

Cuero Independent School District



Gifted and Talented Program Plan

Updated September 2017

Nondiscrimination

Cuero ISD 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.

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Cuero ISD Gifted and Talented Program

Definition of Gifted and Talented

Cuero ISD defines gifted and talented as any child or youth in grades K-12 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 exhibits high performance capability in general intellectual ability and exhibits high performance in creativity.

IDENTIFICATION PROCEDURES AND PROCESSES

Cuero Independent School District has board approval on the identification procedures and processes of students K-12 for the services of the Gifted/Talented Program. These procedures meet state requirements (§29.121 & TAC 89.1) and have been designed to ensure the identification of any student who demonstrates educational need for the services of the program under the established guidelines.

Cuero ISD Identification Timeline

Referral procedures published in local newspaper and on district website	October
Referrals accepted from parents, teachers, community members	October
Assessments conducted after written parental permission obtained	October-November
Gifted/Talented committee meets to review assessments	December/January
Written parental permission for services obtained for identified students No acceptance letters sent	January
Services begin for newly identified students	January/February

DISSEMINATING INFORMATION

Anyone may nominate a student for the program at the period of annual referrals listed on the timeline above. Referral forms are available in campus office. Referral forms may be submitted to the campus office only during the time period of referral acceptance. Late referrals will not be accepted. Parents are informed of the identification policies through the district or campus handbook, and/or the district website, and/or by request of the written policy and procedures for the Gifted/Talented program.

SCREENING/ASSESSMENT PROCESS

A student profile is used to identify those students who perform, or show the potential for performing, at remarkably high levels of accomplishment relative to their age, peers, experience, or environment. The profile will reflect the following criteria used in the assessment. The criteria used will be a combination of **qualitative and quantitative** instruments:

- School Abilities Test: Sages
- Achievement Test: Iowa
- Divergent thinking assessment: Torrance Test of Creative Thinking
- GATES Teacher Rating Scales(Elementary), the Purdue Teacher Rating Scales (Secondary)
- Gates Parent Rating Scale

QUALIFICATION PROCESS

The student profile identifies the student's strengths and weaknesses. The percentiles and/or scores from the assessment instruments are plotted on the student profile. Each student's profile is individually evaluated by the Gifted/Talented Committee for that campus. A student clearly qualifies for Gifted/Talented services if the majority of the evidence on the profile falls within the *High* and/or *Superior* ranges on the profile. The decision is based on the committee's observation of the preponderance of the evidence on the student's profile.

The Gifted/Talented committee consists of at least three district educators. All committee members have been trained in Nature and Needs of gifted students. At Cuero ISD the G/T Campus Committee consists of the campus principal, counselor, Gt or Lead teacher and the G/T Program Coordinator. The Gifted/Talented Campus Committee makes a professional judgment based on the recorded student profile data. As the committee evaluates the data on the students nominated, the committee has three options:

- The preponderance of profile data indicates the student exhibits educational need and would benefit from the services offered in the Gifted/Talented.
- There is insufficient evidence in the documentation at this time indicating the student's educational needs would best be met by the Gifted/Talented program. The preponderance of evidence indicates the student's educational needs would best be served with the services of the regular curriculum.
- Further information is requested for the committee to make a qualification decision.

Once the identification process is complete, parents or guardians are notified of the Gifted/Talented Committee's decision via U.S. Mail within ten school days. Parents of all screened students may request a conference to examine their child's assessment results.

Cuero ISD Gifted/Talented Program Design

At Cuero ISD we are committed to meeting the needs of *all* students, including this special population. Our students have many gifts and talents that range from

academics to art, performance, and music. The services described below address the advanced academic needs of gifted and talented students in general Intellectual Ability and Creativity. We are committed to placing gifted and talented students in classes that meet their needs academically.

Services

Cuero ISD has one G/T-trained teacher that implements a G/T Pullout Program for identified students in grades K-5. Students are pulled out of their regular classroom for 1/2 day per week. During the pullout program the Texas Performance Standards Project (www.texaspsp.org) will be used as a guide for the independent study projects.

In grades 6-12, identified students will be served by G/T trained teachers in the four content areas through pre-AP, AP and Honors classes. Emphasis will be on developing a students' capacity to become a self-directed learner who is confident in their ability to research and process information. Identified students will create and communicate their findings as they produce and present advanced-level products or performances. The Texas Performance Standards Projects will be utilized as a guide for independent study projects. The teachers will provide students with multiple opportunities to participate in learning experiences using advanced content which are defensibly differentiated in depth, complexity.

Our regular classroom teachers are encouraged to pursue their G/T 30-hour mandatory training. You will see flexible grouping, tiered instruction, centers, higher level thinking, open-ended tasks, and student choice. G/T students are strategically placed in small groups with G/T-trained teachers. All of these teachers are trained to differentiate their curriculum to meet the needs of the G/T students in their classes. These teachers are trained to compact students out of the content/skills they have already mastered and move students on to new learning.

Documentation of services will be maintained and parents will be notified of in-school and out-of-school options during the school year that are relevant to the needs of the gifted and talented students. Progress reports may be included in the student's report card. Credit by Examination is available through Region 3 Education Service Center to assist students in acceleration through classes and/or grade levels. For more information on Credit by Examination, contact the student's campus.

ADDITIONAL POLICES AND PROCEDURES

TRANSFER OF STUDENTS

All students who have participated in gifted and talented programs prior to coming to Cuero ISD accepted into the Gifted/Talented Program. Once screening records are received from the student's previous district, the records will be examined. If the transfer data is insufficient, the student will be assessed to see if placement in the program is in the student's best interest. A decision will be made regarding qualification within 30 school days of the receipt of the student's Gifted/Talented assessment results from the previous district.

APPEALS PROCESS

Once the identification process is complete, parents or guardians are notified of the

results via U.S. Mail within 10 school days of the committee's decision. A parent or staff member may appeal an identification decision by writing an appeal letter to the Gifted/Talented committee after the committee has issued letters documenting its qualification decisions.

FURLOUGH PROCEDURE

A furlough is a temporary "leave of absence" from the Gifted/Talented Program designed to meet the individual needs of an identified student. Anyone may request a furlough: parent, student, teacher, or administrator. Requests for a furlough will be given to the campus administrator and members of the Gifted/Talented committee for consideration. A student may be furloughed for a period of time deemed appropriate by the Gifted/Talented committee. At the end of the furlough, the student's progress shall be reassessed, and the student may re-enter the Gifted/Talented program, be removed from the program, or be placed on another furlough. Furloughs are designed to be short-term and temporary and should **never be used for an entire school year**.

A furlough does not indicate a permanent exiting of the program. Furloughs could be utilized for a variety of extenuating circumstances. Any student may be granted a furlough from the program for various issues such as over commitment, family concerns, serious illness, or any other circumstances which would inhibit or curtail the student's performance in the program. The furlough may also be used prior to a formal exit from the program for those students who are unable to maintain satisfactory performance within the learning opportunities of the Gifted/Talented program. A furlough might also provide the student an opportunity to attain performance goals established by the Gifted/Talented committee. A furlough is arranged to meet the individual needs of the student. If the student is placed on furlough the student will be removed from the PEIMS G/T designation for that period of time.

EXIT

Student performance in the program shall be monitored. A student shall be removed from the program at any time the Gifted/Talented committee determines it is in the student's best interest **and** a furlough has been ineffective. If a parent requests their child be removed from the program, the Gifted/Talented committee shall grant the request. Once a student is exited from the program he/she must adhere to the identification procedures and exhibit educational need to be readmitted.

Teacher 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 staff development 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 options.

PROGRAM EVALUATION

The district will evaluate the effectiveness of the Gifted/Talented program annually and use the data to modify and update district and campus improvement plans. Parents are included in the evaluation process (TEC 11.251-11.253)

PARENT AND COMMUNITY INVOLVEMENT

Parents and community members are encouraged to become partners in the Gifted and Talented Program. Parents are encouraged to conference with the teachers throughout the year on the progress of their child (children).

Cuero ISD Plan for Program Management and Evaluation includes the following assignments and responsibilities:

School Board

- Approve all policies regarding district organizational processes and procedures
- Approve selection of program personnel
- Approve recommendation for revisions to program policies

Superintendent

- Serve in Administration Advisory Committee
- Approve all policies regarding district organizational processes and procedures
- Serve as program liaison to the School Board
- Approve recommendation for selection of program personnel
- Review evaluation data and approve recommendation for program revisions

Principals

- Serve on Campus Screening, Selection, and Exit Committee
- Evaluate program elements and staff
- Be knowledgeable of gifted/talented differentiated curriculum

- Collect grievances and recommendations for program improvement and relay to the proper sources
- Make recommendations for selection of program personnel
- Provide information about the program to new students
- Coordinate meetings of Campus Screening, Selection, and Exit Committee

Counselor

- Serve on Campus Screening, Selection, and Exit Committee
- Disseminate and collect nomination forms
- Administer special testing to student nominees
- Collect and record student screening data
- Provide assistance in interpretation
- Provide guidance for students in the program

Program Coordinator

- Serve on all Campus Screening, Selection, and Exit Committees
- Provide in-service education to school staff, parents, and community members
- Attend workshops and conferences for professional growth
- Plan budget and order materials for the program
- Maintain community resource file
- Serve as liaison between Region III Education Service Center and district
- Coordinate district program evaluation
- Present district evaluation results to Campus Screening, Selection, and Exit Committees as well as the Parent Advisory Committee

Teachers

- Serve on respective Campus Screening, Selection, and Exit Committee
- Provide instruction for students in the program
- Develop curriculum providing opportunities for cognitive and affective growth
- Maintain student files and keep program records
- Evaluate students to determine growth
- Schedule evaluation activities and collect data
- Communicate information about students to their regular classroom teacher and to their parents
- Attend workshops and conferences for professional growth
- Keep principal informed on program differentiated curriculum and projects



CUERO ISD

Public Announcement for G/T Referral

Cuero ISD Gifted/Talented Screening Due Date Updated

Cuero ISD will begin the screening process to identify students for the Gifted/Talented Program. If you think your child fits **many** of the characteristics of gifted students listed below, you may nominate your child for screening.

- Uses an advanced vocabulary
- Has an extensive, detailed memory—remembers more and retrieves from memory quickly and easily
- Understands complex concepts
- Generates complex, abstract ideas.
- Infers and connects concepts
- Learns quickly and easily
- Develops learning skills ahead of his/her peers
- Shows originality/invention in ideas
- Ponders with depth and multiple perspectives.
- Has a high degree of concentration in areas of interest
- Seeks out a challenge; finds and solves difficult and sometimes unusual problems
- Reads a great deal on his/her own

If you wish to nominate your child for consideration for the Cuero ISD Gifted/Talented Program, nomination forms are available at the counselor's office at your child's campus. These forms include a nomination form and a form granting permission to do additional testing. The process of identifying students includes nomination, screening, testing, and committee review. Nomination is the first step in the selection process and does not guarantee placement in the program. Nomination forms must be completed and turned in to your campus counselor's office by **noon on October 20, 2017**. If additional information is needed, please contact your campus counselor.



Gifted/Talented Services Referral Form
Cuero Independent School District
Parent or Guardian Gifted/Talented Referral Form

I, _____, as parent/guardian would like to refer
(Please print) (Please circle)

_____ for the Gifted/Talented screening and
(Print student's name)

assessment process. I believe this child has an extraordinarily high level of intellectual or academic ability and that his/her educational needs can best be met by Gifted/Talented Services. I understand the school district will make every effort to determine the best possible educational services based on the student's educational needs. This child is currently in grade _____.

Signature of person making referral

Date

_____ YES, I give permission for our son/daughter to be screened/tested for Gifted/Talented.



Gifted/Talented Services Referral Form
Cuero Independent School District
Gifted/Talented Referral Form

I, _____, as teacher would like to refer
(Please print)

_____ for the Gifted/Talented screening and
(Print student's name)

assessment process. I believe this child has an extraordinarily high level of intellectual or academic ability and that his/her educational needs can best be met by Gifted/Talented Services. I understand the school district will make every effort to determine the best possible educational services based on the student's educational needs. This child is currently in grade _____.

Signature of person making referral

Date



Dear Parent/Guardian,

Your child, _____, has been referred for testing to see if he/she would benefit from Gifted and Talented Services for Cuero ISD. To receive proper services, your child will need to be assessed. The Gifted/Talented Committee will look at numerous pieces of information before eligibility for services can be established. After the student is tested and the Gifted/Talented Committee has evaluated all information by a blind process, the Committee will determine what is best for your child based on your child's assessment data. You will receive written notification of the decision made by the committee.

Please return this form to your child's teacher as soon as possible if you would like the school to assess your child. Thank you for your cooperation.

Sincerely,



Child's Name: _____

_____ Yes, I give my permission for you to assess my child for Gifted/Talented Services.

_____ No, I do not wish to have my child tested at this time.

Parent/Guardian Signature: _____

Date: _____



CUERO ISD
Parent Permission Form for G/T Services

Student's Name: _____

Address: _____

Home/Cell phone: _____ Work phone: _____

Grade: _____ Teacher: _____

Your child has met the qualifications to receive Gifted/Talented services. Before we can officially offer your child these services, we must have your written approval for your child to participate. Please complete this form and return it to school as soon as possible.

Please check the appropriate space:

_____ YES, we give permission for our son/daughter to receive Gifted/Talented services.

_____ NO, we do not want our son/daughter to receive Gifted/Talented services.

Parent/Guardian Signature: _____

Date: _____



Dear _____,

The purpose of this letter is to inform you about the results of Cuero ISD's gifted/talented (G/T) screening. The committee reviewed quantitative and qualitative data collected on your child.

As defined by the Texas Education Code, a gifted and/or talented student is "a child who performs or shows the potential for performing at remarkably high levels of accomplishment when compared with others of the same age, experience, or environment." Our G/T services serve the needs of the academically advanced student with general intellectual ability in the four core areas: Math, science, ELAR and science.

At this time, our screening indicates that _____ has not qualified to receive Cuero ISD G/T services. As a parent, you have the right to appeal this decision. If you would like to discuss this decision further, please contact the school counselor for a personal conference to look over the screening process records on your child.

Sincerely,



**CUERO ISD
Exit Committee Report**

Date: _____

Student name: _____ Campus: _____

Grade level: _____ Person initiating request: _____

List previous classroom/campus interventions for student:

Committee Decision

____ Exit granted ____ Exit denied ____ Additional Intervention(s)

Rationale for exit or denial: _____

Committee Members

Student

Parent(s)/Guardian(s)

Teacher(s)

Principal/Counselor

Other (specify)

Other (specify)



Cuero ISD

G/T Services Parent Survey

Please take a few moments to complete and mail this anonymous survey in the self-addressed, stamped envelope provided.

Student's grade level: _____

Please check the answer that best represents your opinion in response to the following questions:

	Agree	Disagree	Don't Know
1. The G/T services my child receives have had a positive influence on my child's attitude toward school.			
2. My child's G/T teacher(s) understands the characteristics and needs of gifted children.			
3. My child's G/T teacher(s) adjusts assignments in order to meet his/her learning needs.			
4. The G/T services my child receives provide many opportunities for my child to work with other children who have similar interests and abilities.			
5. The G/T services my child receives provide learning opportunities that are challenging to my child.			
6. The G/T services my child receives provide many opportunities for my child to pursue his/her passions and develop new topics of his/her personal interest through independent learning.			
7. The amount of work my child completes in the G/T classroom is appropriate for their learning level.			
8. My child's G/T teacher provides assignments based on my child's learning needs that are different from what the other students are learning.			
9. The G/T services my child receives have been effective in improving my child's academic achievement.			
10. My child's G/T teacher communicates and collaborates with me about my child's learning needs.			
11. The G/T services my child receives overall have been very beneficial.			

What aspects do you like about the G/T services Cuero ISD provides?

What should be done to improve G/T services provided by Cuero ISD?

Cuero ISD
G/T Six Weeks Student Evaluation

Name: _____ Grade: _____
 G/T Teacher: _____ Conference Period: _____

	1	2	3	4	5	6
Mastery of concepts/subject matter						
Use of critical-thinking skills						
Use of creative-thinking skills						
Use of problem-solving skills						
Use of research skills						
Use of study skills						
Product(s) evaluation						
Participation/interaction						
Completion of tasks						
Attitude/cooperativeness						

Parent/Guardian's Signature

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Explanation of ratings:

- 1—Poor
- 2—Fair
- 3—Average
- 4—Good
- 5—Excellent

1st SIX WEEKS

Comments:

2nd SIX WEEKS

Comments:

3rd SIX WEEKS

Comments:

4th SIX WEEKS

Comments:

5th SIX WEEKS

Comments:

6th SIX WEEKS

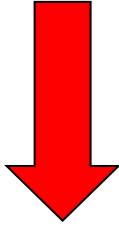
Comments:

CUERO ISD

Gifted/Talented Student Identification Profile

Student # _____

District line:
Minimum of 3
Quantitative
above this line



	Below Average	Average	Strong Average	Excellent	Superior
School Ability (IQ)(circle instrument used)	<85	85-99	100-115	116-129	130+
• SAGES2 Reasoning (K-8)					
Achievement Scores(per centiles) ITBS	≤50	51-80	81-90	91-95	96-99
• Reading / ELA					
• Math					
• Science					
• Social Studies					
Divergent Thinking	≤85	85-100	101-116	116-131	131+
• Torrance Test of Creative Thinking					
Elementary Teacher Rating Scales (Gates, standard scores)					
• Intellectual Ability	<70	70-79	80-89	90-109	111+
• Academic Skills	<70	70-79	80-89	90-109	111+
• Creativity	<70	70-79	80-89	90-109	111+
• Leadership	<70	70-79	80-89	90-109	111+
• Artistic Talent	<70	70-79	80-89	90-109	111+
Secondary Teacher Rating Scales (Purdue)					
• Social Studies	<20	20-33	34-42	43-51	52-60
• Math	<20	20-33	34-42	43-51	52-60
• Science	<20	20-33	34-42	43-51	52-60
• Language Arts	<20	20-33	34-42	43-51	52-60
Parent Rating Scale (Gates, standard scores)					
• Intellectual Ability	<70	70-79	80-89	90-109	111+
• Academic Skills	<70	70-79	80-89	90-109	111+
• Creativity	<70	70-79	80-89	90-109	111+
• Leadership	<70	70-79	80-89	90-109	111+
• Artistic Talent	<70	70-79	80-89	90-109	111+

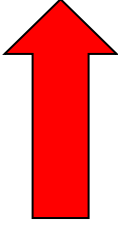
Quantitative



Qualitative Data



District line:
Minimum of 5
Qualitative criteria
above line



Gifted/Talented Committee Action:

At this time, this student does, or does not exhibit educational need to receive Cuero ISD Gifted/Talented services.

Student # _____

Date of Decision: _____

Committee Member Signatures:
