

## **STATEMENT OF NONDISCRIMINATION**

West Orange - Cove CISD 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 504 of the Rehabilitation Act of 1973, as amended.

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## **WEST ORANGE - COVE CISD BOARD POLICY**

EHBB (LEGAL) Special Programs: Gifted and Talented Students

EHBB (LOCAL) Special Programs: Gifted and Talented Students

DMA (LEGAL) Professional Development

## **PHILOSOPHY**

West Orange - Cove CISD is committed to the educational excellence and success of every student. West Orange - Cove CISD will provide services focusing on the unique needs of Gifted and Talented students (G/T students) that are both flexible and challenging in order to maximize student potential to its fullest. Gifted and Talented Services provide extension and enrichment of experiences for the student and differentiates curriculum by centering on research skills, higher order problem solving and advanced content. We believe the school personnel, the parents and the community should be continuously educated in this area with evaluation being an integral component. The desire is for our G/T students to master the ability to think creatively, be self-directed, and use their ability to be innovative in a technological society.

## **STATE GOAL**

The State's goal for G/T students is to ensure that those students who participate in Gifted and Talented Services demonstrate skills in self-directed learning, thinking, research, and communication. G/T students develop innovative products and sophisticated performances that reflect individuality and creativity and are targeted to an audience outside the classroom.

## **FEDERAL DEFINITION**

The term Gifted and Talented, when used with respect to students, children, or youth, means students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative artistic, or leadership capacity, or in specific academic fields, and who need services or activities not ordinarily provided by the school in order to fully develop those capabilities.

Title IX, Part A, Section 9101

## **STATE DEFINITION**

"Gifted and Talented student" 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.

TEC § 29.121

## **DISTRICT DEFINITION**

West Orange - Cove CISD 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:

- (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

## **DISTRICT GOAL**

Students participating in Gifted and Talented Services are expected to:

- (1) Conceptualize and see relationships at the level of their unique potential in order to become independent self-directed learners
- (2) Utilize critical thinking skills to foster in-depth, complex learning activities that demonstrate an understanding of advanced content including research
- (3) Develop a positive self-concept
- (4) Interact and communicate collaboratively with others including business and community partners resulting in the development of innovative products and performances
- (5) Use advanced divergent thinking skills to explore creative possibilities that enhance productivity and facilitate advanced problem solving

## **PROGRAM GOALS**

1. **IDENTIFICATION** - Identify students in grades K-12 who demonstrated an academic need for Gifted and Talented Services using multiple and specific criteria.
2. **PROGRAM IMPLEMENTATION** - Implement a program that will meet the learning needs of G/T students in grades K-12.
3. **SELF-DIRECTED LEARNERS** - Develop the students' capacities to become self-directed and to be confident in their ability to research and process information and to create and communicate their findings as they produce and present advanced-level products or performances as well as products and performances of professional quality at the high school exit level.
4. **COMPLEX THINKING SKILLS** - Enhance and refine the abstract and complex thinking and reasoning of these students through more sophisticated creative and critical thinking activities as they reflect and refine their own thinking processes.

5. **APPROPRIATE INSTRUCTIONAL STRATEGIES** - Provide students with multiple opportunities to participate in learning experiences using advanced content (within the four core areas) which are defensibly differentiated in depth, complexity and range through modification to content and/or process and/or product. Students will be able to work independently, with groups of other G/T students, and with groups of non-gifted peers.

### **STUDENT GOAL**

Students identified as gifted and talented shall develop their critical problem solving skills in new complex situations creating advanced-level products or performances. In addition, our students shall reinforce their self-directed learning skills through investigating advanced, more complex subject matter to help them become independent lifelong learners and creative producers. As a result of their participation in the program, identified G/T students shall develop a more positive self-concept, so they as gifted and talented individuals, can interact more effectively with gifted and non-gifted peers, adults, and society.

### **TEACHER GOAL**

The teacher shall assist G/T students in developing skills commensurate with our students' abilities, aptitudes, interests, and personal goals in order that they may lead productive lives as autonomous learners active in the pursuit of knowledge. To satisfactorily provide instruction and services to G/T students, all teachers must have a minimum of thirty hours of training that includes the nature and needs of gifted students, assessment of G/T students, and curriculum and instruction for G/T students. Teachers are also required to complete a 6 hour update of Gifted and Talented professional development annually.

### **STAFF DEVELOPMENT**

On-going staff development in Gifted and Talented education will be provided through local staff development programs, Region V ESC workshops, or institutes and conventions offering appropriate instruction.

### **SERVICE DESIGN**

The service design determines the organization and setting in which learning will take place. The design shall be determined by the nature and needs of the students selected for the services and by the resources and limitations of each campus.

Students receiving Gifted and Talented Services need to be a part of a learning environment that allows for independent study, group work with peers of similar ability, and group work with peers who represent a heterogeneous population. Students need flexible pacing that allows them to learn at a rate and level commensurate with their abilities and skills. Out of school options relevant to the students' strengths may be provided.

**Kindergarten through 5<sup>th</sup> Grade:** Students will be provided accelerated instruction as per the ability level of the current year's students with increased emphasis on complex, abstract, and/or higher order thinking skills using grade level Texas Performance Standards Projects. Students will participate in regular curricular activities and be provided opportunities for enrichment of

the regular core curriculum through student-directed learning activities and/or independent study research and contract activities. Students will have opportunities to work together in cooperative groups for advance learning activities. Students may have the opportunity to enhance their education through University Interscholastic League (UIL) competitions.

**6<sup>th</sup> through 8<sup>th</sup> Grade:** Students identified will have the option to select advanced classes in language arts, science, social studies and mathematics with other high-achieving students. Students who qualify will have the option to select Pre-Algebra in the seventh grade and Algebra 1 in the eighth grade. Students also have opportunities to enhance their education through Texas Performance Standards Project, UIL competitions and Texas Association of Minorities in Engineering (TAME).

**9<sup>th</sup> through 12<sup>th</sup> Grade:** Students will be provided accelerated instruction with emphasis on complex, abstract, and/or higher order thinking skills using grade level Texas Performance Standards Projects. Students will also have a variety of advanced learning opportunities. Pre-Advanced Placement, Advanced Placement, and Honors classes are offered in the core subject areas. In addition, West Orange - Stark High School, in partnership with Lamar State College – Orange, offers a variety of dual credit courses in which a student may earn both high school and college credit. Students receiving Gifted and Talented Services also have the opportunity to enhance their education through enrollment in the Academy of Engineering, student organizations and/or UIL academic competitions.

### **IDENTIFICATION PROCEDURES AND PROCESSES K-12**

Identification and selection of students for Gifted and Talented Services will be determined through a comprehensive process of nomination, screening, and selection. Identification will be conducted by a Gifted and Talented Campus Selection Committee through the use of multiple criteria including both objective and subjective measures. No single measure can be the determining factor for acceptance into or exclusion from the 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. Efforts will be made to ensure that all district populations have access to the Gifted and Talented identification process.

## **STUDENT IDENTIFICATION PROCESS**

### **NOMINATION FOR KINDERGARTEN STUDENTS**

All students who demonstrate Gifted and Talented characteristics will have an equal opportunity to be nominated. Nominations may be submitted by teachers, administrators, counselors, parents, or other interested persons. Conferences shall be held with nominated students and their parent(s) to determine if the students are interested in the program.

An overview of the assessment procedures and services for G/T students will be publicized through newsletters and posts to the district website prior to the nomination period. Parent awareness sessions will be held annually. Nomination procedures and forms for assessment for G/T students are communicated to families in a language the families understand and/or a

translator/interpreter will be provided. Nomination forms are available in each campus counselor's office and/or on the district website. These forms may be submitted to the campus office at any time during the year. However, nomination forms and permission to screen forms should be returned no later than the last school day in January for Kindergarten students currently enrolled in the district. Nominations received after the January deadline for screening may not be guaranteed to receive consideration for service for the following school year. Exceptional cases may be considered at any time. Written permission to screen must be obtained from parents to administer a test not given to all students in the district or at a grade level.

Data from at least three different measures that meet state guidelines will be collected and included in the assessment process for Gifted and Talented Services. Students will be assessed in languages they understand.

### **SCREENING PROCESS FOR KINDERGARTEN STUDENTS**

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 a **minimum of three (3)** criteria used in the assessment. The criteria used will be a combination of **qualitative and quantitative** instruments and **may include**:

- abilities tests such as the *Toni 4*, *Slosson*, or other abilities tests as deemed appropriate for the student;
- achievement tests such as the *Peabody*, or other achievement tests as deemed appropriate for the student;
- divergent thinking assessments such as *Kingore Observation Inventory*, *Recognizing Gifted Potential*, or other divergent thinking assessment as deemed appropriate for the student;
- teacher rating scales (grades K-5);
- parent/citizen inventory;
- classroom performance.

### **SELECTION PROCESS FOR KINDERGARTEN STUDENTS**

The results of all of the screening measures of each child are entered on an individual student profile sheet. 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 and Talented Campus Selection Committee through a blind (no name) process. The school identification number will identify student information. The committee has the responsibility to review the matrices scores and each criterion. At least 5% of the Kindergarten class will be identified for Gifted and Talented Services. Student scores will be rank-ordered and the decision will be based on the preponderance of the evidence on the student's profile.

The Gifted and Talented Campus Selection Committee shall be composed of at least three professional educators who have received training in the nature and needs of G/T students and shall be established at each campus in accordance with District Policy EHBB (Local). The 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 two options:

- The profile data indicates the student exhibits educational need and would benefit from the services offered through Gifted and Talented Services.
- There is insufficient evidence in the documentation to indicate the student's educational needs would best be met through Gifted and Talented Services. The evidence indicates the student's educational needs would best be served with the services of the regular curriculum.

Once the identification process is complete, parents or guardians are notified of the committee's decision within ten school days. Parents of all screened students may request a conference to examine their child's assessment results. These requests should be made through the student's home campus.

Based on the review of information gathered during the assessment process, students whose data reflect that Gifted and Talented Services will be the most effective way to meet their identified educational needs are recommended by the committee for Gifted and Talented Services. The District shall obtain written permission from the parents before a student receives Gifted and Talented Services. Parents and teachers will be notified of each student's placement, and parents will be given opportunities to schedule conferences to discuss assessment data.

### **NOMINATION GRADES 1- 12**

All students who demonstrate Gifted and Talented characteristics will have an equal opportunity to be nominated. Nomination forms may be submitted by teachers, administrators, counselors, parents, the student, other students, or other interested persons. Conferences shall be held with nominated students and their parent(s) to determine if the students are interested in the program.

An overview of the assessment procedures and services for G/T students will be publicized through newsletters and posts to the district website prior to the nomination period. Parent awareness sessions will be held annually. Nomination procedures and forms for assessment for G/T students are communicated to families in a language the families understand and/or a translator/interpreter will be provided. Nomination forms are available in each campus counselor's office and/or on the district website. These forms may be submitted to the campus office at any time during the year. However, nomination forms and permission to screen forms must be returned no later than the last school day in March for screening and identification for the following school year. Nominations received after the March deadline for screening may not be guaranteed to receive consideration for services for the following school year. Exceptional cases may be considered at any time. Written permission to screen must be obtained from parents to administer a test not given to all students in the district or at a grade level.



Data from at least three different measures that meet state guidelines will be collected and included in the assessment process for Gifted and Talented Services. Students will be assessed in languages they understand.

### **SCREENING PROCESS GRADES 1-12**

The initial screening process will consist of a review of current educational data. 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 a **minimum of three** (3) criteria used in the assessment. The criteria used will be a combination of **qualitative and quantitative** instruments and **may include:**

- abilities tests such as the *Toni 4*, *Slosson*, or other abilities tests as deemed appropriate for the student;
- achievement tests such as the *Peabody*, or other achievement tests as deemed appropriate for the student;
- divergent thinking assessments such as *Kingore Observation Inventory*, *Recognizing Gifted Potential*, or other divergent thinking assessment as deemed appropriate for the student;
- teacher rating scales (grades 1-12);
- parent/citizen inventory;
- benchmarks (mid-year);
- universal screenings;
- standardized testing;
- grades.

### **SELECTION PROCESS GRADES 1-12**

The results of all of the screening measures of each child are entered on an individual student profile sheet. 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 and Talented Campus Selection Committee through a blind (no name) process. The school identification number will identify student information. The committee has the responsibility to review the matrices scores and each criterion. Student scores will be rank-ordered and the decision will be based on the preponderance of the evidence on the student's profile.

The Gifted and Talented Campus Selection Committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students and shall be established at each campus in accordance with District Policy EHBB (Local). The 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 two options:

- The profile data indicates the student exhibits educational need and would benefit from the services offered through Gifted and Talented Services.

- There is insufficient evidence in the documentation indicating the student's educational needs would best be met through Gifted and Talented Services. The evidence indicates the student's educational needs would best be served with the services of the regular curriculum.

Once the identification process is complete, parents or guardians are notified of the committee's decision within ten school days. Parents of all screened students may request a conference to examine their child's assessment results. These requests should be made through the student's home campus.

Based on the review of information gathered during the assessment process, students whose data reflect that Gifted and Talented Services will be the most effective way to meet their identified educational needs are recommended by the committee for Gifted and Talented Services. The District shall obtain written permission from the students and the parents before a student receives Gifted and Talented Services. Parents and teachers will be notified of each student's placement, and parents will be given opportunities to schedule conferences to discuss assessment data.

### **REASSESSMENT GRADES 1-12**

The District shall not perform routine reassessments.

### **FURLOUGH PROCEDURES**

Students who are unable to maintain satisfactory performance of an 85 in all core subjects for each grading cycle may be placed on furlough by the Gifted and Talented Campus Selection Committee. The purpose of such a furlough is to provide the student an opportunity to attain performance goals established by the committee. A furlough may also be granted at the request of the student and/or parent.

A student may be furloughed for a period of time deemed appropriate by the committee. At the end of the next grading cycle period, the student's progress shall be reassessed, and the student may continue to receive Gifted and Talented Services, exit procedures may be initiated, or the furlough may be extended.

### **EXIT PROCEDURES**

Once students are furloughed, the committee will establish criteria for the student to meet during the furlough period. If the criteria of the furlough is not met, then exit procedures are initiated. Student performance shall be monitored, and the student may be exited at any time the Gifted and Talented Campus Selection Committee determines it is in the student's best interest. If a student or parent requests removal of services, the committee shall meet with the parent and/or student before honoring the request. Criteria for exiting will include a review of the following: standardized test scores, student work samples, cycle grades, and/or other criteria as needed. Exiting will be finalized by the committee after consultation with parents regarding the most appropriate educational placement.

## **PROCEDURES FOR TRANSFER STUDENTS**

Students transferring to West Orange - Cove CISD, who have been identified as a G/T student by a previous school district, shall receive Gifted and Talented Services.

## **APPEAL PROCEDURES**

Parents or students may appeal any final decision of the Gifted and Talented Campus Selection Committee regarding selection for or removal from Gifted and Talented Services. Appeals shall be made first to the committee and any subsequent appeals shall be made in accordance with FNG (LOCAL) beginning at Level Two.

## **CURRICULUM AND INSTRUCTION**

West Orange - Cove CISD shall provide an array of learning opportunities that are comprehensive, structured, sequenced, and appropriately challenging to G/T students in grades K-12 and enhances content from the four core subject areas. To meet the individual students' needs, the administration and teachers from each campus will work together to employ a variety of instructional techniques and scheduling modifications. G/T students may work together as a group, work with other students and work independently during the school day. Flexible pacing is employed, allowing students to learn at the pace and level appropriate for their abilities and skills.

As a result, the learner will have opportunities to benefit from a range of learning experiences leading to the development of superior products. The Campus Improvement Plans reflect provisions for improving services for G/T students. Annual evaluation activities are conducted by surveying families, students and staff for the purpose of continued service development.

## **COMPETENCIES OF SUCCESSFUL TEACHERS OF THE GIFTED**

- I. Exhibits an understanding of the general characteristics of all G/T students and the specific characteristics of each gifted child
  - A. Interprets identification data to diagnose student's needs, interest and abilities
  - B. Develops realistic expectations for the G/T student with respect to personal, parental and community concerns and standards
  - C. Attends to the academic and social differences resulting from the student's cultural and economic backgrounds
  - D. Identifies expectations for teaching and learning in relationship to the chronological, social, mental, and developmental ages of the students
  
- II. Demonstrates knowledge of curriculum development, implementation, and instructional strategies appropriate for G/T students
  - A. Selects appropriate program objectives, environment and resources
  - B. Uses appropriate and varied instructional materials and tools that acknowledge individual and group differences and needs

- C. Designs a new curricular plan responsive to the collective as well as individual needs, interests, abilities and learning styles of G/T students
- D. Evaluates the outcomes of teaching and learning using appropriate and varied techniques
- E. Integrates the TEKS of the basic curriculum with those of a differentiated curriculum
- F. Differentiates between the purposes and functions of various curricular, program and instructional models
- G. Uses various grouping practices for instruction
- H. Develops an environment that encourages student involvement by initiating opportunities for teacher/student shared decision-making
- I. Facilitates independence of thought and individuality through problem solving, creative thinking, logic and critical analysis

### III. Functions as an educator and trainer of educators and parents

- A. Effectively communicates in oral and written forms regarding the nature and needs of G/T students
- B. Demonstrates leadership skills
- C. Exhibits organizational skills
- D. Appropriately evaluates self, situations and colleagues
- E. Serves as a model for G/T students
- F. Accepts the role of advocate for Gifted and Talented education and students

## **CAMPUS OFFERINGS**

Students will be provided with multiple opportunities to participate in learning experiences using advanced content (within the four core areas) which are defensibly differentiated in depth, complexity, and range through modification to content and/or product. Students will be able to work independently, with groups of other gifted students, and with groups of non-gifted peers.

### **K - 5<sup>th</sup> Grade**

Instruction will be provided through an inclusive Gifted and Talented classroom based on the ability level of the current year's students with increased emphasis on complex, abstract, and/or higher order thinking skills using grade level Texas Performance Standards Projects and competitive activities such as UIL.

### **6<sup>th</sup> - 8<sup>th</sup> Grade**

Identified G/T students are served through advanced classes in their areas of strengths. In 6th grade: Math, Reading, English, Science and Social Studies are offered. In 7th grade: Pre-Algebra, Reading, English, Science and Social Studies. In 8th Grade: Algebra 1, English/Language Arts, Science and Social Studies. Opportunities for leadership development and creative problem solving are provided throughout the year through Texas Performance Standards Project, UIL, and TAME.

### **High School**

High School students are given the opportunity to select from Pre-Advanced Placement, Advanced Placement, Honors, or Dual Credit classes. Additionally, students may participate in numerous extracurricular academic activities such as robotics and UIL.

### **PROFESSIONAL DEVELOPMENT:**

West Orange – Cove CISD shall ensure that:

- Before receiving Gifted and Talented Services, teachers who provide instruction and services have a minimum of 30 hours of staff development which includes nature and needs of G/T students, assessment of student needs, and curriculum and instruction for G/T students.
- Teachers without the required training who provide instruction and services that are part of Gifted and Talented Services complete the 30-hour training requirement within one semester.
- Teachers who provide instruction and services that are part of Gifted and Talented Services receive a minimum of six hours annually of professional development in Gifted and Talented education.
- Administrators and counselors who have authority for service decisions have a minimum of six hours of professional development that includes nature and needs of G/T students and service options.

*19 TAC 89.2*

### **ADDITIONAL PROFESSIONAL DEVELOPMENT GOALS:**

- Teachers are encouraged to pursue advanced degrees or obtain additional professional development in their teaching discipline.
- A district plan for professional development in the area of Gifted and Talented education that is based on identified needs is implemented and updated annually.
- Information on opportunities for professional development in the area of Gifted and Talented education is provided on a regular basis.

### **FAMILY-COMMUNITY AWARENESS:**

District policies for student identification must be approved by the Board of Trustees and shall be disseminated to parents. The District shall provide orientation and periodic service updates for parents of identified G/T students. Information concerning special opportunities (contests, academic recognition, summer camps, etc.) shall be disseminated to parents. Community resources which support and promote extensions of learning shall be utilized. Gifted and Talented Services will be evaluated each year and the parents will be informed of the results. After committee recommendations are made, improvements and changes will be made to the Gifted and Talented plan.

### **SERVICE EVALUATION:**

Gifted and Talented Services shall be evaluated periodically, and evaluation information shall be shared with Board members, administrators, teachers, counselors, students receiving Gifted and Talented Services, and the community.