

PLAN FOR EDUCATIONALLY GIFTED STUDENTS**EHBB-R****I. DEFINITION OF GIFTED/TALENTED STUDENTS**

Gifted and talented students are those who excel consistently or who show the potential to perform at a remarkably high level of accomplishment in any one or a combination of the following areas: general intellectual ability, specific subject matter aptitude, creative and productive thinking ability, leadership ability, ability in the visual and performing arts, and psychomotor ability. These children require educational experiences beyond those normally provided by the regular school program. The Dumas Independent School District recognizes that students identified as gifted and talented can come from all races, socio-economic groups, geographical locales, and environments.

The Plan for Educationally Gifted Students in the Dumas Independent School District will serve students in the following areas: general intellectual ability, specific subject matter aptitude, creative and productive thinking ability.

II. NOMINATION AND SCREENING PROCESS**1. SCREENING**

Screening procedures will provide equal access for all students. Identification procedures will not discriminate against any person or group for reasons of sex, race, creed, ethnic origin, or religious preference.

- 1.1 The placement of students in Gifted/Talented is determined by a multi-step process in including identification, screening, and selection. This is an on-going process designed to identify those whose intellectual ability or specific talent warrants educational activities beyond traditional classroom instruction.
- 1.2 An annual system-wide identification program
 - provides parents and children an opportunity to participate in meetings explaining the Gifted/Talented program
 - provides testing as necessary to determine if the student might meet the requirements for program entry
- 1.3 An assessment period is available during the first six weeks of the school year for students who are new students transferring to Dumas I.S.D.
- 1.4 At the kindergarten level, initial assessment is conducted on kindergarten students through activities and observation. Assessment measures are administered to those students nominated through this procedure and other

referrals. Formal identification of kindergarten students will be completed by the Placement Committee by March 1.

2. IDENTIFICATION

2.1 Students will automatically be nominated for the testing procedure by the following:

Referrals (nominations) made by:

- principals
- teachers who have had or presently have the child in class
- parents who nominate their child or other children
- community members who are aware of students
- facilitator as based on test data or other available material
- counselors
- self
- other students

2.2 Parent's written permission must be secured in order to administer measurement criteria.

2.3 The facilitator will arrange for testing of the student and will administer and collect the appropriate measurement criteria which may include, but not be limited to, the following:

- SAGES-2
- Naglieri Non-Verbal Ability Test
- Otis-Lennon School Ability Test *
- Parent Rating Scale *
- Teacher Rating Scale *
- Exercise of Divergent Thinking *
- Torrance Test of Creative Thinking*
- Cumulative grade average in math, science, English, and social studies
*** (Secondary only)
- Cumulative grade average in specific subject*** (Secondary only)
- Student interview *
- Product presentation

*available in Spanish

2.4. Additional Screening Procedures

- Scale for Rating Behavior Characteristics of Superior Students
- Woodcock-Johnson Tests of Achievement *
- Talent-Leadership Assessment
- Structure of Intellect Learning Abilities Test (SOI) *
- A portfolio assessment may be used to screen students for creative and productive thinking ability and/or leadership ability. The student will be required to compile a portfolio of 5 to 7 products that he/she feels best represents his/her particular ability. Each product must be

accompanied by a portfolio label. The portfolio will be assessed by the Placement Committee using a formal portfolio assessment instrument. The assessment committee may include a person knowledgeable in the specific ability area. A minimum of 3 products must be within the gifted criteria for the student to be placed in the program.*

*available in Spanish

3. PLACEMENT

- 3.1 The facilitator will call for a Placement Committee meeting to present assessment information. The committee will consist of the following:
 - Facilitators
 - Receiving principal
 - Counselor (when available)
 - Assistant Superintendent for Instruction
 - Teacher or staff representative from each campus or specific subject area impacted by placement
- 3.2 The committee will review data presented, including data from screening instruments, developmental information supplied by parents and teachers, evidence of task commitment, or other information pertinent to the placement decision. The committee may direct that additional measurement criteria be administered.
- 3.3 A total of three indicators above the 90%, with at least two being in the 95%, on the matrix will be deemed to indicate giftedness. However, the committee will consider all pertinent information in making professionally sound placement decisions in the best interest of the student.
- 3.4 The Placement Committee should ensure that careful consideration has been given to the exceptional student, i.e., the culturally different, learning disabled, handicapped, or exceptionally advanced. The committee may waive the usual criteria in order to meet the needs of students with unusual needs and/or conditions. Some students may be recommended by the committee for trial placement in the program. Parents will be notified that continued placement is contingent upon both classroom and program performance.
- 3.5 The Placement Committee will provide written notification of its decision to parents and students.
- 3.6 Those students identified as gifted will be offered the opportunity to participate in gifted services. Parental permission to participate in the program will be obtained.

- 3.7 Parent conferences are offered to discuss placement results.*

*available in Spanish

4. RE-EVALUATION

- 4.1 Re-evaluation of students will be conducted only in the event that a student has been exited from the program through procedures described in "EXITING FROM THE PROGRAM" or a student has furloughed for 2 years or more and wants to re-enter the program.
- 4.2 Re-evaluation, if it occurs, may be done no more than once in elementary grades, once in intermediate, once in junior high, and once in high school.

5. RE-TESTING

- 5.1 If a student does not meet placement criteria for the program, re-testing may be done no sooner than one calendar year.

6. TRANSFERRING STUDENTS

- 6.1 Within the District: Students may move within the district with no effect on their participation in the program.
- 6.2 From other districts: If the previous school requirements are equal to or exceed requirements of Dumas ISD, the student will be accepted into Gifted/Talented without further testing. If the requirements of the previous school are not equal to the requirements of Dumas ISD or the facilitator cannot determine the above, the student will be tested and must meet Dumas ISD requirements in order to be placed in the program. A combination of previous school criteria and Dumas ISD criteria may be used for placement.

7. APPEAL OF IDENTIFICATION/SELECTION DECISIONS

- 7.1 A parent, student, or educator who wishes to appeal a decision made by the Placement Committee may do so by the following method:
1. Submitting a request by letter to the counselor, administrator, or facilitator of the school no later than 10 school days after the committee has announced its placement decisions.
 2. A response by letter will be given to the person making the appeal no later than 10 school days after receipt of the letter-of-appeal. The letter will explain the committee's action and specify the date and time of a formal hearing before the committee, if requested by the person making the appeal.

3. If the person making the appeal wishes to appeal the decision of the committee following the formal hearing, the person must request a hearing through the Assistant Superintendent for Instruction of Dumas ISD.
- 7.2 The following principles shall guide the staff in responding to appeals:
1. All information regarding the identification of students is confidential and should be regarded as such throughout the identification, selection, and appeals processes.
 2. No parent has the right to information about any other students(s) other than his/her own child.

III. EXITING FROM THE PROGRAM

1. FURLOUGH

A student may discontinue participation in the program through a furlough. A furlough is a leave due to extenuating circumstances which directly affect the student's participation in the program. A decision to grant a furlough will be made by the Placement Committee. A student who is furloughed may re-enter the program upon the approval by the facilitator.

2. EXIT

- 2.1 At any time that a parent, the facilitator, or the principal thinks that a gifted student is not profiting fully from his/her educational program, exiting the student from the program may be considered. If a student is not performing academically or socially at expected levels, the teacher will send a report to parents. If the student's work or behavior does not improve, the student may be placed on probation and a written plan for improvement developed. The plan will specify what the student needs to do to improve and what school personnel and parents will do to help. Re-evaluation of student progress will be made relative to expectations in the improvement plan. If significant improvement has not been made, a meeting of the Placement Committee, facilitator, and other school personnel for the purpose of reviewing the student's placement in the program may be called, with the parent and the student provided the option of attending.

In the event that a majority agrees that the program is not meeting the educational needs of the student, the student in question will be removed from the program for the gifted.

- 2.2 A student who is removed from the program may not be considered for re-entry into the program until one full academic year has elapsed. Re-entry into the program is contingent upon a placement decision by the Placement Committee. Re-evaluation may be required.
- 2.3 A parent, student, or educator who wishes to appeal a decision of this committee

shall appeal to the Assistant Superintendent for Instruction of Schools within the guidelines outlined in the appeals section of this document.

IV. PROGRAM DESCRIPTION

1. The instructional program will provide a differentiated curriculum that offers each student the opportunity to excel in his/her areas of strength, realizing that each child may excel in certain areas while not in others. The scope and sequence reflects a variety of activities designed to meet the needs of gifted students.
2. COUNSELING/GUIDANCE (When available)

Counseling is an integral component of the program incorporating many counseling objectives and desired outcomes. The facilitator or counselor may select from the objectives outlined below to meet the individual or group needs of the students.

- 2.1 To enable students to form challenging but realistic goals and to achieve a majority of these goals.
- 2.2 To use effective coping behaviors in response to educational demands.
- 2.3. To attain personal satisfaction from educational experiences and to be able to interpret school involvement as meaningful and satisfying, consistent with ability and interests so that success is probable.
- 2.4 To develop an awareness of the world of work and to become conscious of the various "life styles" associated with various occupational levels (unskilled, semi-skilled, and professional), and to understand that these "life styles" pertain to a set of standards and practices that dominate and regulate the more important behavior of a person during a considerable period of his/her life.
- 2.5 To develop an awareness of social responsibilities, opportunities, and expectancies. To become knowledgeable of the social setting within which one operates, including family, peers, and others. To be aware of and be able to cope with social expectations and social customs.
- 2.6 To develop an accurate perception of self with regard to the social groups with which one affiliates (family, peers, significant others). Emphasis is one of self-understanding of social skills, attitudes, and motivations.
- 2.7 To understand and apply scientific thinking and general semantics skills to everyday life.

2.8. To develop adaptive and adjustive social behaviors.

2.9. To provide an adult role model other than parents for each student on frequent occasions.

3. PROGRAMS

3.1 ELEMENTARY

At the elementary school level, a pull-out program of three hours per week will be offered. Greater emphasis will be placed on the following:

- a variety of curricular options and opportunities
- developing research and evaluative skills
- inquiry training
- problem solving techniques
- students directed learning experiences
- development of new and original ideas
- development of skill in locating and using varied resources
- analysis and critical thinking
- individual projects which result in products superior to those normally expected of students in the same age and grade group
- depth and breadth of learning experiences
- accommodation to creative learning styles
- small group learning experiences with other gifted/talented students
- attendance at cultural, political, and civic events

3.2 JUNIOR HIGH SCHOOL

At the junior high school level, students are served through Pre-Advanced Placement courses. Additional service comes through seminars and field trips.

3.3 HIGH SCHOOL

Students at the high school level are served through a variety of offerings. They are as follows:

3.3.1 **Dual Credit Courses:** Dual credit courses cover a curriculum approved by Amarillo College. Students successfully completing the course and meeting Amarillo College criteria can receive both high school and college credit for the course.

3.3.2 **Pre-Advanced Placement Courses**

Advanced Placement Courses: AP courses may be taken for both high school and college credit. The student must pass a state Advanced Placement test in order to receive college credit.

- 3.3.3 **Credit by Exam:** Offered through the office of the D.I.S.D. Curriculum Director four times per year
- 3.3.4 **Early high school graduation:** Administered through the office of the D.I.S.D. Curriculum Director
- 3.3.5 **Correspondence Courses:** Offered through Texas Tech University
- 3.3.6 **Seminars:** Several one day seminars developed at the Region XVI Educational Service Center in Amarillo or the Gifted and Talented Facilitators will be offered to students. Topics vary from year to year.
- 3.3.7 **Independent Study Mentor:** Juniors and seniors have the opportunity to do a year-long, in-depth study of an area of special interest to them under the guidance of a mentor from that particular field.

V. GRADING

1. GENERAL INFORMATION

Accountability is a necessary and important part of any school program. The students, their parents, and the teacher need continuing feedback as to the degree and type of learning taking place.

2. REGULAR CLASSROOM

Gifted students should not be pitted against other gifted students to determine grades. In the regular classroom, he/she should be compared to other students in that class and not be unfairly penalized for being gifted. However, gifted/talented students in a regular classroom should also be served through individual differentiation.

3. ELEMENTARY PEGS ROOM

- 3.1 Letter grades will not be given in the elementary PEGS room. Frequent conferences will take place with both the student and facilitator. The goal will be to help the student become self-directed and able to evaluate himself/herself. Weekly evaluation information will be collected and sent to parents at reasonable intervals.
- 3.2 The following guidelines should be followed by the elementary classroom teacher when he/she has a student in the PEGS Room:
 - 3.2.1 The fact that a student qualified for PEGS indicates that he/she has the ability to miss many of the activities of the regular classroom

(rote work, drill work, etc.) and not fall behind. However, this is not to say that PEGS students are to ignore or not be aware of what is going on in the regular classroom while they are in the PEGS room. The student is to be held responsible for the concepts covered in his/her regular classroom.

- 3.2.2. It is usually not necessary and is often undesirable for a student to make up all the written work missed when in the PEGS Room. Any such written make-up work should only be given to determine if a student understands the concept covered while he/she was in the PEGS Room. Even in these cases, a shortened form of the assignment will determine this. Extra time should be given to complete any make-up work deemed necessary.
- 3.2.3. The regular classroom teacher should keep in mind that the PEGS students are not "getting out" of anything nor are they being "rewarded" by attending the PEGS pull-out class. They are receiving instruction which is a part of their total educational program. PEGS students should not and must not be penalized for participating in PEGS.
- 3.2.4 Tests are not to be scheduled and new topics are not to be introduced in the regular classroom during the assigned PEGS time.

4. SECONDARY GIFTED/TALENTED CLASS

The teacher will grade the students for the period they work in the class. This grade will be based upon the degree of accomplishment of goals as determined by teacher and student.

VI. ROLES AND RESPONSIBILITIES

1. ADMINISTRATION

- 1.1 Determine staff development needs in the area of gifted/talented education through a survey of parents, faculty and administrators
- 1.2 Conduct informal research to determine if other alternative methods of staff development exist that might enhance the gifted and talented program.
- 1.3 Include in yearly staff development sessions conducted by trained consultants in gifted education

2. PRINCIPAL

- 2.1 become knowledgeable about the unique needs of the gifted/talented

- 2.2 serve on Placement Committee
- 2.3 insure that teachers provide qualitatively-differentiated programs for the gifted/talented in their classrooms
- 2.4 cooperate with school personnel in identifying the gifted/talented and implementing programs for them
- 2.5 encourage and assist teachers in securing appropriate instructional materials for the gifted/talented

3. CLASSROOM TEACHER

- 3.1 nominate students who demonstrate characteristics of gifted students
- 3.2 complete the teacher evaluation form for students who are being screened for the program
- 3.3 use the classroom situation to foster individual adjustment and development
- 3.4 support and encourage the students who participate in the program
- 3.5 know and follow policies regarding "make-up" work
- 3.6 evaluate pupil progress
- 3.7 demonstrate diverse methods of instruction appropriate for the gifted/talented, such as problem solving, independent study, etc. Differentiated instruction should be documented.

4. GIFTED EDUCATION TEACHER

- 4.1 nominate students who demonstrate characteristics of gifted students
- 4.2 provide for the screening of nominated students
- 4.3 interpret the program to parents
- 4.4 attend workshops and conventions for intensive training in the teaching of gifted/talented students
- 4.5 cultivate an understanding of the unique problems of the gifted/talented individual and foster acceptance of that individual
- 4.6 serve as consultant and resource to the staff, students, and parents involved in the program
- 4.7 promote public relations activities at the local, district, and state levels
- 4.8 support classroom teachers and building principals in their teaching relationships with gifted/talented
- 4.9 keep informed on educational innovations and trends as they relate to the gifted/talented
- 4.10 conduct in-service programs when needed
- 4.11 prepare and administer the gifted/talented budget and keep inventories of materials and equipment
- 4.12 maintain records on each student enrolled in the program containing pertinent data regarding the referral, screening, selection, and performance in the program
- 4.13 maintain records on students nominated and tested for the program
- 4.14 conduct an annual program review by distributing evaluation forms to a representative group of parents, teachers, administrators, and students for their

completion and return and by analyzing these evaluations for use in future program modifications and staff development needs

- 4.15 perform other duties as assigned to carry out the total responsibility of the position

5. COUNSELOR (When Available)

- 5.1 assist in the nominating, screening, and selecting processes of the program
- 5.2 help students make a realistic appraisal of their abilities and interests, and select educational choices

in accordance with them

- 5.3 interpret the program to the staff and parents
- 5.4 assist parents in understanding their role as parents of a gifted/talented student
- 5.5 assist in determining the extent to which program goals, objectives, and activities have been achieved and their impact upon student progress

6. PARENTS

- 6.1 Parental involvement in the G/T program is an integral component vital to the success of each student's educational experience.
- 6.2 Parent involvement is encouraged and can be accomplished in the following ways:
 - 6.2.1 parent/teacher conferences and planning sessions
 - 6.2.2 newsletters
 - 6.2.3 newspaper articles
 - 6.2.4 seminars/programs for parents
 - 6.2.5 parent advisory group
 - 6.2.6 programs conducted for students by parents
 - 6.2.7 PEGS Auxiliary

VII. TRAINING

Dumas I.S.D. shall comply with the Professional Development standards as referenced in TAC 89.2.