

GIFTED/TALENTED PROGRAM GUIDE

GROVETON ISD DISTRICT PLAN

Updated October 2019

FIDELITY OF SERVICES

The mission statement for the Groveton ISD states that “all students can learn and achieve mastery of grade-level skills.” Further, the district believes that “the purpose of this district is to educate all students to high levels of academic performance, while fostering growth in social/emotional behavior and attitudes. The district accepts the responsibility to teach all students so they can attain their maximum educational potential.”

Based on this mission for all students, programs for gifted/talented students should be geared toward the potential of such students. The Gifted/Talented Program should encourage these students toward maximizing their reasoning and performance abilities incorporating both creative thinking and problem solving. The program should provide a variety of experiences for students that enable them to understand learning and knowledge within and among themselves. These beliefs should shape the development of an exemplary program for students whose needs are different from those of other students.

The Groveton ISD defines giftedness in the same manner as the State of Texas. A gifted and talented student is a child of 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, and environment, and who exhibits high performance capability in an intellectual, creative, or artistic area; possesses an unusual capacity for leadership; or who excels in a specific academic field. All students enrolled in Groveton ISD will have equal access to be identified under this definition.

Evaluation

Groveton ISD recognizes the value of continual assessment and evaluation of programs in increasing the effectiveness and quality of those programs. Consequently, GISD will undertake to evaluate all aspects of the Gifted/Talented Program, including long-range evaluation, through the District Site-Based Decision Making Committee, which includes staff members, parents, and other community representatives. This committee meets and makes recommendations for improvements annually. In addition, Campus Administrators will monitor the development and delivery of the curriculum through on-site observation and through data collected for the District Site-Based Decision Making Committee. This data may include gifted/talented student performance on state assessments such as STAAR.

If the district is found to be out of compliance in any standard of service, the district will develop a written plan specifying actions and timelines for achieving compliance.

Funding

State funding provided for gifted/talented education is used for the G/T program. Local funding is used to supplement the state funding. The funds are determined to be effective and consistent with standards through the annual evaluation by the Campus and District Site Based Decision Making Committees.

STUDENT ASSESSMENT

The overall program is divided into two distinct levels: Elementary (K – 5) and Junior/Senior High School (6 – 12). When an Elementary G/T student is promoted to the Junior/Senior High School, his/her G/T status remains the same. No re-assessment is required.

Elementary School Time Line

- ❖ August - Program Guide/Awareness Information available to parents and new staff
- ❖ September – Open for Referrals
- ❖ January – Assessment Process
 - Parent permission is requested for referrals
 - All Kindergarteners are assessed
- ❖ February
 - Placement decisions
 - Decisions shared with parents
 - Parent opportunity to discuss decisions
 - Parents give or deny permission to participate
- ❖ March – Students who qualify and have parent permission begin participating

Junior High/High School Time Line

- ❖ August – Program Guide/Awareness Information available to parents and new staff
- ❖ September – Open for Referrals
- ❖ October – Assessment Process
 - Parent permission is requested for referrals
- ❖ November
 - Placement decisions
 - Decisions shared with parents
 - Parent opportunity to discuss decisions
 - Parents give or deny permission to participate
- ❖ January – Students who qualify with parent permission begin participating

Program Guide

The Gifted/Talented Program Guide and G/T awareness information is available on the district website, where it may be translated into languages other than English.

Referral

Teachers, parents, and community members may refer students who may be in need of Gifted/Talented Services. Referral forms are available on the district website, where they may be translated in languages other than English.

Assessment

At least three (3) criteria are used to assess students, including qualitative and quantitative measures, as well as teacher evaluation. Other measures may be requested, including a student interview, student portfolio, grades, and parent checklist. These other measures allow all student populations, including those with exceptionalities, to be included to the extent possible. Parent permission is required before administering any assessment. All Kindergarteners are screened, so no Kindergarten referral is necessary.

Placement Decisions

A district selection committee will be used to make all placement, exit, transfer, and appeals decisions. The committee will consist of at least three (3) district or campus educators who have received training in the nature and needs of gifted students. The committee will examine all assessment data collected through the district gifted/talented assessment process in making decisions for identification. The committee makes its decisions using blind matrices, assuring a balanced and fair identification process.

Parent Notification and Permission

Parents will be notified of student assessment results and committee decisions, and may schedule a conference to discuss the assessment data. Parent permission is required before any student begins participation in the Gifted/talented Program.

Appeals

Students or parents who wish to appeal the committee's decisions should write a letter requesting a review of the process. The student will be asked to present to the committee additional data not previously evaluated for review. The committee will examine the new data along with the data previously collected. The student will be notified of the committee's decision and may appeal to the superintendent if desired.

Transfer

Students who transfer into the Groveton ISD, who have formerly been identified as gifted/talented will be placed in the Gifted/Talented Program based on supporting documentation showing the previous gifted/talented placement. Comparable tests administered in other districts may be accepted in the place of GISD measures. However, GISD reserves the right to administer all of its own tests. Transfer students who have not been previously identified as gifted/talented will be screened during the normal schedule of referral and assessment.

When students transfer to another district either in or out of Texas, that district is provided with the student's assessment data from GISD.

Exit Procedures

Parents may withdraw their child from the program at any time by contacting the school principal and submitting written notification. If a child consistently has difficulty in the program, the teacher, parent, student, or school administrator may request that a conference be held to discuss the problems in effort to provide intervention strategies. A Growth Contract will be written specifying areas of concern and improvements required. If, after a specific period of time, the student has not complied with the terms of the contract, the student may be administratively exited. Students who are exited will be eligible for referral each subsequent year for identification for the Gifted/Talented Program.

Furlough

Students who wish to be withdrawn for a temporary period may request "furlough status." They or their parents should present to the placement committee their reasons for wishing to be furloughed, and the amount of time for the furlough. The placement committee shall document the furlough and include documentation in the student's cumulative record folder. Students who do not re-enter the program at the end of the furlough period may re-enter at a later date through the standard identification process.

SERVICE DESIGN

Elementary School

The Groveton Elementary school will use a pull-out program to serve gifted/talented students. The program offers a comprehensive, structured, sequenced and appropriately challenging array of learning opportunities in the 4 foundation curricular areas, using the Texas Performance Standards Project. Students are pulled during the school day. Students are ensured opportunities to work together as a group, to work with other students, and to work independently. These grouping patterns are flexible, and include independent investigation. When possible, out-of-school opportunities are provided. Social and emotional needs are addressed in consideration of their impact on student learning.

Junior High/High School

The Groveton JR/SR High School will offer an elective period that students may choose to serve gifted/talented program students. The program offers a comprehensive, structured, sequenced and appropriately challenging array of learning opportunities in the 4 foundation curricular areas, using the Texas Performance Standards Project. Students will attend the elective class each day during the school day. Students are ensured opportunities to work together as a group, to work with other students, and to work independently. These grouping patterns are flexible, and include independent investigation. When possible, out-of-school opportunities are provided. Social and emotional needs are addressed in consideration of their impact on student learning. Students are also offered the opportunities for dual/concurrent enrollment and distant learning opportunities their junior and senior year through our agreement with Angelina College. Through careful planning students are offered acceleration and flexible pacing that could lead to early high school graduation.

Service Information

Parents may find information regarding the Texas Performance Standards Project on the District website, along with information regarding special opportunities for Gifted/Talented students. When available, information regarding out-of-school options will be posted on the District website.

Services at the Elementary and at the JR/SR High School are coordinated by staff with thirty (30) hours of professional learning in gifted/talented education and an annual six (6) hour professional learning update.

CURRICULUM AND INSTRUCTION

Elementary School

A continuum of learning experience is offered through the Texas Performance Standards Project, which leads to products and/or performances, and offers opportunities for students to accelerate in their area of strength. Flexible pacing and schedule modification are employed as needed to allow students to participate. Curriculum may be modified as needed to accommodate those with special needs, such as twice-exceptional, highly gifted, and English Learners.

Campus and District Site Based Decision Making Committees may make recommendations to improve Gifted/Talented services based on data presented to the committees.

Junior High/High School

A continuum of learning experience is offered through the Texas Performance Standards Project, which leads to products and/or performances, and offers opportunities for students to accelerate in their area of strength. Flexible pacing and schedule modification are employed as needed to allow students to participate. Curriculum may be modified as needed to accommodate those with special needs, such as twice-exceptional, highly gifted, and English Learners.

Campus and District Site Based Decision Making Committees may make recommendations to improve Gifted/Talented services.

PROFESSIONAL LEARNING

All teachers serving students through the Gifted/Talented Program will have state-mandated 30 hours of staff development, as well as a minimum of 6 hours annually of professional development in gifted/talented education that is related to state teacher gifted/talented education standards, including nature and needs of gifted/talented students and service options for G/T students.

Counselors who work with gifted/talented students are also required to complete a minimum of 6 hours of professional development that includes nature and needs of gifted/talented students, service options for gifted/talented students, and social emotional learning for gifted/talented students.

Teachers and administrators who have supervisory duties for service decisions are required to complete at least six (6) hours of professional development that includes nature and needs of gifted/talented students and service options for gifted/talented students.

The local board of trustees is trained to ensure program accountability based on the Texas State Plan for the Education of Gifted/Talented Students.

Opportunities for professional development are offered through the ESC VI service center on a regular basis.

Teachers new to the district will receive orientation to the district's gifted/talented processes and services.

Evaluation of professional development activities for the Gifted/Talented Program is ongoing through the District Site-Based Decision Making Committee, and the results of the evaluation will be used in making decisions regarding future staff development.

FAMILY/COMMUNITY INVOLVEMENT

GISD understands the importance of community, parent and family involvement in all aspects of a student's education. A District priority is keeping families informed regarding its Gifted/Talented Program. Information about student identification, assessment procedures, services and learning opportunities is provided on the District Website. GISD welcomes parent and community referrals and recommendations for students who may need Gifted/Talented services. As noted in the sections above, parents may find information regarding Gifted/Talented services on the District Website.

Parents and community members are an important part of the District Site-Based Decision Making Committee, where data is used to update and improve district and campus plans. The findings are shared with the public through the District Improvement Plan.

Contact Information

For information regarding the GISD G/T Program, please contact the respective campus principals: 936-642-1473.