

MINEOLA ISD



**An Educational Program for the
Gifted and Talented**

Kindergarten – 12th Grade

Approved Board of Trustees: May, 2020

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Preface

Mineola ISD is committed to providing program and curricular options to meet the unique needs of the gifted/talented student. This document presents the official policies, processes, and

procedures for organizing, operating, and evaluating the gifted and talented services at Mineola ISD . The appendices contain the instruments and forms that may be used to implement and maintain the program components.

Definition of Gifted and Talented Students

“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 exhibits high performance capability in an intellectual, creative, or artistic area, possesses an unusual capacity for leadership, or excels in a specific academic field (TEC Subchapter D §29.121).

Philosophy/Rationale

The philosophy of Mineola ISD reflects an understanding of the uniqueness of individual gifted/talented students. Because the learning characteristics of gifted and talented students dictate learning experiences that differentiate from those provided for them in the regular school program, the district recognizes that special provisions must be made for these students in order to stimulate and maximize their achievement as well as provide for their social and emotional needs.

Mineola ISD recognizes that gifted and talented students are found in all cultures, socioeconomic groups, geographic locales, and environments. Mineola ISD will serve the needs of those students who perform at or show the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment.

Program Objectives

The Mineola ISD will:

- comply with gifted/talented accountability standards and monitor the effectiveness of assessment and services for gifted/talented students.
- implement identification procedures and progress monitoring that allows students to demonstrate and develop their diverse talents and abilities.
- implement viable service options which provide a research-based learning continuum that is developed and consistently implemented throughout the district to meet the needs and reinforce the strengths and interests of gifted/talented students.
- meet the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school.
- ensure all personnel involved in the planning, creation, delivery and administration of services to gifted/talented students possess the knowledge required to develop and provide differentiated programs and services, and
- involve family and community members in services designed for gifted/talented students throughout the school year.

I. Program Service Design

Gifted and Talented services at Mineola ISD are designed for students who are identified as gifted and talented according to Mineola Independent School District's identification procedures. Program Service design will include one or more of the following options:

1. **Pull-out:** Part-time services in a classroom, other than the student's regular class, that take place on a regular schedule provided by a gifted/talented 30-hour foundational and 6-hour update trained teacher.
2. **Push-in:** A gifted/talented 30-hour foundational and 6-hour update trained teacher provides occasional services to a student while the student is in their regular classroom.
3. **Full-time Gifted Only:** The student receives the majority of their core subjects from teachers with gifted/talented 30-hour foundational and 6-hour update training with peers who are all identified as gifted/talented.
4. **Full-time Inclusion:** The student receives a majority of their core subjects from a specific teacher or teachers with gifted/talented 30-hour foundational and 6-hour update training, but the classes may include peers who are not identified as gifted /talented.
5. **Special Day School:** A special school which is administratively separate from regular schools and is organized to serve gifted/talented students with gifted/talented 30-hour foundational and 6-hour update trained teachers.

In accordance with the *Texas State Plan for the Education of Gifted/Talented Students*, the district is accountable for the following:

- Identified gifted/talented students are assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas. Services are available during the school day as well as the entire school year, and parents are informed of these options (19 TAC §89.3(3)).
- Information concerning special opportunities is available and disseminated to parents and community members.
- Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas.
- Gifted/talented students are ensured opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year as a direct result of gifted/talented service options (19 TAC §89.3(1)).
- Flexible grouping patterns and independent investigations are provided throughout the program design/services.
- Out-of-school options relevant to the students' areas of strength are provided by school districts whenever possible (19 TAC §89.3(3)).
- Local board policies are developed that are consistent with State Board of Education rules on credit by examinations (19 TAC §74.24) and early high school graduation opportunities (TEC §56.203).

- Acceleration and flexible pacing are employed, allowing students to learn at the pace and level appropriate for their abilities and skills, and are actively facilitated by district administrators, counselors, and teachers.
- Local board policies are developed that enable students to participate in dual/concurrent enrollment, distance learning opportunities, and accelerated summer programs if available.
- A person who has thirty (30) hours of professional learning in gifted/talented education and annual six (6) hour professional learning updates as required in 19 TAC §89.2(1) is assigned to coordinate district level services for gifted/talented students in grades K – 12.
- Develop and implement services to address the social and emotional needs of gifted/talented students and their impact on student learning.

II. Student Assessment

A. Communicate the Process to Parents and Community

Prior to the referral period, Mineola ISD will conduct an awareness session for families to provide an overview of the assessment procedures and services for gifted/talented students.

- To ensure equity, all family meetings and/or informational media will be offered in a language family can understand or a translator or interpreter will be provided to the extent possible.
- Input from family and community representatives on gifted/talented identification and assessment will be encouraged.
- In addition, information regarding the overview of assessment procedures and services for gifted/talented students will be outlined on the district's G/T website and/or an awareness video will be provided.
- All referral procedures and forms for assessment will be provided to families in a language that the families understand, or a translator or interpreter is provided to the extent possible.

B. Referral Process

The referral process occurs one (1) time per year. Students may be referred by teachers, counselors, parents, or other interested parties.

Referral forms are available at each campus office and must be returned to the campus office by the deadline indicated on the referral form. Support will be provided for completing documents on an as needed basis or as requested.

C. Assessment

1. Mineola ISD will provide assessment opportunities for gifted/talented identification once per school year. Data collected from multiple sources for each area of giftedness served by the district are included in the assessment process for gifted/talented services. This assessment process allows for student exceptionalities to the extent possible. Access to assessment and, if needed, gifted/talented services is available to all populations of the district. Students will be assessed in languages they understand or with nonverbal assessments.
2. Based on a review of information gathered during the assessment process, those students whose data reflect that the District's G/T service options would best meet their identified educational needs will be recommended by the selection committee for gifted/talented services.
3. At the kindergarten level, as many criteria as possible, and at least three are used to assess students who perform at or show potential of accomplishments relative to age peers.
4. In grades 1 - 12, qualitative and quantitative data are collected through three (3) or more measures and used to determine whether a student needs gifted/talented service.
5. Final determination of students' need for gifted/talented services will be made by a committee of at least three local district or campus educators who have received training in the nature and needs of gifted/talented students and who have met and reviewed the individual student data.
6. Once identified, students will be provided services based on their strengths and interests and provided opportunities to produce advanced level products, such as those provided by the Texas Performance Standards Project.
7. In addition, as commensurate with their abilities, students will be provided opportunities to accelerate in their areas of strength.

III. District/Campus Procedures – EHBB

Transfer Students

1. When a student identified as gifted by a previous school district transfers into the District, the committee will make its determination based on the sending district's assessment data, observation records of District teachers who instruct the student, and any additional data (including reassessment) deemed appropriate by the committee to determine if placement in the District's program for gifted and talented students is appropriate.
2. Intradistrict Transfer: The District shall not reassess intradistrict transfers.

3. When a student identified as gifted transfers to another district, Mineola ISD will provide the receiving district the student's assessment data.

Furloughs - EHBB

1. A furlough (the opportunity for students to have a leave of absence from gifted/talented program services) may be implemented for specified reasons for a certain period of time without being exited. These reasons may include, but are not limited to:
 - a. Unable to maintain satisfactory performance within the structure of the gifted/talented program
 - b. Education needs are not being met within the structure of the gifted/talented program Specific personal or life circumstances
 - c. A furlough may be initiated by the district, the parent, or the student.
 - d. A student may be furloughed for a specified period of time as deemed appropriate by the district. At the end of the furlough, the student may re-enter the gifted program, exit from the program, or be placed on another furlough.

Reassessment - EHBB

1. If it is determined that it is in the best interest of an identified student to be reassessed, the district will inform parents/guardians and the student of the committee's decision and a reassessment will be conducted.
2. If reassessment does occur, it will be no more than once at the elementary level, once at the junior high level, and once at the high school level.

Exiting Students from Program Services - EHBB

1. Student progress in the program shall be monitored. Exiting from gifted/talented services is based on multiple criteria including but not limited to:
 - a. student performance in response to services
 - b. parent and/or student request to be exited
2. Exiting of a student is finalized by committee decision after consultation with parents and students regarding the student's educational needs.

Appeal Process Regarding Services - EHBB

A parent, student or educator may appeal any placement decisions and present new data, if appropriate, within 10 days of the decision notification. Appeals shall be made first to the

committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.

V. Curriculum and Instruction

Mineola ISD will meet the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the district.

Mineola ISD will assure identified gifted/talented students are provided an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas. Mineola ISD will provide services during the school day as well as the entire school year. In addition, Mineola ISD will ensure opportunities for students to accelerate in areas of strength. Flexible pacing, cluster grouping and scheduling modifications, which include dual credit, or Texas Performance Standard Projects (TPSP) will be implemented as necessary to allow students to learn at the pace and level appropriate to their abilities and skills.

<https://www.texaspsp.org/highschool/course-credit>

Mineola ISD instructional staff, as appropriate, will adapt and/or modify the standard curriculum to meet the needs of gifted/talented students and those with special needs such as twice-exceptional, highly gifted, and English learners.

VI. Assessment of Student Progress/Performance

Mineola ISD will periodically assess student progress and/or performance using district developed standards associated with the areas identified and served and parents or guardians will be informed.

VII. Professional Learning

Opportunities for professional learning in the area of gifted/talented education are provided on a regular basis, and information on these opportunities is disseminated to professionals in Mineola ISD.

Requirements

1. School Board

Mineola ISD School Board members will be trained to ensure program accountability based on the *Texas State Plan for the Education of Gifted/Talented Students*.

2. **Administrators/Teachers with Supervisory Duties**

Mineola ISD teachers, as well as administrators who have supervisory duties for service decisions, will complete a minimum of six hours of professional development that includes the nature and needs of gifted/talented students and service options.

3. **District Personnel Assigned to Coordinate Gifted/Talented Program**

Mineola ISD staff members who have thirty (30) hours of professional learning in gifted/talented education and annual six (6) hour professional learning updates is assigned to coordinate district level services for gifted/talented students in grades K – 12.

4. **Counselors**

Mineola ISD counselors who work with gifted/talented students will complete a minimum of six hours of professional development that includes the nature and needs of gifted talented students, service options, and social-emotional learning.

5. **Teachers**

Mineola ISD teachers who provide instruction and services that are part of the Mineola Independent School Districts G/T services will complete a minimum of 30 hours of professional learning related to identification and assessment, nature and needs, and curriculum for gifted and talented students. Teachers without the required training who are assigned to Provide instruction and services that are a part of the districts gifted/talented services are required to complete the thirty (30) hour training within one semester.

Teachers who provide instruction and services that are a part of the district's defined/gifted talented services receive a minimum of six (6) hours annually of professional development in gifted/talented education that is related to state teacher gifted/talented education standards.

Professional Learning Documentation

Evidenced-based documentation of G/T professional learning will be in accordance with the Mineola ISD Board Policy [DMA \(LEGAL\)](#).

Professional Learning Evaluation

Mineola Independent School District's evaluation of G/T professional learning will be ongoing and related to state teacher [gifted/talented education standards](#). The information gathered from the evaluation will be used in making decisions related to future G/T staff development

opportunities. A written plan for professional learning in the area of gifted/talented education that is based on identification needs is implemented and updated annually.

VIII. Family and Community Involvement

Mineola Independent School District will annually provide to parents/guardians policies related to gifted/talented student identification.

Mineola ISD will annually seek input from family and community representatives on gifted/talented identification and assessment procedures.

Mineola ISD will ensure information is shared or meetings will be held annually to request parent and community recommendations regarding students who may need gifted/talented services.

Mineola ISD will provide an orientation and periodic updates for parents of students who are identified as gifted/talented and provided gifted/talented services.

Gifted/Talented Advocacy/Parent Association Group

Mineola Independent School District, to the extent possible, will provide parents and community members an opportunity to participate in a parent and/or advocacy group. In addition, orientation and periodic updates will be provided for parents of identified G/T students.

Products and Achievements of Students Shared with Community

Throughout the school year, Mineola Independent School District will showcase products and achievements of gifted learners via a variety of methods.

IX. G/T Program Evaluation

Mineola Independent School District will annually evaluate the effectiveness of gifted/talented services and share the information with the board of trustees and parents of identified G/T students. This information will be used to modify and update district and campus improvement plans. Parents will be included in the evaluation process.

X. Certification and Reporting

Mineola Independent School District shall annually certify to the commissioner that Mineola Independent School District has established a program for gifted and talented students as required by Texas Education Code Chapter 29. Subchapter D and that the program is consistent with the state plan developed under Section 29.123. If the commissioner determines Mineola Independent School District has failed to comply with Subsection (a) for a school year, the commissioner shall reduce the total amount of funding to which the district is entitled under Chapter 48 for that school year by an amount equal to the basic allotment multiplied by the product of 0.12 and an amount equal to five percent of the students in average daily attendance in the district. The commissioner may restore to Mineola Independent School District all or part of the funding withheld from the district’s entitlement under Subsection if during the school year the district complies with Subsection (a). At the same time that a school district makes the certification required under Subsection (a), the district shall report to the commissioner regarding the use of funds on the district’s program for gifted and talented students as provided by State Board of Education rule.

XII. Glossary

Term	Definition
Acceleration	<p>Acceleration is an academic intervention that matches the level, complexity, and pace of the curriculum with the readiness and motivation of the student. It involves mastering knowledge and skills at a rate faster or at an age earlier than the norm.</p> <p>From <i>A Nation Deceived</i>—Colangelo, N., Assouline, S., & Gross, M. U. M. (2004). <i>A nation deceived: How schools hold back America's brightest students</i> (Vol. 1). Iowa City: University of Iowa, Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development</p>
Area of Giftedness	the specific set of abilities in which a student performs or shows potential to perform at a remarkably high level of accomplishment
Array of Learning Experiences	a menu of challenging activities or opportunities that fit the unique interests and abilities of advanced-level students
Artistically Gifted	possessing outstanding ability in the visual and/or performing arts

Complexity	extension of content in, between, and across disciplines through the study of themes, problems, and issues; seeing relationships between and among ideas in/within the topic, discipline, and disciplines; examining relationships in, between, and across disciplines over time and from multiple points of view
Concurrent Enrollment	the practice of enrolling in a college or university to earn college or university credit while in high school
Continuum of Learning Experiences	articulated intellectual, artistic, creative, and/or leadership activities and opportunities that build upon one another each year a student is in school
Creatively Gifted	possessing outstanding imagination, thinking ability, innovative or creative reasoning ability, ability in problem solving, and/or high attainment in original or creative thinking
Credit by Exam (CBE)	method in which a student may receive credit for a subject/course or accelerate through a grade by taking one or more exams
Depth	exploration of content within a discipline to include analyzing from the concrete to the abstract, the familiar to the unfamiliar, the known to the unknown; exploring the discipline by going beyond facts and concepts into generalizations, principles, theories, laws; investigating the layers of experience within a discipline through details, patterns, trends, unanswered questions, and/or ethical considerations
Differentiation	modification of curriculum and instruction according to content, pacing, process, and/or product to meet unique student needs in the classroom
Diversity	the presence of difference between individuals and among groups including but not limited to age, socioeconomics, education, race and ethnicity, gender, sexual orientation, culture, and religious beliefs
Dual Credit	an opportunity for a student to earn high school credit for successful completion of a college course
Flexible Pacing	Flexible pacing is defined as placing students at an appropriate instructional level and allowing them to move forward in the curriculum as they master content and skills. Flexible pacing is achieved by such methods as continuous progress, compacted course, advanced level courses, grade skipping, early entrance, concurrent or dual enrollment, and credit by examination.
Foundation Curricular Areas	English language arts/reading, mathematics, science, and social studies
Furlough	a leave of absence from program services

Gifted in Leadership	possessing the natural ability to influence others; possessing skills in interpersonal relationships demonstrated, for example, by outstanding ability in such activities as student government
Gifted in Specific Academic Fields	possessing superior ability or potential in a specific course of study such as English language arts/reading, mathematics, science, or social studies
Gifted/Talented Services	services and activities not ordinarily provided by the school that are specifically designed to fully develop the capabilities of students who give evidence of high achievement or capability in areas such as intellectual, creative, artistic, or leadership capacity
Independent Study	self-directed learning strategy where the teacher acts as guide or facilitator, and the student plays a more active role in designing and managing his or her own learning
Intellectually Gifted	possessing superior intelligence, with potential or demonstrated accomplishments in several fields of study; ability to perform complex mental tasks
Mentor	an individual who shares his or her expertise with a student of similar career or field-of-study aspirations
Qualitative Measures	performance indicators that cannot be recorded numerically and that include observations, anecdotal records, checklists, interviews, student products, performances, etc.
Quantitative Measures	performance indicators that can be expressed in terms of definite numbers or amounts such as scores on achievement tests
Texas Performance Standards Project (TPSP)	statewide standards and assessment system which includes instructional materials designed to provide assistance as districts achieve the state goal for gifted/talented students (complete information at http://www.texaspsp.org/)
Twice-Exceptional	A "twice-exceptional learner" is 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: <ol style="list-style-type: none"> 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) and who also gives evidence of one or more disabilities as defined by federal or state eligibility criteria.

XIII. District Contact Information 903-569-3277