that my desire to have my
child considered includes permission to give him/her additional tests if necessary.

Parent's Signature

Form C

**Refugio Independent School District
Gifted and Talented Student Nomination Form**

Student's Name _____ Date _____

School _____ Teacher _____

Nomination made by: _____

1. What makes this child seem special to you? _____

2. Are you aware of any experiences of this child suggesting he/she has special gifts or talents (early reading, creations, activities, leadership)? Describe in specific terms. _____

Check the column which best describes the child's functioning.

	Occasionally	Often	Most of the Time
A. Learns rapidly	_____	_____	_____
B. Thinks clearly, recognizes implied relationships, comprehends meaning	_____	_____	_____
C. Reads above grade level	_____	_____	_____
D. Retains what he/she has heard or read without appearing to need much rote or drill	_____	_____	_____
E. Has a large vocabulary	_____	_____	_____
F. Is independent, individualistic, self-sufficient	_____	_____	_____
G. Is curious, investigative	_____	_____	_____
H. Asks penetrating, searching questions	_____	_____	_____
I. Has long attention span	_____	_____	_____
J. Produces original products	_____	_____	_____
K. Prefers complex ideas	_____	_____	_____

**Refugio Independent School District
Self-Nomination Form**

Student's Name _____ **Date** _____

School _____ **DOB** _____

**Check areas in which you think you have special abilities or talents and tell why
your think you have special abilities or talents in these areas.**

Areas

_____ **General Intellectual Ability**

_____ **Math**

_____ **Science**

_____ **Social Studies**

_____ **Language Arts**

_____ **Reading**

**Refugio Independent School District
Permission to Enroll Form**

I give permission for my child, _____, to enroll in the Refugio G/T Program. I understand that participation in this program is voluntary and on a selective basis. I also understand that periodical reviews of my child's progress will be made to ascertain the need for his/her continued placement in the program.

Signature of Parent/Guardian

Date

**Refugio Independent School District
Notice of Non-qualification**

Dear Parent,

After carefully considering all the criteria for selection into the Refugio G/T Program for the school year, _____'s score did not qualify him/her for the program. Please understand that not all students who were nominated for the program qualify. If you wish, your child may be nominated again next year or you may schedule an appointment with the counselor to discuss this decision.

If you have any questions about the screening and selection process, please contact the campus principal.

<u>SSE Committee</u>	<u>Position</u>	<u>Date</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Refugio Independent School District
Gifted/Talented Program
Request for Furlough Form**

Child's Name _____ Date _____

Person making the request for a furlough _____

Position of the person making the request for a furlough (Parent, Guardian,
Student,...etc.) _____

Reason for the furlough request:

Signature of Person Making Request

___ Placed on furlough (Beginning Date _____ Ending Date _____)

___ Re-enter the G/T Program

___ Exit the G/T Program

___ Placed on another furlough (Beginning Date _____ Ending Date _____)

<u>SSE Committee</u>	<u>Position</u>	<u>Date</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Parent/Student Signature _____

***A student may not be furloughed more than twice consecutively.**

Form H

**Refugio Independent School District
Gifted/Talented Program Exit Form**

Student: _____

This is to indicate that the principal, the G/T teacher, the classroom teacher and the parent of _____ have been informed that the best educational plan for him/her would be not to continue in the Refugio G/T Program. We understand that the student will be eligible to be nominated for the G/T Program next year.

Reason for Exit:

Date

Parent/Guardian Signature

SSE Committee Signatures:

Principal

G/T Teacher

Counselor

Form I

**Refugio Independent School District
Gifted/Talented Guidelines Receipt**

Student's Name _____

School Name _____

Please place a check in the blank by your choice of G/T Guidelines.

I will access the Gifted and Talented Guidelines through the Refugio ISD website: www.refugioisd.net so I do not need a hard copy.

I would like to receive a hard copy of the Gifted and Talented Guidelines.

Signature of Parent/Guardian

Date

SPECIAL PROGRAMS
GIFTED AND TALENTED STUDENTS

EHBB
(LOCAL)

NOMINATION / REFERRAL	Students may be nominated/referred for the gifted and talented program at any time by teachers, counselors, parents, or other interested persons.
SCREENING AND IDENTIFICATION PROCESS	The District shall provide assessment opportunities to complete the screening and identification process for nominated/referred students at least once per school year.
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.
IDENTIFICATION CRITERIA	The Board-approved program for the gifted and talented shall establish criteria to identify gifted and talented students. The criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities.
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.
SELECTION	A selection committee shall evaluate each nominated/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.
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.
NO REASSESSMENT	The District shall not perform routine reassessments.
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 to determine if placement in the District's program for gifted and talented students is appropriate.

SPECIAL PROGRAMS
GIFTED AND TALENTED STUDENTS

EHBB
(LOCAL)

The selection committee shall make a determination within 30 calendar days of the student's enrollment in the District and shall base the decision on the transferred records, observation reports of District teachers who instruct the student, and student and parent conferences.

[See FDD(LEGAL) for information regarding transfer students and the Interstate Compact on Educational Opportunities for Military Children]

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 administrative regulations, 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 program, be placed on another furlough, or be exited from the program.

EXIT PROVISIONS

The District shall monitor student performance in the program. If at any time the selection committee determines it is in the best interest of the student and his or her educational needs, the committee may exit a student from the program. If a student or parent requests removal from the program, the selection committee shall meet with the parent and student before honoring the request.

APPEALS

A parent or student may appeal any final decision of the selection committee regarding selection for or exit from the gifted program. Appeals shall be made first to the selection committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.

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 Board members, administrators, teachers, counselors, students in the gifted and talented program, and the community.

COMMUNITY
AWARENESS

The District shall ensure that information about the District's gifted and talented program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program.

SPECIAL PROGRAMS
GIFTED AND TALENTED STUDENTS

EHBB
(LEGAL)

The District shall establish a process for identifying and serving gifted and talented students and shall establish a program for those students in each grade level. The District may establish a shared services arrangement with other districts. *Education Code 29.122*

DEFINITION

“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. *Education Code 29.121*

IDENTIFICATION

Students shall be identified as gifted/talented in accordance with a written policy that includes:

1. Provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in Education Code 29.121.
2. Assessment measures collected from multiple sources according to each area defined in the Texas State Plan for the Education of Gifted/Talented Students.
3. Data and procedures designed to ensure that students from all populations in the District have access to assessment and, if identified, to services provided for the gifted/talented program.
4. Provisions for final selection of students to be made by a committee of at least three local District educators who have received training in the nature and needs of gifted students.
5. Provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of District decisions regarding program placement.

19 TAC 89.1

LEARNING
OPPORTUNITIES

The District shall provide an array of learning opportunities for gifted/talented students in kindergarten through grade 12 and shall inform parents of the opportunities. Options shall include:

1. Instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently.
2. A continuum of learning experiences that leads to the development of advanced-level products and performances.

3. In-school, and when possible, out-of-school options relevant to the student's area of strength that are available during the school year.
4. Opportunities to accelerate in areas of strength.

19 TAC 89.3

Note: See DMA(LEGAL) for training requirements for teachers of GIFTED AND TALENTED EDUCATION.
