Robert Lee ISD

GT Manual

Program Guide

2023-2024

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.

Program and Goals

RLISD will look to the State of Texas and Region 15 to provide information on best practices, developments, and achievements in the field of G/T education to all interested parties.

• RLISD Facilitates partnerships among parents, institutions of higher education, communities, and school districts to design comprehensive G/T services.

• RLISD promotes demonstration projects and develops materials that support the implementation of Advanced Placement and International Baccalaureate programs that are differentiated for the G/T students.

• RLISD Collaborates with business and industry to provide additional opportunities for G/T students.

• RLISD Monitors and implements any state and/or federal legislation designed to provide educational opportunities for G/T students.

Robert Lee School will strive to create or maintain:

- Fidelity of Services
- Identification and Assessment
- Service Design
- Curriculum and Instruction
- Professional Development
- Family and Community Involvement
- Advocacy in Parents and Community

Gifted and Talented Services

Identified students in grades 1-12 are cluster grouped with GT-trained teachers in the core subject areas of English language arts, social studies, science, and mathematics. Program services for identified Kindergarten students begin March 1 as mandated by the state. Region 15 will be available to support our program through coop services if we determine our students need more exposure.

Referrals and Identification

RLISD will accept referrals for Gifted and Talented assessment from any person at any time. The testing window for K-12 is October – November, and for Kindergarten it is January – February. In addition, we will actively monitor all students for signs of giftedness.

Assessment data will be available to parents by appointment.

Appeals process is located in our online local policy.

The district will be actively monitoring to find and assess dual exceptionalities among other exceptionality groups including but not limited to ESL, 504, SPED or highly gifted.

Translation will be available for print and spoken word at all public and private meetings.

Referral procedures are posted on the RLISD website and contained in policy EHBB.

Kindergarten classes should be screened along with preparation classes CDPD, Pre K, and new to the district students should be noticed or monitored for a time to discover any GT propensity.

Parental Awareness Sessions will be accomplished by utilizing the school website, Open House, and Professional Development to staff on Finding GT Students and educating parents about the program.

Referrals will be assessed using a data driven system utilizing a capacity testing in conjunction with teacher and parental input to include artistic, Leadership and other exceptional qualities.

School Selection Committee

Members must have successfully completed nature, needs, and service option training.

Required Training

New to district training must at a minimum, require a compliance plan, to acquire 30 hours of GT training, and identification process and services.

Professional learning plan will include evaluation and link to assessed needs in the district, and will be offered more than once a year.

Administrators will be required to complete needs, and service option training.

GT coordinator must complete a selected set of courses to meet the 30 hour level and complete a yearly update.

Counselor must have nature, needs, and service option training, and Social emotional learning. Which must include Identification, Social and emotional needs, and parent relationships.

School board members will be encouraged to include GT training into their training plans.

Monitoring

GT trained administration will yearly or more often evaluate the GT systematically to ensure all GT students are identified and receiving appropriate services.

GT student progress will be relayed to the parent in a timely manner along with any project presentations for students, parents and community members.

Modification

Annual evaluations will show student modifications.

Preferred seating and grouping will be used.

Student input to be a part of project selection.

Student coursework or class scheduling may be modified to meet the annual plan.

Annual plans will address the social and emotional needs.

Evaluation

Advisory Board or Site Based Team will review annual the program and have input for the direction of the program.

Performance records will be kept and used for year to year evaluation.

Materials and curriculum will be evaluated yearly, and will ensure the involvement of Math, English Language Arts, Science, and History.

Evaluations will monitor the comprehensive nature, structure and sequence, and rigor of the program.

Plans, Programs, and People

This program guide will be available in paper format, and on our RLISD website for all parents, students, and community members.

Our GT program should encourage the production of a sophisticated end product which is seen outside the classroom.

GT Coordination will be done by the GT Coordinator.

GT Planning and oversight will be done by the campus Administrator.

GT Teachers will implement the modifications and encourage classroom participation.

Funding

RLISD will also certify that funds designated as GT will be expended to meet the above goals.

Robert Lee ISD GT Services

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