

SPRING CREEK INDEPENDENT SCHOOL DISTRICT
POLICY AND PROCEDURES
FOR ACADEMICALLY GIFTED AND TALENTED STUDENTS

Version 2020

Adopted by the SCISD Board of Trustees on:
December 10, 2019



Nondiscrimination

Spring Creek 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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STATE GOAL FOR SERVICES FOR GIFTED STUDENTS

The state's goal for gifted/talented students is to ensure that those students who in gifted/talented services demonstrate skills in self-directed learning, thinking, research, and communication. Gifted/talented students develop innovative products and sophisticated performances that reflect individuality and creativity and are targeted to an audience outside the classroom.

Texas Education Agency

STATE DEFINITION OF GIFTED/TALENTED STUDENT

A gifted/talented student 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:

- exhibits high performance capability in an intellectual, creative, or artistic area;
- possesses an unusual capacity for leadership; or,
- excels in a specific academic field.

Texas Education Code § 29.121

SPRING CREEK ISD DEFINITION OF GIFTED/TALENTED STUDENT

A gifted/talented is 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 an intellectual, creative, or artistic area;
- possesses an unusual capacity for leadership; or
- excels in one or more specific academic fields: math, science, language arts, and/or social studies

SPRING CREEK ISD MISSION FOR THE GIFTED/TALENTED PROGRAM

It is the goal of Spring Creek ISD to identify all students with exceptional ability or the potential for exceptional ability. Students who participate in services designed for gifted/talented students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that are advanced in relation to students of similar age, experience, or environment and that reflect individuality and creativity.

SPRING CREEK ISD PROGRAM GOALS FOR THE GIFTED/TALENTED SERVICES

GRADES: K-12

IDENTIFICATION

Identify students in grades K-12 who demonstrated an academic need for gifted services using the criteria established by the district, approved by the board, and in compliance with the state mandates. Identify as Gifted/Talented 3% of our student population in similar ethnic and economic distribution patterns as the general population.

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.

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.

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 gifted students, and with groups of non-gifted peers.

In accordance with the Texas State Plan for the Education of Gifted/Talented Students, Spring Creek ISD will use the timeline and guidelines for identifying SCISD students for the Gifted/Talented Program. Our identification process meets state requirements (§29.121 & TAC 89.1) and are designed to ensure the identification of any student who demonstrates educational need for the services of the program under the established guidelines.

Parents/Guardians may view the identification process through the district handbook, the district website, and/or by request of the written Spring Creek Gifted/Talented Program Guide.

An informational meeting for parents/guardians interested in our Gifted/Talented Program is scheduled in December of each academic year.

Our identification process of students for participation in the Gifted/Talented Program is a three-step process:

1. Referral
 2. Screening/Assessment
 3. Selection
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STEP 1: REFERRAL

A student may be referred by a parent/guardian, teacher, counselor, administrator, or community member. Dates for the referral period will be published via multiple outlets, such as the district website, newsletters, and social media. Referral forms are available in the SCISD main office and on the district website and must be completed and submitted to the SCISD main office on or before the scheduled/published date. Late referrals will not be accepted. Written parent or guardian permission is required to screen/assess a student. If a parent/guardian does not want his/her child to be screened/assessed, this information will be documented.

Only students enrolled in Spring Creek ISD may be referred for the Gifted/Talented Program.

Students continuously enrolled in Spring Creek ISD may be referred once every academic year.

If a student who was identified by Spring Creek ISD as gifted/talented leaves the district and then returns to the district, his/her gifted/talented status will be reviewed by the Gifted/Talented Committee. Additional documentation may be required.

Students new to the Spring Creek ISD who previously attended private/charter/home school or another school district may be referred at the time of enrollment. Students will be assessed during the regularly scheduled/published assessment window.

Referrals for the Spring Creek ISD Gifted/Talented Program is not available prior to enrollment in Spring Creek ISD.

Spring Creek Identification Timeline

	Elementary and Secondary	4 th Grade Reassessment
Referral procedures published	December	Referral not applicable for all previously identified students
Referrals accepted from parents, teachers, community members	December – January	
Referral notification letters for permission to assess/reassess sent to parents/guardians	December – January	December – January
Screenings, assessments and reassessments (4 th graders) conducted for assessment-approved students	February	February
Gifted/Talented Committee convenes for screening and assessment or reassessment analyses	February	February
<i>Determination of Educational Need Notification</i> sent to parents/guardians regarding G/T screening and assessment or reassessment	February	February
<i>Parent Permission for Gifted/Talented Services</i> sent to parent/guardians and returned to district for qualified students	February	Parent/Guardian permission not required for re-qualifying students
Services begin for identified kindergarten students	March 1	
Services begin for newly identified or re-identified students (Grades 1-11)	August of the next academic year	Continuous There is no lapse in services.

New students to Spring Creek may be referred at the time of enrollment. These students will be screened/assessed according to the scheduled/published timeline for screenings and assessments.

STEP 2: SCREENING/ASSESSMENT

Written parent consent shall be obtained for each nominated student before any screening/assessment is conducted for the Gifted/Talented Program.

The screening/assessment process is conducted in-district, during the school year, by school personnel.

The screening/assessment procedures will provide access for all students who might benefit from gifted/talented services. The process and procedures will not discriminate against any student for reason of sex, race, creed, ethnic origin, or religious preference.

The screening/assessment process collects both **quantitative** and **qualitative** data to identify students who perform at, or show the potential for performing in, the excellent and/or superior level(s) in the following areas:

- **School Ability (Intellectual Quotient or IQ)**
- **Achievement**
- **Divergent Thinking**

Screening consists of at least three (3) assessments and is a combination of quantitative and qualitative instruments. These instruments include, but are not limited to, intelligent/ability tests, achievement tests, nonverbal assessments, creative/divergent thinking tests, teacher observation ratings, parent observation ratings, and student interviews.

The assessment data shall be evaluated according to each assessment's scoring protocols and recorded on the **Gifted/Talented Student Identification Profile** rubric.

STEP 3: SELECTION

The Gifted/Talented Selection Committee consists of at least three district educators. All committee members have been trained in nature and needs of gifted students.

The Gifted/Talented Selection Committee shall evaluate each referred student based on his/her scored **Gifted/Talented Student Identification Profile** rubric. Every student's profile is individually evaluated by the Gifted/Talented Committee through a blind (nameless) process.

Based on the Gifted/Talented Student Identification Profile rubric, a student shall qualify for the Gifted/Talented Program if:

1. a minimum of two (2) criteria in the quantitative section fall within the **Excellent** and/or **Superior** ranges on the profile,

and,
2. a minimum of two (2) criteria in the qualitative section score as follows:
 - A. a minimum of 3 areas within the *Elementary Teacher Rating Scales* fall within the **Excellent** and/or **Superior** ranges on the profile,

or,
 - B. a minimum of 3 areas within the *Secondary Teacher Rating Scales* fall within the **Excellent** and/or **Superior** ranges on the profile,

and,
 - C. a minimum of 3 areas within the *Parent Rating Scale* fall within the **Excellent** and/or **Superior** ranges on the profile,

and/or,
 - D. the *Student Interview* score falls within the **Excellent** and/or **Superior** ranges on the profile.

The Gifted/Talented Selection Committee shall make 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 referred student's profile as scored on the **Gifted/Talented Student Identification Profile** rubric indicates that the student exhibits educational need and would benefit from the services offered in the Gifted/Talented.
- There is insufficient evidence based on the referred student's profile as scored on the **Gifted/Talented Student Identification Profile** rubric that indicate that the student's educational needs would best be met by the Gifted/Talented program. At this time, the student's scores as evaluated on the **Gifted/Talented Student Identification Profile** rubric indicates that 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 (10) school days. Parents of all screened students may request a conference to examine their child's assessment results. Request shall be made by contacting the SCISD Gifted/Talents Program Director.

Spring Creek ISD will not use screenings/assessments conducted outside of the district such as those conducted by a private counselor or clinician when identifying gifted/talented students.

APPEALS PROCESS

A parent/guardian may appeal any final decision of the Gifted/Talented Selection Committee regarding selection for, furlough from, or exit/removal from the gifted program.

It is strongly advised that prior to appealing, a conference is held with the Gifted/Talented Selection Committee to understand the reason(s) for the decision and/or to review the student's assessment results.

Spring Creek ISD will not repeat screenings/assessments of a student whose initial scores did not qualify him/her for the Gifted/Talented Program.

Requests for appeals must be submitted in writing to the principal within ten (10) school business days of receipt of the selection decision. Within no more than five (5) school business days of receipt of the written appeal request, the principal shall reconvene the Gifted/Talented Selection Committee to review the student's available data to determine if the original decision is appropriate or if any additional assessment(s) or collected data is needed to re-evaluate. The principal shall provide the parent/guardian with a written response within ten (10) school business days of the Gifted/Talented Selection Committee meeting.

If parent/guardian did not receive the desired outcome through the campus level appeal process, he/she may appeal in accordance with FNG (Local) beginning at Level Two.

TRANSFER STUDENTS

Students new to the Spring Creek ISD who previously attended private/charter/home school or another school district may be referred at the time of enrollment. Students will be assessed during the regularly scheduled/published assessment window.

TRANSFER STUDENTS PREVIOUSLY IDENTIFIED AS G/T BY ANOTHER DISTRICT

When a child identified as gifted/talented by his/her previous school district transfers to Spring Creek ISD, the child's records shall be reviewed by the Gifted/Talented Selection Committee within thirty (30) days of the student's enrollment in Spring Creek ISD. The Gifted/Talented Selection Committee shall base its decision on the student's transferred records and observation reports of the SCISD teacher who will instruct the student. and student and parent conferences. The committee may request additional data to make its determination, including, but not limited to, student interviews and parent conferences.

Placement of transfer students as determined by the Gifted/Talented Selection Committee will be provided gifted/talented program services on a temporary basis (for one school year or the remainder of the school year in which the student enrolls.) All transfer students shall be required to undergo the Spring Creek ISD's identification process scheduled in the second semester of the academic school year and qualify according to the district criteria for continued placement in the program. Should the student or student's parent/guardian refuse the identification process, then the temporary placement in the program will cease at the end of the schoolyear in which the student enrolled.

For transfer students identified as gifted/talented by a previous school district and who are also considered military children, the Interstate Compact on Educational Opportunity for Military Children shall apply whereas a receiving school district in a member state agrees to "initially honor placement of a student based on the student's enrollment in the sending state as long as that school has a similar or equivalent program." Texas Education Code §162.002.

TRANSFER STUDENTS PREVIOUSLY IDENTIFIED AS G/T BY SPRING CREEK ISD

If a student who was identified by Spring Creek ISD as gifted/talented leaves the district and then returns to the district, his/her gifted/talented status will be reviewed by the Gifted/Talented Committee. Additional documentation may be required.

FURLOUGH PROCESS

A furlough is a *temporary* "leave of absence" from the Gifted/Talented Program designed to meet the individual needs of an identified student. 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 Selection Committee.

A furlough may be initiated by the student, parent(s), teacher(s), or administrator(s). The maximum length of the furlough is one grade reporting period. Furloughs should never be used for an entire school year. Spring Creek ISD may place any student on furlough who is unable to maintain satisfactory performance or whose educational needs are not being met with the structure of the Gifted/Talented Program.

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.

Requests for a furlough shall be submitted on a form provided by Spring Creek ISD to the principal and the Gifted/Talented Coordinator. The submitted furlough request will be reviewed by the members of the Gifted/Talented Selection Committee for consideration.

EXIT PROCESS

Student performance in the program shall be monitored. A student shall be removed from the program at any time the Gifted/Talented Selection 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 Selection Committee shall meet with the parent and student before honoring 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.

REASSESSMENT

Spring Creek ISD will reassess identified students at the 4th grade level to determine appropriate program placement when a student moves from the elementary level to the junior high school level. Formal reassessment is not necessary at other grade levels as long as the student's educational needs are being met within the services of the program.

If there is any concern regarding the performance or placement of the student, the Gifted/Talented teacher or the district Gifted/Talented Coordinator will contact the parent and confer about available options. Options available are counseling, requesting a furlough, or exiting the student from the program.

A formal reassessment before or after a student's transition into secondary school (4th grade) will occur with written parental permission or the student will be exited from services.

STUDENT SERVICES

A flexible system of viable service options provides a research-based learning continuum that is developed and consistently implemented throughout the district to meet the needs and reinforces the strengths and interests of gifted/talented students. (Texas State Plan for GT)

SERVICES FOR GRADES K-4

Cluster Grouping

Grouping gifted students together provides opportunities for them to work with cognitive peers. Identified students may be groups in clusters with GT trained teachers. Cluster grouping places a number of gifted/talented students together in the appropriate content area(s) for which they have been identified.

Pull-Out Services

Students identified as gifted/talented will be served at each grade level for no less than 45 minutes daily through a pull-out program. Students will be provided a variety of learning opportunities in the four core content areas. The curriculum begins with TEKS and uses depth and complexity instructional strategies to challenge students.

SERVICES FOR GRADES 5-12

Credit by Examination

Credit by exam (for acceleration) is available to students who wish to receive credit without formal instruction in a course. A student must score 80 or above on an exam selected and administered by the district. Dates for exams are available throughout the school year, but a student is only eligible to sit for the exam if it is prior to the time the student would be scheduled to take the course. The exams are developed and graded by an outside agency. A specific exam can be taken a minimum of two times and can replace the EOC requirement when applicable.

Dual Credit

Students at Spring Creek ISD may obtain college credit and high school credit simultaneously under an agreement with Frank Phillips College and Spring Creek ISD. In most cases, Frank Phillips College faculty teach the courses at the FPC campus. In order to be enrolled in a dual credit course, students must meet the requirements as determined by the TSI test.

Independent Study

Gift/talented students may participate in self-directed learning where the teacher acts as a guide or facilitator and the student plays a more active role in designing and managing his or her own learning.

School Enrichment

Gifted/talented students may participate in interest clubs and/or extra-curricular and co-curricular activities staffed by teachers, certified personnel, and/or approved community volunteers inside or outside the school day.

Summer School Acceleration

Students at Spring Creek ISD may choose to take specific courses for acceleration through Spring Creek ISD and Texas Virtual School Network and/or Frank Phillips College.

PROFESSIONAL DEVELOPMENT

All personnel involved in the planning, creation, and delivery of services to gifted/talented students possess the knowledge required to develop and provide appropriate options and differentiated curricula. (Texas Plan for GT)

The Texas State Plan states: "A minimum of thirty (30) clock hours of professional development...is required for teachers who provide instruction and services that are a part of the district's defined gifted/talented services. Teachers are required to complete the thirty (30) hours of professional development prior to their assignment to the district's gifted/talented services or within their first semester (19 TAC 89.2(1))

INITIAL OR FOUNDATION TEACHER TRAINING	30 HOURS
Prior to teaching gifted/talented students, teachers must complete a 30-hour Foundation Training Program	
Nature & Needs of Gifted Learners	6 hours
Identification & Assessment for Gifted Learners	6 hours
Models of Differentiated Instruction	6 hours
Engaging Gifted Students by Adding Depth and Complexity	6 hours
Creativity & Critical Thinking for Gifted Learners	6 hours
ANNUAL UPDATE	6 HOURS
Each additional year, teachers must receive six (6) hours of gifted/talented training in any of the core knowledge areas.	

ADMINISTRATOR AND COUNSELOR TRAINING	6 HOURS
Administrators and counselors who have authority for service decisions complete a minimum of six (6) hours of professional development in the following areas:	
Nature & Needs of Gifted Learners	3 hours
Service Options for Gifted Learners	3 hours

PROGRAM EVALUATION

Spring Creek ISD's Gifted/Talented Program shall be evaluated annually by surveying all stakeholders, including students, parent/guardians, and teachers. The evaluation information shall be shared with SCISD Board of Trustees and will be used as a needs assessment to be addressed in the district improvement plans.



Spring Creek Independent School District

Gifted and Talented Program Referral Form

Please complete this form and return it to Spring Creek ISD by: **January 30, 2020**

STUDENT INFORMATION

First Name

Last Name

Grade

Your relation to this student is:

☐ **Teacher**

☐ **Parent**

☐ **Community Member**

Please ***briefly*** explain why you believe that the academic needs of this student would best be met by inclusion into the ALPHA Gifted and Talented Program. You may use the reverse side of this form. **If you are parent or a teacher, you will have the opportunity to complete an evaluation that will provide additional information, so your response to this section need not be lengthy or detailed.*

Name of Person Completing Referral

Signature

Date