



Gifted & Talented

District Plan
2012-2013-2014

Gifted/Talented Students Overview

The *Texas State Plan for the Education of Gifted/Talented Students* is designed to serve as a basis of program accountability for state-mandated services for gifted/talented students according to Section 29.123 of the Texas Education Code. This plan delineates what is considered *in compliance, recognized, and exemplary* in five areas of program performance. These areas include student assessment, program design, curriculum and instruction, professional development, and family-community involvement. A brief definition of each area follows.

STUDENT ASSESSMENT: Identification of gifted/talented students is the target for this area. The crucial focus is that the instruments and procedures used to assess students for program services center not just on one criterion such as IQ, but on multiple criteria intended to measure diverse abilities and intelligences. Assessment should also provide students an opportunity to demonstrate their talents and strengths. This area covers policies regarding nomination, screening, selection, furloughs, reassessment, and transfer students as well as the assessment procedures utilized in screening and selection.

PROGRAM DESIGN: This section of the plan delineates guidelines for the design of the program. The focus is viable program options flexible enough to provide a learning continuum that reinforces the strengths, needs, and interests of gifted/talented students.

CURRICULUM AND INSTRUCTION: This area calls for curriculum (the learning experiences) and instruction (the delivery of learning experiences) that are differentiated and meet the needs of gifted students. This is accomplished by modifying the depth, complexity and pacing of the regular school curriculum using the HISD GT Scope and Sequence. Of particular importance are advanced-level products and/or performances and acceleration in areas of student strengths.

PROFESSIONAL DEVELOPMENT: This section of the plan acknowledges the necessity of providing staff development to personnel involved in the planning, development, and delivery of services to gifted students. Appropriate professional development equips teachers to plan and execute options and learning opportunities for gifted/talented students.

FAMILY-COMMUNITY INVOLVEMENT: This area gives emphasis to community and family participation in the design, delivery, and evaluation of the gifted program.

**Hereford Independent School District
Gifted and Talented Program Goals**

Gifted and Talented students will develop healthy self concepts relative to their giftedness and interact effectively with other gifted students, peers, and society.

Using in-depth contents, gifted and talented students will employ advanced critical and creative thinking skills to generate complex and intricate products appropriate to their giftedness.

Gifted and Talented students will acquire the necessary advanced and self-directed learning skills to become independent, creative producers.

**Hereford Independent School District
Student Assessment
Gifted/Talented Identification**

For students in grades K – 12, the first step in screening and identifying is nomination. Someone (a parent, teacher, peer, community member, or even the student himself) must nominate the student for screening. Permission for testing is then secured from the student's parent or guardian. (All students are screened for the HISD Gifted and Talented Program in grade 3.)

The assessment process begins with the administration of a validated, research-based nonverbal screening instrument. All students achieving a set standard will continue through the assessment process, which consists of qualitative and quantitative instruments.

The student profile displays the criteria used and the spread considered in each area. Final determination of eligibility is made by a selection committee. The selection committee is composed of at least three professional employees of who have completed the 30 hours of Gifted/Talented training and are current in their updates.

After screening is completed, parents receive a letter specifying whether or not their child is qualified as gifted/talented, or does not qualify at that time. A form granting permission for placement is included in the letter if the child is identified as gifted/talented.

Gifted/Talented Education Objective and Strategies

Objective 1: Student Assessment

Instruments and procedures used to assess students for program services will measure diverse abilities and intelligences and provide students opportunities to demonstrate their talents and strengths.

Strategies:		Person Responsible	State Plan C In Compliance R recognized E exemplary
1	Board policies regarding student identification for gifted/talented (GT) programs will be reviewed and revised to meet the requirements of the <i>Texas State Plan for the Education of Gifted/Talented Students</i> . Policies will address furloughs, reassessments, exiting procedures, and appeals. The policies for furloughs, exits, appeals, and transfers are included in an addendum to this plan.	GT Advisory Committee	1.2 E 1.2.2R 1.2.3R 1.2.5R 1.2.6R
2	Policies regarding student identification for GT programs will be reviewed and revised as needed, or at least every 3 years.	GT Advisory Committee Facilitators	1.1.1E
3	A minimum of 3 appropriate criteria, quantitative and qualitative, will be used to identify students, K-12, in any area of giftedness served by the district.	GT Facilitators	1.5.1R
4	Students will be assessed in languages they understand or with nonverbal tests.	GT Facilitators	1.5.2C
5	All kindergarten students will be screened automatically for advanced level services.	GT Facilitators	1.5.2R
6	Nominated students in grades K-12 will be assessed for giftedness in the area of general intellectual ability. Areas of content specific strengths of identified students will be documented on the student GT profile and placed in the students cum folder.	GT Facilitators	1.4.5C
7	Periodic monitoring of student placement will ensure that the district works toward having the GT population reflect the district population.	GT Facilitators	1.6R
8	Selection committee will be designated at the district level. Selection Committee will consist of at least three persons, who have completed thirty hours of training in gifted education and are current with their six hour update training.	GT Facilitator or GT Contact	1.7E

Hereford Independent School District

Program Design

Curriculum and Instruction

Hereford Independent School District's program is based on the recommendations of the Texas State Plan for the Education of Gifted/Talented students. HISD provides an array of learning opportunities for gifted/talented students in Kindergarten through Grade 12 in the four core content areas as well as in foreign languages and other specialty courses in secondary schools. Key requirements in providing these opportunities are: 1) instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently; 2) a continuum of learning experiences that leads to the development of advanced-level products and performances; 3) in-school and when possible, out-of-school options relevant to the student's area of strength that are available during the school year; and 4) opportunities to accelerate in areas of strength. Individual campuses have adapted this design in a variety of ways. The program is implemented in a pull out program at the elementary level, in the Humanities program at the junior high, and in advanced level classes such as Pre-AP, Dual Credit, and AP (Advanced Placement) classes at the high school. At the high school level, GT students also have the opportunity to participate in academic decathlon, UIL academic competitions, Credit by Exam, and correspondence courses.

The curriculum for GT students is the Hereford ISD Standards based on the Texas Essential Knowledge and Skills modified by varying the pacing and the use of the Hereford ISD GT Scope and Sequence.

Program options that enable GT students to work together as a group vary from campus to campus. Modifications such as GT pull outs and flexible skill grouping allow for individual needs to be met. Opportunities for acceleration are provided through various options such as guided and independent research, subject specific and grade level acceleration, concurrent enrollment, AP exams for college credit, and early graduation.

District and campus improvement plans include provisions to improve and/or modify services for gifted/talented students. The improvement plans should emphasize appropriately challenging content in the four core academic areas and student development of advanced level products or performances.

The district offers additional opportunities for GT students. These opportunities are offered within school and outside of the school day.

**Gifted/Talented Education
Objective and Strategies**

Objective 2: Program Design

A flexible system of viable options aligned with the HISD Standards that provides a learning continuum will be developed. The strengths, needs, and interests of gifted/talented students will be reinforced.

	Strategies:	Person Responsible	State Plan C–In Compliance R – recognized E - exemplary
1	HISD GT facilitators will provide campuses with information on a regular basis on research based program design	GT Coordinator and Facilitator	N/A
2	Services for GT students will be made available during the school day and are comprehensive, structured, and appropriately challenging.	GT Teachers	2.1E
3	Programs & strategies are in place to address strengths in specific academic areas.	Campus Administrators/ GT Teachers	2.1.1E
4	Program options for GT students will enable them to work together as a GT group, work with other students, and work independently during the school day as well as the school year. Flexible grouping patterns and independent investigations are employed in the four foundation curricular areas.	GT Teachers	2.2R
5	Options for activities outside the regular school day are offered to GT students.	Campus Admin./GT dept.	2.3C
6	Local board policies will be developed that enable students to participate in dual/concurrent enrollment, correspondence courses, accelerated summer programs, and the Distinguished Achievement Program.	Campus Administrator	2.4.2R
7	Local funding for gifted/talented education programs is used to supplement the state funding.	GT Coordinator	2.5R
8	Evaluation activities are conducted for the purpose of continued program development.	GT Facilitators	2.6C
9	Long-range evaluation of services is based on evidence obtained through gifted/talented-appropriate performance measures such	GT Coordinator	2.6.2R
10	GT education policies and procedures are reviewed and recommendations for improvement are made by an advisory group of community members, parents of GT students, school staff, and GT education staff which meets regularly for that purpose.	GT Coordinator	2.6.3R
11	A person who has thirty (30) hours of professional development in GT education as required in 19 TAC §89.2(1) is assigned to coordinate district level services for GT students in grades K – 12.	GT Coordinator	2.7R

Gifted/Talented Education Objective and Strategies

Objective 3: Curriculum and Instruction

Curriculum and instruction will meet the needs of gifted/talented students by modifying the depth, complexity, and/or pacing of the general school program.

	Strategies:	Person Responsible	State Plan C In Compliance R recognized E exemplary
1	Curriculum options in intellectual, creative and/or artistic areas; leadership; and specific academic fields are provided for gifted/talented students.	Principal	3.1E
2	Participation in the Texas Performance Standards Project (TPSP), or other experiences that result in the development of sophisticated products and/or performances that are targeted to an audience outside the classroom, is available through gifted/talented curricula.	Principal GT/Classroom Teacher	3.2R
3	Scheduling modifications are implemented in order to meet the needs of individual students	Principal GT/Classroom Teacher	3.3E
4	Provisions to improve services to gifted/talented students are included in district and campus improvement plans.	Principal	3.4C
5	Student progress/performance in response to gifted/talented services is periodically assessed and results are communicated to parents or guardians.	GT/Classroom Teacher	3.6R

Hereford Independent School District Professional Development

State mandates require teachers, as well as GT Placement Committee members, who serve gifted/talented students to have a minimum of thirty hours of professional development that includes nature and needs of gifted/talented students, assessment of student needs, and curriculum and instruction for gifted students. This training must be completed before the teacher begins services for GT students or within a semester. Gifted/Talented learning facilitators offer this training annually. This training can also be obtained at Region 16 Education Service Center (ESC) or by attending various conferences and other in-depth training such as Advanced Placement.

The *Texas State Plan for the Education of Gifted/Talented Students* requires teachers who provide instruction and services that are a part of the program for gifted students to receive a minimum of six hours of professional development in gifted education annually. These hours can be obtained by attending professional development opportunities offered by the GT facilitators, attending GT conferences and training at Region 16 ESC, or attending other professional development sessions that would enhance service to gifted students. Approval of professional development sessions other than those offered and recommended by the GT facilitators must come from both the campus principal and GT facilitators.

Administrators and counselors who have authority for program decisions must have a minimum of six hours of professional development which includes nature and needs of gifted/talented students and program options for gifted/talented students. These six hours can be obtained in a similar manner to those of teachers. GT facilitators are available to assist counselors and administrators in the program decisions.

The GT Coordinator plans and offers professional development opportunities throughout the school year and in the summer. He/She is available to provide, or assist with, professional development at the campus level or for specific needs. The Coordinator regularly provides information about opportunities for professional development to administrators, counselors, and teachers. Evaluations of the professional development activities, as well as needs assessments and campus and district priorities are used in making decisions for future staff development plans.

The GT department endorses the district philosophy that follow up and support are necessary components for all professional development and that professional development should be linked to the campus improvement plans. The annual six-hour update serves as follow up to the initial training. Campus support is provided by building leadership and GT facilitators.

Gifted/Talented Education Objective and Strategies

Objective 4: Professional Development

All personnel involved in the planning, development, and delivery of services to gifted/talented students will have the knowledge to enable them to offer appropriate options and curricula for GT students.

Strategies:		Person Responsible	State Plan C In Compliance R recognized E exemplary
1	Teachers who provide instruction and services that are part of the GT program will receive a minimum of thirty clock hours of staff development which includes nature and needs of GT students, assessment of student needs, and curriculum and instruction for GT students prior to assignment in the program.	GT Facilitators	4.1.1C
2	Teachers without required training who provide instruction and services that are a part of the gifted/talented program must complete the thirty (30) hour training within one semester. Release time is provided for teachers and administrators to visit campuses or districts that have model services for GT students.	Principal GT Facilitator	4.1.2C 4.1.2R
3	Teachers who provide instruction and services that are part of the GT program will receive a minimum of six hours of professional development in GT education annually.	GT Facilitators	4.2C
4	Within the first six weeks of a school year, all professional staff will receive an update on their campus GT program and procedures including knowledge of identified students and the CIP (Campus Improvement Plan).	Principal GT Facilitator Teacher	4.2.1R
5	Administrators and counselors who have authority for gifted/talented service decisions receive a minimum of six(6) hours annually of professional development in GT education	GT Coordinator	4.3E
6	Opportunities for professional development in the area of GT education are provided on a regular basis, and information on them is disseminated to professionals in the district. GT services staff are involved in planning and conducting the district's GT training.	GT Facilitators	4.4R 4.4.2E

Hereford Independent School District Family-Community Involvement

Hereford Independent School District encourages and welcomes family and community involvement in services designed for gifted/talented students. District committees develop and make decisions about gifted programming and are comprised of parents and community members as well as educators. Campus leadership seeks input from parents and community members on the Building Leadership Team (BLT).

The facilitators of the gifted/talented program disseminate information concerning out of school options as the opportunities arise.

The GT Coordinator/Facilitators make presentations and are available to provide programs to such groups as PTO, campus meetings, and community organizations. These programs provide information to parents and community members about identification, social and emotional needs of gifted students, program options for GT students, and many other related topics or issues in gifted education.

Gifted/Talented Education Objective and Strategies

Objective 5: Family and Community Involvement

Information on the HISD gifted/talented program will be communicated to parents, the community, and the HISD staff.

Strategies:		Person Responsible	State Plan C In Compliance R recognized E exemplary
1	Written policies are developed on GT student identification, approved by the local board of trustees and disseminated to parents.	GT Coordinator	5.1C
2	Information is shared or meetings are held annually requesting parent and community recommendations regarding students who may need GT services.	Principal GT Facilitator	5.1.2R
3	Support and assistance is provided to the district in GT service planning and improvement by a parent/community advisory committee. Products and achievements of GT students are shared with the community.	GT Facilitators/ Principal	5.2.2R 5.2.3R
4	Presentations are given to community groups and organizations to solicit their involvement in services for GT students. A data bank of community resources is compiled for use by GT students, their teachers, and their parents.	GT Coordinator/ Facilitator	5.2.4R 5.2.5R
5	The effectiveness of GT services is evaluated annually, and the data is used to modify and update district and campus improvement plans. Parents are included in the evaluation process.	GT Coordinator	5.3C

Exit Policy

An exit is a permanent removal from GT services. A student can be readmitted only if the identification process is followed. Exits should be granted only after a furlough has been used or if a parent makes the request.

Transfer Policy

Outgoing: GT records (profile and documentation of committee decision for placement in services) should be sent with permanent record documentation when receiving school makes the request.

Incoming: Once informed of GT status at sending district, 30 days to...

- Align previous data to district criteria.
Or
- Reassess with regular identification procedures.

Furlough Policy

A furlough occurs when a student is removed from the GT program on a temporary basis for a period not to exceed two years. A furlough may be initiated at the request of a parent, student, teacher, or GT selection committee or may occur as a result of student placement or schedule. However, parents must be notified of a furlough and given opportunity for appeal.

A committee (student, parents, teachers, and others specified by local policy) may grant a furlough for poor academic performance, behavior inhibiting other students' learning, or behavioral expectations listed in the district Student Code of Conduct. The committee will develop a plan to specifically address the academic/behavioral needs of the student.

Re-Assessment Policy

Students identified as gifted and talented and placed in the GT program will be reviewed annually by the program teacher. These students will continue in the GT program in subsequent years unless EXIT procedures have been taken. The district shall not perform routine reassessments.

Appeals Policy

Parents or students may appeal the decision of the selection committee regarding selection for or removal from the gifted and talented program.

Appeals shall be made first to the selection committee in writing no later than 15 working days following the notification of the placement decision.

GUIDELINES FOR PRIVATE SCHOOL STUDENTS REQUESTING GT IDENTIFICATION AND ATTENDANCE IN GT CLASSES AT HEREFORD ISD

Parents who request that their children be tested while they are attending a private school in Hereford can take advantage of the Hereford ISD Gifted and Talented program under the following conditions:

1. The private school parent submits to Hereford ISD a letter of approval from the private school principal where the student is enrolled.
2. The private school parent officially requests that his/her child be tested for the HISD Gifted and Talented program.
3. The student is tested within the semester of the request, and the GT Identification Committee reviews the student's matrix at the regularly scheduled GT Identification Meeting.
 - a. These meetings are held in May and December of each school year. Based on the volume of nominations and available funding, students are sometimes tested during a two-week period in June.
 - B. The HISD GT Identification committee, based on student scores, determines whether or not the private school student is eligible to be placed in the HISD GT program.
4. The private school student who is identified as GT by the HISD Identification Committee can be placed in the HISD Gifted and Talented program under one of the the following guidelines:
 - a. The student enrolls as a Hereford ISD qualified half-day student according to the TEA Student Attendance Accounting Handbook.

OR

 - b. The student pays each semester a tuition charge of \$500.00.
5. Elementary students (grades K-5) will attend a one-day GT class each week with the elementary GT teacher.

6. Junior high students will attend a one period humanities class each day of the week at HJHS.
7. High school students will attend Advanced Placement classes in core classes with the opportunity for creative and critical thinking challenges.