



GILMER
INDEPENDENT
SCHOOL DISTRICT

GT PLAN

2016-17

This school district and its Gifted and Talented Education Program does not discriminate on the basis of sex, disability, race, color, age or national origin in its educational programs activities, or employment as required by Title IX, Section 504 and Title VI.

Rationale for Gifted and Talented Curriculum Differentiation

The state of Texas has mandated that all school districts in the state have a working gifted and talented program Grades K-12 beginning with the 1990-91 school year. The Texas Education Agency in its position statement on gifted education states:

“Commitment to the future demands fostering and developing the abilities of gifted/talented youth. To deny such students opportunities is to deny excellence. Just as a sport coach works to strengthen discipline the abilities of a superior young athlete, so must the classroom teacher strengthen and discipline the abilities of a superior student. While gifted/talented students may master the basic skills more readily than other students at their grade level, without assistance or enriching experiences, these same students may become underachievers or behavior problems. In some cases, gifted students fail to develop their exceptional abilities because they lack encouragement to do so.” (THE TEXAS STATE PLAN AND GUIDELINES FOR THE EDUCATION OF THE GIFTED/TALENTED, TEXAS EDUCATION AGENCY, Austin, Texas, page 6)

State Definition of Gifted/Talented Students

“Gifted and talented” means a child or 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, 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. (Senate Bill 1, Sec. 29.121)

District Philosophy on Gifted Education And Gifted Students

Position Statement

The Gilmer Independent School District recognizes the gifted and talented as those students whose abilities, talents, and potential for accomplishment are so outstanding they require a variety of special provisions to meet their educational needs. As students, they are found in all races, socioeconomic groups, geographic locales and environments; as adults, they are leaders in government, medicine, invention, creative arts, communicative arts, philosophy, industry, science, and many other fields. In a democratic society, which seeks to offer educational opportunities appropriate to each student's ability, it is necessary to provide for the unique needs of the gifted and talented.

Gifted and talented students are those who excel consistently or who show the potential to excel in general intellectual ability and/or specific subject matter achievement. Approximately 5% of the student population shall be identified through the use of multiple criteria and identified as the gifted population of Gilmer Independent School District. These students require educational experiences beyond those normally provided by the regular school program. The Gilmer Independent School District recognizes that students identified as gifted and talented can come from all races, socioeconomic groups, geographical locales, and environments with no regard to learning disabilities.

District Long-Range Goals for Gifted/Talented Educational Program

- ❖ The Gilmer Independent School District shall identify and develop students who demonstrate exceptional ability or potential to excel in the areas of intellect or a specific academic field. All populations of GISD will have access to assessment.
- ❖ The Gilmer Independent School District shall provide for staff development in the area of gifted/talented through local in-service programs, Region VII workshops, institutes, and conventions. Staff Development will be provided for certified staff in order to help all gifted/talented students excel to their full potential.
- ❖ Curriculum shall be based on extended activities of the regular curriculum developed to address state mandated guidelines including advanced placement.
- ❖ Emphasis on higher-level thinking skills.
- ❖ Emphasis on performance and/or product-oriented learning to develop creativity.
- ❖ Develop decision-making.

Overview Of Gifted/Talented Program Services

- ❖ Students from kindergarten through twelfth grade will be identified using at least three assessments/criteria based on annual nominations. All GT teachers in K-12 will have a minimum of thirty (30) hours in G/T training, including “Nature and Needs” and “Assessment” so as to foster student potential. Identified students receive differentiated curriculum within the regular classroom designed to meet the needs of gifted/talented students. The curriculum will include elements of creative and productive thinking, problem-solving, and critical thinking skills. Identified students in grades K-4 will be served on a weekly basis in a pull-out program.

- ❖ Identified students in grades 5-8 will attend a GT class each day.

- ❖ Grades nine through twelve may be served through dual credit courses through Kilgore College and Advanced Placement courses; as well as advanced study options through Independent Research. Model United Nations will also be offered as an elective.

Gifted/Talented Student Identification Procedures

Campus Identification Committee

A campus identification committee which may consist of classroom teacher(s), counselor (s) , campus administrator(s), and/or district administrator, the majority of who have completed thirty (30) hours G/T training, will make student selection for the gifted/talented program. During the academic school year, all students grades K-12 will have the opportunity to be nominated and tested.

Nomination of Students

Teachers, administrators, school personnel, and/or parents may nominate students for the gifted/talented program in the Gilmer Independent School District. Students will be considered nominated for the program when a nomination inventory has been completed and parental permission for testing has been received. The nomination process for services provided as part of the gifted program is held annually or as needed for students new to the district. All students nominated will be screened for placement.

Gifted/Talented Student Identification Procedures

Timelines for Identification

Testing and identification of Kindergarten students will take place before March 1st. Nominated students in grades 1 – 12 will be tested in May. The Campus Identification Committee will make placement decisions no later than March 1st for Kindergarten students. Placement decisions for grades 1-12 will be made at the end of May. Letters to parents regarding their child's placement will be mailed immediately following committee decisions.

Profile Matrix

For any student nominated, a student summary profile/matrix will be prepared. This profile/matrix will be utilized in considering students for final identification and placement in the Gilmer Independent School District gifted/talented program. Included in this profile/matrix will be a compilation of results obtained from appropriate formal and informal instruments. The data analyzed will be both qualitative and quantitative. The identification committee makes the final placement into Gifted and Talented program. This committee has the authority to overrule any testing results.

Grades K-12 students who meet or exceed the district minimum requirements will be identified and served in the gifted/talented program.

Gifted/Talented Student Identification Procedures

Notification of Student Placement

Within four weeks after all assessments have been completed, staff and families will be informed of student placement.

All reasonable inquiries concerning possible errors in the identification of gifted/talented students will be addressed in order to secure the most reliable and valid information on individual students. All grievances concerning identification of students for the program will be made and submitted in written form to the campus administrator. Notification of grievances will be made to the identification committee. The committee will arrange a conference with the person submitting the grievance. If a consensus cannot be reached, a written appeal may be made to the district coordinator for the gifted/talented program.

G/T Transfer Students

A student who has verification of being an identified gifted/talented student from another school district will be placed in the appropriate gifted/talented setting.

G/T students withdrawing from Gilmer ISD will have a letter or any other pertinent information forwarded, upon request, to the receiving school district verifying identification and participation in the G/T program, including a copy of the student profile.

Exit, Furloughs, and Reassessment Procedures

- ❖ At any time if a parent, teacher, or the campus principal has evidence a gifted/talented student is not profiting fully from their educational program, a conference will be scheduled with the student, teacher, campus principal, and the parent/guardian. If the student is to be exited from the gifted/talented program, the campus gifted/talented committee will meet to review the student's progress and act accordingly.
- ❖ The campus gifted/talented committee will, at any time upon request from parent/guardian or student, determine the amount of time for a furlough from the gifted/talented program. Furloughs will be granted at the campus gifted/talented committee's discretion.

G/T Program Survey And Evaluation

A district advisory group of community members, parents of gifted/talented students, gifted/talented students, and school staff may meet periodically to evaluate the gifted/talented program data and make recommendations as needed for program improvements. The improvements will be reflected in the Campus Improvement Plan.

Gifted/Talented Program Student Records

Description

The permanent records of identified G/T students participating in the program shall include records of all testing, referral forms, student profile, and parental consent forms.

Persons Responsible

The G/T coordinator will be responsible for the maintenance of student's G/T records.

Procedures for Student Records

1. The G/T coordinator will maintain required G/T information in a folder.
2. The data in the G/T folder may be organized with the most recent data on top. The G/T folder checklist will be located in the front of the folder and checked and dated as appropriate.

Gifted and Talented Nomination

It is time again to nominate students for the gifted and talented program, and we would like each classroom teacher to be involved in the identification process. Please note the attached sheet which lists accepted characteristics of gifted children to help you identify the students in your classes who might qualify. Although identification and nomination by the classroom teacher does not assure placement in the G/T program, it is a very important phase of the screening process. You, as a classroom teacher, are in a position to see the capabilities of student which may or may not be reflected in their school performance.

Please help us identify students who may be eligible for the G/T program by emailing a list of candidates for further testing **no later than** _____ to [watsong@gilmerisd.org](mailto:watson@gilmerisd.org).

GILMER INDEPENDENT SCHOOL DISTRICT

**Gifted/Talented Education
Student Nomination Form**

Date: _____

I nominate _____ to be considered for possible placement in the program services for gifted and talented education. I understand that this nomination does in no way ensure that the student will be placed in the program.

Signature

It is important that you check your relationship to this student.

Thank you.

- _____ parent
- _____ teacher
- _____ community member
- _____ fellow student
- _____ self
- _____ administrator

Parent Observations - Kindergarten

In order to help us know more about your child, please complete the following inventory.

Name of Student: _____

The traits listed below are shown by your child:

- 0. not observed
- 1. to a small degree
- 2. somewhat
- 3. to a great degree

Check the appropriate blank and give an example for all ratings of 1, 2, or 3.

	0	1	2	3
1. Is mature beyond his/her years. Give an example of how your child shows this trait:				
2. Has many different ways of approaching problems. Give an example of how your child shows this trait:				
3. Has interests similar to those of older children or adults in games and reading. Give an example of how your child shows this trait:				
4. Is observant. Give an example of how your child shows this trait:				
5. Is aware of problems others often do not see. Give an example of how your child shows this trait:				

6. Wants to know how and why. Give an example of how your child shows this trait:				
7. Asks many questions about a variety of subjects. Give an example of how your child shows this trait:				
8. Is able to plan and organize. Give an example of how your child shows this trait:				
9. Sticks to a task once it is begun. Give an example of how your child shows this trait:				
10. Reads books independently. Give an example of how your child shows this trait:				
11. Sets high standards for self. Give an example of how your child shows this trait:				
12. Likes to solve difficult problems. Give an example of how your child shows this trait:				

Gilmer Independent School District Parent Checklist for grades 1-12

This student is being considered for appropriate educational services beyond those traditionally offered in the regular classroom. Please indicate whether the child has demonstrated any of the following behaviors in your classroom on a regular basis. Marking a student in any area indicates that he/she tends toward that behavior either regularly or quite often

Student's Name _____ Grade and Age _____

Frequent	Occasional	Seldom

1. Is curious , asks many questions; is interested in many different things. Example:

2. Persists in examining and exploring his/her environment; has a long attention span. Example:

3. Is independent; pursues independent interests. Example:

4. Has a great imagination; likes to pretend. Example:

<u>Frequent</u>	<u>Occasional</u>	<u>Seldom</u>

5. Is full of ideas which he/she expresses verbally; is conversationally fluent.

Example:

6. Is bored by routine tasks. Example:

7. Can occupy his/her time usefully. Example:

8. Likes to have his/her ideas heard and understood; has lots of ideas to share.

Example:

<u>Frequent</u>	<u>Occasional</u>	<u>Seldom</u>

9. Reads intensively in areas of special interest. Example:

10. Associates with and has interest similar to older children and adults. Example:

11. Is friendly and outgoing; enjoys other people and seeks them out. Example:

12. Is aware of problems others do not see or identify; initiates civic activities related to humanitarian or global problems; a leader. Example:

<u>Frequent</u>	<u>Occasional</u>	<u>Seldom</u>

13. Searches for new ways to do familiar tasks; is creative with commonplace materials. Example:

14. My child has an advanced sense of humor and appreciates puns and word play. Example:

15. Has high expectations of self and others; demands to know why and how things occur. Example:

16. Is a loner; enjoys being uninterrupted in his/her study or explorations. Example:

Gilmer ISD -PARENT PERMISSION TO SCREEN

Dear Parents/Guardians:

You or someone who works with your child has nominated them to be screened for our GT Program.

The screening process includes using information from the following assessment instruments:

- Intelligence testing
- Achievement testing
- Creativity screening
- Teacher checklist
- Parent Checklist

(A portfolio/ work samples may be used to supplement any of the above criteria.)

Please sign permission for screening below, fill out the attached parent checklist, and return both to the campus secretary by April 22, 2016.

Sincerely,

Greg Watson,
Gilmer ISD GT Coordinator

I give permission for my child, _____, to be screened for the GT Program. Please place the bottom portion of this form along with the completed parent inventory checklist in the envelope provided and return.

Parent Signature

Date

GT Selection Committee Meeting

Student's Name: _____ Grade: _____

Teacher: _____ Date: _____

Comments:

PLACEMENT DECISION

_____ Yes, qualified for services

_____ No, did not qualify for services

Signature of Committee Members

_____	_____
_____	_____
_____	_____

PARENT PERMISSION FOR SERVICES

Dear Parents/Guardians:

Thank you for allowing us to screen _____
for the Gilmer I.S.D.'s Gifted and Talented Program. The assessment process and the
campus committee have determined your child qualifies for this program .

If you agree to allow your child to receive services, please sign below and return this form
to your campus counselor. Services cannot begin until we receive your signed permission.

If you have questions regarding the screening process, contact your child's school
counselor or myself at watsong@gilmerisd.org or 903.841.7400.

Sincerely,

Greg Watson,
Gifted and Talented Coordinator,
Gilmer ISD

My child, _____, has my permission to receive services
through the Gifted and Talented Program at their respective campus.

Parent Signature

Date

Dear Parents/Guardians:

This letter is to report that the assessment process and the campus committee have determined your child **does not qualify** for the Gilmer ISD Gifted and Talented Program.

We tested approximately 80 students in grades K-12. We anticipated evaluating many able, creative, well-rounded children because we are surrounded by students with strong abilities and positive learning attitudes every day, but research tells us only about 2-6% are actually gifted, so it was inevitable that not all students were selected.

When we first started the screening process, many of you used the Bright Child vs. Gifted Child comparison by Janice Szabos I have on the back. Take a minute to re-read the document focusing only on the characteristics of bright children and be proud of your child's strong academic abilities; however, if you still feel your child is gifted, they may be referred again for screening at a later date.

If you have questions regarding the screening process, please contact me at 903.841.7400 or watson@gilmerisd.org.

Sincerely,

Greg Watson,
Gifted and Talented Coordinator
Gilmer ISD

FURLOUGH PROCEDURES:

A parent of a GT student or the student himself/herself may request a furlough from the program by filling out the furlough request form. The campus committee will review the request and decide to grant or deny the request. The parent or the student may appeal the decision by submitting a written request for review to the building principal. The District GT Coordinator will review the appeal.

If a student is granted a request, the furlough will be only for the school calendar year for which the request is made. At the end of the school year, the student can be reinstated in the appropriate program without further identification. If the student chooses to exit the program at the end of that school year and remains out of the program for the following 2 years, the student must go through the identification process for his/her grade level at the time for re-entry in order to receive services again.

GILMER INDEPENDENT SCHOOL DISTRICT

FURLOUGH REQUEST REVIEW

Name _____ Grade _____

GT Committee Review _____

(Date)

Committee Members

_____ Yes No
(Principal)

_____ Yes No
(Counselor)

_____ Yes No
(GT Teacher)

_____ Yes No
(Other)

Request: Granted _____ Denied _____

COMMENTS:

EXITING PROCEDURES:

The parent of a GT student may request that his/her child be withdrawn from the program at any time. If a parent requests immediate removal, the process should be completed immediately following that removal to determine and document the reasons for it. Parents are encouraged to use the district's exiting process so that the best educational program is provided for the student.

At any time that a student, parent, teacher, counselor, or principal thinks that a gifted student is not profiting fully from his/her educational program, a meeting for the purpose of reviewing the student's placement in the program may be called for the purpose of exiting the student from the program. The meeting will be held to discuss the student's overall performance. Those present at the campus committee meeting shall be the parent, the G/T teacher, classroom teacher, counselor, and principal. If 3 of 5 conclude that the program is not meeting the educational needs of the student, the student in question will be exited from the program.

A student who is identified, but not served in the program for three years or more, must go through the identification process for his/her grade level at the time for re-entry in order to receive services again. If an identified student who is not participating in the program chooses to re-enter the program within three years, he/she may do so without further identification process.

Should a parent or staff member wish to appeal the decision made by the campus committee, a written request for review should be provided to the building principal. The building principal will refer the request to the District G/T Coordinator.

GILMER INDEPENDENT SCHOOL DISTRICT

EXIT COMMITTEE REPORT FOR GT PROGRAM

Name _____ Grade _____

GT Committee Review _____
(Date)

Committee Members

_____ Yes No
(Principal)

_____ Yes No
(Counselor)

_____ Yes No
(GT Teacher)

_____ Yes No
(Other)

Exited _____ Not Exited _____

COMMENTS:

GILMER INDEPENDENT SCHOOL DISTRICT

APPEALS COMMITTEE REPORT FOR GT PROGRAM

Name _____ Grade _____

GT Committee Review _____
(Date)

Committee Members

_____ Yes No
(Curriculum Director)

_____ Yes No
(Counselor)

_____ Yes No
(GT Teacher)

_____ Yes No
(Other)

_____ Yes No
(District GT Coordinator)

COMMENTS:

News Release

The Gifted/Talented program in Gilmer Schools offers the opportunity for academic challenge to students who are capable of functioning at advanced levels. This program also serves the unique needs of students who have advanced abilities that are expressed creatively and/or artistically. If at any time you feel that your child would qualify for the Gifted/Talented program, please contact your child's teacher, principal or campus counselor to discuss having your child screened. Nominated students in Kindergarten will be screened in January and February for identification by March 1. Although a child may be referred at anytime during the year, nominations are typically received and processed on each campus during the first quarter of each new calendar year.

If you have questions or concerns about the District's Gifted/Talented program, please contact Greg Watson at 903-841-7400.

State and Local Policy

State and local policies related to Gilmer ISD's Gifted and Talented Program may be accessed from <http://www.gilmerisd.org/> under the tab SCHOOL BOARD

Policy Code	Title: Subtitle
DMA(LEGAL)	PROFESSIONAL DEVELOPMENTREQUIRED STAFF DEVELOPMENT
EHBB(LEGAL)	SPECIAL PROGRAMS: GIFTED AND TALENTED STUDENTS
EHBB(LOCAL)	SPECIAL PROGRAMS: GIFTED AND TALENTED STUDENTS
FFEA(LEGAL)	STUDENT ASSISTANCE PROGRAMS/COUNSELING: COMPREHENSIVE GUIDANCE PROGRAM
DFF(LOCAL)	TERMINATION OF CONTRACT: REDUCTION IN FORCE
E(LEGAL)	INSTRUCTION
EHDE(LEGAL)	EXTENDED INSTRUCTIONAL PROGRAMS: DISTANCE LEARNING
FDC(LEGAL)	ADMISSIONS: HOMELESS STUDENTS

Renzulli/Hartman Teacher Checklist of Behavioral Characteristics of Gifted

Student's Name: _____ Date: _____

School: _____ Grade: _____

Teacher Completing This Form: _____

The items listed on these pages represent those characteristics most frequently noted in children who possess outstanding talents or academic abilities. Please read each item and rate the child on a scale of one to four as follows:

1. I have never observed this characteristic.
2. I have noticed this characteristic occasionally, but it is not generally true of the child.
3. I have noticed this characteristic frequently, but there have been a few occasions when this did not seem to be the case.
(For example: quick mastery of multiplication tables may be the one exception to Item 3 in Part I: Learning Characteristics.)
4. I have noticed this characteristic so often that I believe it occurs almost all of the time.

Whenever possible, give an example of the behavior. **Always** give an example when giving a four (4) rating.

Please total the scores on each page and record on the form below: **Score**

	Score
Learning Characteristics	
Motivational Characteristics	
Creativity Characteristics	

Part I: Learning Characteristics

1. Has unusually advanced vocabulary for age or grade level, uses terms in a meaningful way, has verbal behavior characterized by “richness” of expression, elaboration, and fluency.	
2. Possesses a large storehouse of information about a variety of topics (beyond the usual interests of youngsters his age).	
3. Has quick mastery and recall of factual information.	
4. Has rapid insight into cause-effect relationships, tries to discover the how and why of things; asks many provocative questions (as distinct from informational or factual questions); wants to know what makes things (or people) “tick”.	
5. Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things; looks for similarities and differences in events, people, and things.	
6. Is a keen and alert observer; usually “sees more” or “gets more” out of a story, film, etc. than others.	
7. Reads a great deal on his/her own; usually prefers adult level books; does not avoid difficult material, may show a preference for biography, autobiography, encyclopedias, and atlases.	
8. Tries to understand complicated material by separating it into its respective parts, reasons things out for himself/herself; sees logical and common sense answers.	
	Total (add # 1-8)

II. Motivational Characteristics

1. Becomes absorbed and truly involved in certain topics and problems, is persistent in seeking task completion. (It is sometimes difficult to get him/her to move on to another topic.)	
2. Is easily bored with routine tasks.	
3. Needs little external motivation to follow through in work that initially excites him/her.	
4. Strives toward perfection; is self critical; is not easily satisfied with his/her own speed or products.	
5. Prefers to work independently; requires little direction from teacher.	
6. Is interested in many "adult" problems such as religion, politics, sex, race-- more than usual for age level.	
7. Often is self assertive (sometimes even aggressive), stubborn in his/her beliefs.	
8. Likes to organize and bring structure to things, people, and situations.	
9. Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things.	
	Total (add # 1-9)

III. Creativity Characteristics

1. Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything.	
2. Generates a large number of ideas or solutions to problems and questions; often offers unusual (“way out”), unique, clever responses.	
3. Is uninhibited in expressions of opinion; is sometimes radical and spirited in in disagreement; is tenacious.	
4. Is a high-risk taker; is adventurous and speculative.	
5. Displays a good deal of intellectual playfulness; fantasizes; imagines (I wonder what would happen if...), manipulates ideas (i.e. changes, elaborates upon them), is often concerned with adapting, improving and modifying institutions, objects, and systems.	
6. Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.	
7. Is unusually aware of his impulses and more open to the irrational in himself/herself (freer expression of feminine interest for boys, greater than usual amount of independence for girls), shows emotional sensitivity.	
8. Is sensitive to beauty, attends to aesthetic characteristics of things.	
9. Nonconforming, accepts disorder; is not interested in details; is individualistic, does not fear being different.	
10. Criticizes constructively; is unwilling to accept authoritarian pronouncements without critical examination.	
Total (add #1-10)	