



# Policy and Procedures for Academically Gifted & Talented Students

School Board Reviewed 7.20.2015

## 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 a pull-out program or through the Pre-Advanced Placement, 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.

## Identification and Placement

Students may be nominated by teachers, parents or guardians in the fall of each year. Kindergarten students are assessed for identification in January and placed by March 1<sup>st</sup>, and all other students beginning in March are assessed. Written parental consent is obtained before testing is conducted as part of the screening and identification 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/ April
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.

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 4 out of 6 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 testing.

### 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.

### 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.

## Curriculum

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 junior high and high school levels, students engage in pre-advanced placement, 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.

## Professional 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 GIFTED AND TALENTED FORMS:

#### PUBLIC ANNOUNCEMENT OF REFERRAL PERIOD

##### Public Notice

Clyde CISD is now accepting referrals for students who may need Gifted/Talented Services for the school year. This program is designed for students who exhibit intellectual and creative thinking abilities at an extraordinary level not normally served in the regular classroom. Services are provided only upon identification of education needs of the student. Anyone wishing to refer a student attending Clyde CISD in kindergarten through twelfth grade this school year is asked to go by the student's campus office and request a copy of the referral form. This form must be returned to the school by \_\_\_\_\_.

#### ANUNCIO PÚBLICO DEL PERIODO DE REFERENCIA

##### Aviso Público

El Distrito Escolar de Clyde CISD está aceptando referencias para estudiantes que puedan necesitar servicios de Gifted/Talented (programa para estudiantes que tengan talentos/inteligencia más alta que sus iguales) para el año escolar. Este programa está diseñado para estudiantes que muestran habilidades intelectuales y habilidades inventivas de nivel extraordinario que normalmente no se sirve en las clases regulares. Los servicios son prestos únicamente cuando hay identificación de necesidades educativas del estudiante. Cualquiera persona que quiera referir a un estudiante en grados de kínder hasta el grado duodécimo dentro del Distrito Escolar de *Clyde CISD*, puede ir por la oficina de la escuela del estudiante para pedir una copia de la forma de registro. Esta forma necesita ser devuelto a la escuela para el día\_\_\_\_\_.

Please complete this form and return it to school no later than .

Clyde CISD  
Gifted and Talented Program

Gifted and Talented Nomination Form

Student Name: \_\_\_\_\_ Campus: \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Nominated by: \_\_\_\_\_ Relationship to student: (circle 1) parent teacher  
Other: \_\_\_\_\_

Parent's Name: \_\_\_\_\_ Primary Phone: \_\_\_\_\_

Address: \_\_\_\_\_ Work Phone: \_\_\_\_\_

\*\*Signature: \_\_\_\_\_ Date \_\_\_\_\_

**\*\*Your signature indicates your permission for your child to receive a battery of assessment.**

### **Some Characteristics of a Gifted Child**

- **Learns skills independently & makes connections without repetitive formal instruction**
- **Demonstrates highly developed reasoning**
- **Employs complex problem-solving strategies**
- **Expresses ideal, feelings, experiences, and/or beliefs in original ways**
- **Demonstrates ability to lead large and small groups**
- **Is poised with adults and engages them in adult conversations**
- **Strives to achieve high standards especially in areas of strength and/or interest**
- **Shows initiative, self-direction, and/or high level of confidence**

## The Differences between a Bright Child and a Gifted Learner



### Bright Child

- Knows the answers
- Is interested
- Is attentive
- Has good ideas
- Works hard
- Answers the questions
- In the Top Group
- Listens with interest
- Learns with ease
- 6-8 repetitions for mastery
- understands ideas
- Enjoys peers
- Grasps the meaning
- Completes assignments
- Is receptive
- Copies accurately
- Enjoys school
- Absorbs information
- Technician
- Good memorizer
- Enjoys straightforward, sequential presentations
- Is alert
- Is pleased with own learning

### Gifted Learner



- Asks questions
- Is highly curious
- Is mentally & physically involved
- Has wild, silly ideas
- Plays around, yet tests well
- Discusses in detail, elaborates
- Beyond the group
- Shows strong feeling, opinions
- Already knows
- 1-2 repetitions for mastery
- Constructs abstractions
- Prefers adults
- Draws inferences
- Initiates projects
- Is intense
- Creates a new design
- Enjoys learning
- Manipulates information
- Inventor
- Good Guesser
- Thrives on complexity
- Is keenly observant
- Is highly self-critical

By Janice Szabos

Challenge, 1989, Good  
Apple, Inc

**Clyde CISD  
Parent or Teacher Questionnaire**

Student \_\_\_\_\_ School Year \_\_\_\_\_ Grade Level \_\_\_\_\_

*Please print clearly or type. **Circle the appropriate answer and give an example for each.**  
You may include up to 5 pages of additional information.*

	Occasionally		Consistently		Frequently
	1	2	3	4	5
My child has developed attitudes and interests at an early age which leads to divergent and nonconformist expression					

**Example:**

My child demonstrates highly developed reasoning & employs complex problem-solving strategies	1	2	3	4	5
---	---	---	---	---	---

**Example:**

My child strives to achieve high standards especially in areas of his/her strength and/or interest	1	2	3	4	5
--	---	---	---	---	---

**Example:**

Displays a keen sense of humor in situations /events that may not appear humorous to children his age	1	2	3	4	5
---	---	---	---	---	---

**Example:**

Demonstrates ability to lead large & small groups while exhibiting a strong sense of loyalty & responsibility	1	2	3	4	5
---	---	---	---	---	---

**Example:**

Learns skills independently & makes connections without formal Instruction.	1	2	3	4	5
---	---	---	---	---	---

**Example:**

My child is highly creative and/or inventive	1	2	3	4	5
--	---	---	---	---	---

**Example:**

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

**Please give an example for each. Thank you.**



The decision to place or defer placement is based on perceived educational needs. The committee has reached a placement decision based on the following:

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<p>COMMITTEE DECISION</p> <p><input type="checkbox"/> Accepted</p> <p><input type="checkbox"/> Did not qualify</p>
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COMMITTEE MEMBERS:

Parent:		Committee Member:	
Student:		Committee Member:	
Committee Member:		Committee Member:	

Date of Meeting: \_\_\_\_\_

**Gifted and Talented Services  
Furlough from G/T Services Form**

Requested by: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Student's Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Length of Furlough Requested \_\_\_\_\_

Reason for request:


Gifted/Talented Committee Decision:

\_\_\_\_\_ Furlough Granted

\_\_\_\_\_ Furlough Denied

Date of committee meeting: \_\_\_\_\_

Return date: \_\_\_\_\_

Length of Furlough: \_\_\_\_\_

Comments:


Signatures:

Parent:		Committee Member:	
Student:		Committee Member:	
Committee Member:		Committee Member:	





# Clyde Cisd

## GT pull-Out Progress Report SAMPLE

Name \_\_\_\_\_ Campus \_\_\_\_\_ Grade \_\_\_\_\_  
 Homeroom Teacher \_\_\_\_\_ GT Teacher \_\_\_\_\_

This progress report is one component of a communication system between home and school.

Marking Code	1 - Limited	2 - Developing	3 - proficient	4 - Exemplary
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GT progress report marking code descriptors are listed in the rubric on reverse side.

Six Weeks	Units of Study	Marking Code
1	Creative Writing	
2	KC3 Kids Creating Community Content	
3	Artistic Endeavors	
4	Critical Thinking Skills/Inventive Thinking	
5	Logical Thinking/Solve a Mystery	
6	Community Powerpoint presentations	

Work Habits/Study Skills	Six Weeks					
	1	2	3	4	5	6
Adapts to and Completes GT Learning Tasks						
Demonstrates Organizational Skills						
Manages Time						
Interacts Well with Others						
Follows Directions and/or Rules						



PLEASE SIGN AND RETURN ONE COPY

Student's Signature \_\_\_\_\_

Six Weeks Cycle 1 2 3 4 5 6

Parent's Signature \_\_\_\_\_

Date \_\_\_\_\_

**Clyde CISD**  
**Required Gifted/Talented 30-Hour Training**

Educator Name \_\_\_\_\_

<b>Class</b>	<b>Available from Region 14:</b>	<b>Date Completed</b>
1. Nature and Needs of the Gifted	Face-to-face or online	
2. Assessing Student Needs for the G/T Program	Face-to-face or online	
3. Curriculum and Instruction for Gifted Students 1	Face-to-face or online	
4. Curriculum and Instruction for Gifted Students 2	Face-to-face	
5. Curriculum and Instruction for Gifted Students 3	Face-to-face or online	

Please attach training certificates or a professional development transcript.

**Clyde CISD**  
**District Gifted/Talented Coordinator Responsibilities**

August-September	November-December	Spring
<input type="checkbox"/> New district faculty members providing Gifted/Talented services have secured the 30 hours of G/T foundational required professional development. If this is not possible, new faculty must obtain the training within one semester.	<input type="checkbox"/> Place notice of referral for student assessment in local newspaper or on school website. Notice should be available in English as well as Spanish.	<input type="checkbox"/> Conduct and/or oversee administration of assessment instruments to nominated students.
<input type="checkbox"/> Administrators and counselors, who have authority to make program decisions, or assess students, should have 6 hours of Nature and Needs of the gifted professional development.	<input type="checkbox"/> Campus office should have referral forms available.	<input type="checkbox"/> Kindergarten assessment should be completed by mid-February.
<input type="checkbox"/> Campus principals are provided with an updated list of identified Gifted/Talented students.	<input type="checkbox"/> Host a district-wide parent information meeting on identification procedures and program services. Involve teachers from each campus to explain how identified students are served.	<input type="checkbox"/> Meet with Gifted/Talented Committee to discuss qualification of Kindergarten students <b>prior to March 1</b> . Kinder identified students <b>must</b> receive services by March 1.
<input type="checkbox"/> Documentation of G/T Services forms are disseminated to campus administrators.	<input type="checkbox"/> Once the referral period has closed, obtain written parental permission for assessment of each student.	<input type="checkbox"/> Notify PEIMS coding coordinator of identified Kinder students <b>prior to March 1</b> .
<input type="checkbox"/> Annually establish means of informing parents how students will receive services (meeting, letter, and website).	<input type="checkbox"/> Maintain staff development records of applicable staff	<input type="checkbox"/> Meet with Gifted/Talented Committee in May to discuss qualification of students in grades 1-12.
<input type="checkbox"/> Make copies of local Gifted/Talented policy and procedures available at each campus as well as The Texas State Plan for the Education of Gifted/Talented Students ( <a href="http://ritter.tea.state.tx.us/gted/GTStatePlanEnglishAug05.pdf">http://ritter.tea.state.tx.us/gted/GTStatePlanEnglishAug05.pdf</a> ), and upon request by individuals.		<input type="checkbox"/> Administer and collect surveys over G/T services from teachers, students, and parents. Aggregate data and disseminate to superintendent, campus administrators, school board, and District Improvement Team.
<input type="checkbox"/> Check with PEIMS coding coordinator to confirm correct coding of newly identified students.		<input type="checkbox"/> Collect campus Documentation of G/T Services forms for year
<input type="checkbox"/> Check to confirm student portfolios are housed at each student's campus		<input type="checkbox"/> Attend Spring G/T Coordinator meeting at Region 14 in May.
<input type="checkbox"/> Attend fall G/T Coordinator meeting at Region 14 in September.		

**Clyde CISD  
Campus Administrator Responsibilities**

<b>August-September</b>	<b>November-December</b>	<b>Spring</b>
<input type="checkbox"/> New campus faculty members providing Gifted/Talented services have secured the 30 hours of G/T foundational required professional development. If this is not possible before the school year begins, new faculty must obtain the training within one semester.	<input type="checkbox"/> Make available referral forms for parents and community members who wish to nominate a student for testing. Notice should be available in English as well as Spanish.	<input type="checkbox"/> Assist district G/T Coordinator in administering and collecting surveys over G/T services from teachers, students, and parents.
<input type="checkbox"/> To the extent possible, cluster G/T students in the same class sections.	<input type="checkbox"/> Once the referral period has closed, obtain written parental permission for assessment of each student.	<input type="checkbox"/> Campus Improvement Plans should contain at least one indicator for improvement of G/T services each year based on campus survey data.
<input type="checkbox"/> Campus G/T teachers are provided with an updated list of identified Gifted/Talented students.	<input type="checkbox"/> Maintain staff development records of G/T teaching staff	<input type="checkbox"/> Collect forms documenting G/T services from G/T teachers at the end of the second semester.
<input type="checkbox"/> Campus G/T teachers are provided with copy of local G/T policy and procedures as well as The Texas State Plan for the Education of Gifted/Talented Students ( <a href="http://ritter.tea.state.tx.us/gted/GTStatePlanEnglishAug05.pdf">http://ritter.tea.state.tx.us/gted/GTStatePlanEnglishAug05.pdf</a> ).	<input type="checkbox"/> Collect forms documenting G/T services from G/T teachers at the end of the first semester.	<input type="checkbox"/> As spring identification are finalized, place copy of student profile for qualifying students in permanent records
<input type="checkbox"/> Documentation of G/T Services forms are disseminated to G/T teachers.	<input type="checkbox"/> As PDAS walk-throughs and observations are conducted, look for evidence of teachers using Depth and Complexity with their G/T students as well as requiring advanced level products and performances.	<input type="checkbox"/> If identified students are moving to another campus, collect students' portfolios and send to new campus.
<input type="checkbox"/> Establish means of informing parents how students will receive services (meeting, letter, and website).	<input type="checkbox"/> Assure current G/T teaching faculty have obtained a 6-hour G/T credit professional development update	
<input type="checkbox"/> Maintain several copies of local Gifted/Talented policy and procedures as well as The Texas State Plan for the Education of Gifted/Talented Students available to G/T parents upon request		
<input type="checkbox"/> Check with PEIMS coding coordinator to confirm correct coding of newly identified students.		
<input type="checkbox"/> Check to confirm student portfolios are received by students' new teachers and maintained throughout the year.		

**Clyde CISD  
G/T Teacher Responsibilities**

<b>Beginning of Year</b>	<b>Ongoing</b>	<b>End-of-Year</b>
<input type="checkbox"/> If this is your first year to provide Gifted/Talented services, make sure you have secured the 30 hours of G/T foundational required professional development. If this is not possible prior to the school year beginning, it must be obtained before the end of the first semester. Maintain copies of professional development records as proof of training.	<input type="checkbox"/> Differentiate for identified students on a regular basis through incorporating Depth and Complexity, as well as advanced products and performances. Other means of differentiation can be offered at your discretion based on student needs. Grades should always be based on grade-level TEKS.	<input type="checkbox"/> Assist district G/T Coordinator and campus administrator in administering and collecting surveys over G/T services from teachers, students, and parents.
<input type="checkbox"/> Obtain a current list of identified Gifted/Talented students.	<input type="checkbox"/> Maintain student portfolios, adding one product/performance per semester.	<input type="checkbox"/> Submit 2 <sup>nd</sup> semester documentation of services form to your campus administrator.
<input type="checkbox"/> Obtain a copy of local G/T policy and procedures as well as The Texas State Plan for the Education of Gifted/Talented Students from your campus administrator. Familiarize yourself with district and state requirements.	<input type="checkbox"/> Maintain documentation of services forms and submit to your campus administrator at the end of each semester.	<input type="checkbox"/> Send student portfolios to the next grade level. Check with your campus administrator if you are unsure of who should receive them.
<input type="checkbox"/> Secure Documentation of G/T Services forms from your campus administrator. You should maintain one form for each identified G/T student and will turn these in each semester to your campus principal.	<input type="checkbox"/> Make sure you have received 6-hours of G/T update professional development credit each year you provide Gifted/Talented services and maintain copy of certificate for proof.	
<input type="checkbox"/> Coordinate with your campus administrator to establish a means of informing parents how students will receive services (meeting, letter, website, etc.).		
<input type="checkbox"/> If parents of identified students request copies of local Gifted/Talented policy and/or procedures, as well as The Texas State Plan for the Education of Gifted/Talented Students, secure copies from your campus administrator.		
<input type="checkbox"/> Locate student portfolios through your campus administrator and add one product/performance for the student each semester.		