

Comanche ISD  
047901

Special programs  
Gifted/Talented Students

<b>STATE GOAL FOR SERVICES FOR GIFTED/TALENTED STUDENTS</b>
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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.
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### **1. Student Assessment**

**Assessment instruments and gifted/talented identification procedures provide students an opportunity to demonstrate their diverse talents and abilities.**

**Board Policy Approval**—This policy shall be approved by the board and reviewed *at least once every three years* and modified as needed.

**Dissemination**—*An awareness session providing an overview of the assessment procedures and services for gifted/talented students will be offered for families by the district and/or campus prior to the nomination/referral period. A translator will be provided for Hispanic parents as needed.*

Basic information about the gifted/talented program will be provided in the student handbook.

**Nomination/Referral Forms and Procedures**—These forms will be included in the student handbook, *made available at the awareness session*, and/or provided upon request at any campus. These forms will be made available in both Spanish and English or an interpreter will be provided.

**Assessment Results**—Families and staff are informed of student assessment results and placement decisions as well as given opportunities to schedule conferences to discuss assessment data. *An interpreter will be provided for Spanish speaking families.*

**Transfer Students**—When a student identified as gifted/talented by a previous school district transfers into the District, the student's records shall be reviewed by the gifted/talented coordinator and administration for the campus to which the student is transferred to determine if placement in the District's program for gifted/talented student is appropriate. The District retains the right to retest the student if the data collected from the previous district does not provide data based on current best-practice

recommendations. A decision on placement will be made within six weeks of enrollment of the student in the District.

A student in the gifted/talented program will automatically transfer to another campus within the District.

When a student in the gifted/talented program transfers to another district either in or out of Texas, that district is provided with the student's assessment data by the District.

**Reassessment**—The District shall not perform routine reassessments.

**Furloughs**—A student who is unable to maintain satisfactory performance within the structure of the gifted/talented program may be placed on furlough by a committee composed of at least three individuals. Included on this committee should be a parent and/or student and at least two individuals who have received training in gifted education. The purpose of the furlough is to provide the student an opportunity to attain performance goals established by the committee. A furlough may be granted at the request of the student, parent, and/or teacher.

A student may be furloughed for a period of time deemed appropriate by the committee. At the end of the furlough, the student's progress shall be reassessed, and the student may reenter the gifted program or be exited from the program. A furlough period shall not extend past one school year.

**Exit Provisions**—Student performance in the program shall be monitored. A student shall be removed from the program at any time the selection committee determines it is in the best interest of the student to do so based on evidence of multiple criteria including student performance in response to services of the gifted/talented program.

If a student or parent requests removal from the program, the committee shall meet with the parent and/or student to discuss the educational needs of the student before honoring the request.

**Appeals**—A parent or student may appeal any final decision of the selection committee regarding selection for or removal from the gifted program. Appeal shall be made first to the selection committee. New data may be presented, if appropriate. Any subsequent appeals shall be made in accordance with (regular board policy.)

**Identification Process**—Identification of gifted/talented services is ongoing. Routine testing of nominated students will be done at least once a year.

Parents and/or interested parties will be notified of deadlines for nominations for the routine testing of all students.

*Special testing may be done as the need arises.*

**Assessment and Service**—Students in grades K-12 are assessed and, if identified, provided services in the four (4) foundation curricular areas, *arts, creativity, and/or leadership*.

**Kindergarten Assessment**—All kindergarten students are automatically considered for gifted/talented services through a nonverbal assessment.

**Assessment Data**— In kindergarten, as many criteria as possible, and at least three (3), are used to assess students in areas of giftedness served by the District who perform at remarkably high levels of accomplishment relative to age peers. In grades 1-12, qualitative and quantitative data are collected through three (3) or more measures and used to determine whether or not a student needs gifted/talented services. Students are assessed in a language they understand or with nonverbal assessments. *For services available in leadership, artistic areas, and creativity, a minimum of three (3) criteria are used for assessment.*

**Assessment Population Reflection**— Access to assessment and, if needed, gifted/talented services is available to all populations of the district. The goal is for the population of the total District to be reflected in the population of the gifted/talented services program. (Over the past two years the population as has become more closely reflective--R) *(Reflection two of past three years for exemplary).*

**Selection Committee**—The selection committee is formed of at least three (3) local district or campus educators who have received training in the nature and needs of gifted/talented students. *It is preferred that a majority of members have completed thirty (30) hours of training (Recommended) and are current with the six-hour update (Exemplary) as required by 19 TAC 89.2(2).*

**Program Placement Decisions**—A balanced examination of all assessment data collected through the District's gifted/talented assessment process is conducted and used by the selection committee in making identification decisions. *Additional data beyond that collected by the District's standard gifted/talented assessment process may be considered, as needed, by the selection committee in making identification decisions in order to make the most appropriate placement.*

## **2. Service Design**

**A flexible system of viable service options provides a research-based learning continuum that is developed and consistently implemented throughout the District to meet the needs and reinforce the strengths and interests of gifted/talented students.**

**Learning Opportunities**—Students have 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. Information concerning special opportunities (contests, academic recognition, summer camps, community programs, volunteer opportunities, etc.) is available and disseminated to parents and community members. Specialists and advocates for gifted/talented students are consulted in the development of program policies and options.

*Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging including options in the four (4) foundation curricular areas, arts, leadership, and creativity.*

**Grouping**—Gifted/Talented students are ensured opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year as a direct result of the gifted/talented service options. Flexible grouping patterns and independent investigations are employed in the four (4) foundation curricular areas.

**Out-of-School Options**—Options relevant to the student’s area of strength are provided by school districts (on a continuous basis outside of the school day--Recommended).

**Acceleration**—Students are given the opportunity to participate in credit by examination and early high school graduation consistent with State Board of Education rules. Flexible pacing is employed, allowing students to learn at the pace and level appropriate for their abilities and skills. Students may participate in dual/concurrent enrollment, correspondence courses, distance learning opportunities, accelerated summer programs, and/or the Distinguished Achievement program (DAP). *Acceleration options are actively facilitated by district administrators, counselors, and teachers.*

**Fiscal Responsibility**—No more than 15% of state funds allocated for gifted/talented education is spent on indirect costs as defined in the Financial Accounting and Reporting Module (Financial Accountability Resource guide). At least 85% of the funds allocated to gifted/talented education is spent on assessment and services for gifted students. Local funding for gifted/talented education programs is used to supplement the state funding. *Additional funding from business partnerships, scholarships, parent group fundraisers, etc. is used to supplement the state and local funding.*

**Evaluation**—Student assessment and services are in compliance with the Texas State Plan for the Education of Gifted/Talented Students. Annual evaluation activities are conducted for the purpose of continued service development. Long-range evaluation of services is based on evidence obtained through gifted/talented-appropriate performance measures such as those provided through the Texas performance Standards Project. Gifted/talented education policies and procedures are reviewed and recommendations for improvement are made by an advisory group of community members, parents of gifted/talented students, school staff, and gifted/talented education staff which meets regularly for that purpose. *Ongoing formative and summative evaluation strategies, based on quantitative and qualitative data, are reviewed by the school board and used for substantive program improvement and development.*

**District Coordinator**—A person who has thirty (30) hours of staff development in gifted/talented education as required in 19 TAC 89.2(1) is assigned to coordinate district level services for gifted/talented students in grades K-12.

*The coordinator position is filled by a person with gifted/talented endorsement, supplemental certification, or advanced degree in gifted/talented education.*

### **3. Curriculum and Instruction**

**The District meets the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school.**

**Curriculum Opportunities**—An array of appropriately challenging learning experiences in each of the four (4) foundation curricular areas is provided for gifted/talented students in grades K-12, and parents are informed of the opportunities.

Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research.

A comprehensive manual or program guide is provided describing all programs and services for gifted/talented students in grades K-12.

Opportunities are provided for career and leadership assessment and training in areas of student strength.

*Curriculum options in intellectual, creative and/or artistic areas; leadership; and specific academic fields are provided for gifted/talented students.*

**Products and/or Performances**—Participation in the Texas Performance Standards Project (TPSP), or other experiences that result in the development of sophisticated products and/or performances that are targeted to an audience outside the classroom, is available through gifted/talented curricula.

*The opportunity for students who have been served in a gifted program for one or more years to develop sophisticated products and/or performances assessed by external evaluators who are knowledgeable in the field that is the focus of the product is available through gifted/talented curricula.*

**Acceleration**—Opportunities are provided to accelerate in areas of student strengths. Flexible pacing is employed, allowing students to learn at the pace and level appropriate to their abilities and skills.

*Scheduling modifications are implemented in order to meet the needs of individual students.*

**Curriculum and Instruction Evaluation**—The gifted/talented program is a part of the district and campus improvement plan.

Curriculum is modified based on annual evaluations.

Resources and release time for staff are provided for curriculum development for gifted/talented services.

The district will use current best practices to evaluate resources used to serve gifted/talented students and to select materials that are appropriate for differentiated learning.

*Gifted/talented curriculum is designed and evaluated through collaboration by specialists in content areas, instructional techniques, and gifted/talented education and is monitored regularly by trained administrators.*

**Vertical Alignment**—Release time and/or extended contracts are provided to enable teachers at all levels to form vertical teams that coordinate gifted/talented services in the District (R).

**Student Evaluation**—Student progress/performance in response to gifted/talented services is periodically assessed *using standards developed by experts in the areas served*. Results are communicated to parents or guardians.

#### **4. Professional Development**

**All personnel involved in the planning, creation, and delivery of services to gifted/talented students possess the knowledge required to develop and provide appropriate options and differentiated curricula.**

**Required 30 Hour Training**—A minimum of thirty (30) clock hours of professional development that includes nature and needs of gifted/talented students, identification and assessment of gifted/talented students' needs, and curriculum and instruction for gifted/talented students is required for teachers who provide instruction and services that are a part of the District's defined gifted/talented services.

Teachers are required to have completed the thirty (30) hours of professional development prior to their assignment to the District's gifted/talented services.

Teachers without required training who are assigned to provide instruction and services that are part of the District's defined gifted/talented services are required to complete the thirty (30) hour training within one semester.

**Release Time** is provided for teachers and administrators to visit campuses or districts that have model services for gifted/talented students (R).

*District support in the form of release time or tuition assistance is available for graduate studies in gifted/talented education for teachers who provide services to gifted/talented students.*

**Written Plan** for professional development in the area of gifted/talented education that is based on identified needs is implemented and updated annually (R).

**Six (6) Hour Update**—Teachers who provide instruction and services that are a part of the District's defined gifted/talented services receive a minimum of six (6) hours annually of professional development in gifted/talented education that is related to state teacher education standards (19 TAC 89.2(3) and TAC 233.1).

All staff receive an orientation of the district's gifted/talented identification processes and gifted/talented services provided by the District or campus, along with training on the nature and needs of the gifted/talented (R).

Annually, each teacher new to the district receives an orientation to the District's gifted/talented identification processes and the District's services for gifted/talented students (R).

**Six (6) Hour Training**— Administrators and counselors who have authority for service decisions are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students and service options for gifted/talented students (19 TAC 89.2 (4)) *and receive a minimum of six (6) hours annually of professional development in gifted/talented education (E).*

Local district boards of trustees are encourage to pursue professional development on the *Texas State Plan for the Education of Gifted/Talented Students* (R).

**Evaluation of Professional Development** activities provided by the District for gifted/talented education is ongoing and related to state teacher education standards, and the results of the evaluation are used in making decisions regarding future staff development pans (19 TAC 89.5 and TAC 233.1).

**Professional Development**--opportunities in the area of gifted/talented education are provided on a regular basis, and information on them is disseminated to professionals in the district. (R)

## **5. Family/Community Involvement**

**The District involves family and community members in services designed for gifted/talented students throughout the school year.**

**Board Policies** are disseminated to parents.

Input from family and community representatives on gifted/talented identification and assessment procedures is invited annually (R). Information is shared or meetings are held annually requesting parent and community recommendations regarding students who may need gifted/talented services (R).

**Parent Awareness** Parents are made aware of the learning opportunities provided for gifted/talented students in grades K-12.

This may be done through an orientation and periodic updates (R).

*Parents are given an opportunity to participate in a parent association for the gifted/talented.*

**Parent/Community Advisory Committee** gives support and assistance to the district in gifted/talented service planning and improvement (R).

*Support for mentorship and independent study programs in the district is solicited by the parent/community advisory committee.*

**Community Volunteers** *are organized and provided an orientation about working with gifted/talented students.*

*Liaisons with business and community organizations are established, and the use of community resources is evident in the service options available for gifted/talented students.*

**Annual Evaluation** The effectiveness of gifted/talented services is evaluated annually, and the data is used to modify and update district and campus improvement plans. Parents are included in the evaluation process (TEC 11.251-11.253).

**Products and Achievements** of gifted/talented students are shared with the community (R).

**Presentations** are given to community groups and organizations to solicit their involvement in services for gifted/talented students (R).

**Community Resources** are compiled into a data bank for use by gifted/talented students, their teachers, and their parents (R).

Note:

This policy is based on the revised *Texas State Plan for Education of Gifted/Talented Students*.

Statements that are in *italics* are considered Exemplary.

If a statement is followed by (R), it is Recommended.

All other statements are part of the Compliance requirements or are already a part of current practices for our district.