

**HAWLEY INDEPENDENT SCHOOL DISTRICT
PLAN FOR EDUCATION OF THE GIFTED/ TALENTED
2015-2016**



**HISD GIFTED/TALENTED ENRICHMENT PROGRAM
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HAWLEY ISD GIFTED / ENRICHMENT PROGRAM MISSION

The mission of Hawley ISD is to produce responsible, appropriately prepared, productive citizens by providing a dedicated, highly-qualified staff that teaches a diverse, academically rigorous curriculum which meets and exceeds the needs of all learners in a safe and nurturing environment.

To enable the district to sustain this mission, it is the goal of the Gifted/ Enrichment Program to recognize and support the unique academic, social, and emotional needs of the gifted. We will accomplish this through developing their talents and gifts to their greatest potential in the classroom and community.

PHILOSOPHY OF THE GIFTED/ ENRICHMENT PROGRAM

The HAWLEY ISD Gifted/ Enrichment Program emphasizes a general intellectual ability and creative aptitude. HISD applies Renzulli's concept of "giftedness" and enrichment, which addresses a set of three interlocking clusters of traits: creativity, intellectual ability, and task commitment through the uniqueness of the learner, role of enjoyment, personalization of learning, methodological resources, focus on products and services.

HAWLEY ISD recognizes the right of all children to a program of educational experience which provides opportunities for development to the full limit of their capabilities and also recognizes that some children possess extraordinary talents and abilities which need to be fostered, guided and developed.

TEXAS STATE BOARD OF EDUCATION DEFINITION OF GIFTED/ TALENTED STUDENTS

Gifted and Talented programs are required in all public school districts. Information about program requirements can be found in the Texas State Plan for the Education of Gifted and Talented Students.

§89.1. Student Assessment.

School districts shall develop written policies on student identification that are approved by the local board of trustees and disseminated to parents. The policies must:

- (1) include provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in the Texas Education Code, §29.121;
- (2) include assessment measures collected from multiple sources according to each area defined in the Texas State Plan for the Education of Gifted/Talented Students;
- (3) include data and procedures designed to ensure that students from all populations in the district have access to assessment and, if identified, services for the gifted/talented program;
- (4) provide for final selection of students to be made by a committee of at least three local district educators who have received training in the nature and needs of gifted students; and
- (5) include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.

§89.2. Professional Development.

School districts shall ensure that:

- (1) teachers who provide instruction and services that are a part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students;

- (2) teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education; and
- (3) administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

§89.3. Student Services.

School districts shall provide an array of learning opportunities for gifted/talented students in kindergarten through Grade 12 and shall inform parents of the opportunities. Options must include:

- (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 entire school year; and
- (4) opportunities to accelerate in areas of strength.

§89.4. Fiscal Responsibility.

School districts shall ensure that: no more than 15% of state funds allocated for gifted/talented education are spent on indirect costs.

§89.5. Program Accountability.

School districts shall ensure that student assessment and services for gifted/talented students comply with accountability standards defined in the Texas State Plan for the Education of the Gifted/Talented.

Texas State Board of Education Definition of Gifted and Talented is as follows:

29.121. Definition

In this subchapter, "...gifted and talented students" 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:

- Exhibit high performance capability in an intellectual, creative, or artistic area
- Possess an unusual capacity for leadership
- Excels in a specific academic field

TEXAS STATE PLAN FOR GIFTED/ TALENTED STUDENTS

The Texas SBE provides a state plan for the education of gifted and talented students to guide school districts in establish and improving programs for identified students. This document can be found online at <http://www.tea.state.tx.us/index2.aspx?id=6420>, and a hard copy can be found in the office of every campus, the Federal and State Programs Coordinator and the Superintendent.

DESCRIPTION OF THE HAWLEY ISD GIFTED/ ENRICHMENT PROGRAM

Throughout HISD's Gifted/ Enrichment Program students are given opportunities to work together as a group, individually, and with other students. Gifted programs are administered by grade level and according to age. The programs in Hawley are listed below:

ELEMENTARY

Grade level in-class and small group enrichment instruction and projects
Curriculum Differentiation as Appropriate

MIDDLE SCHOOL

Grade level in-class and small group enrichment instruction and projects
Curriculum Differentiation as Appropriate

HIGH SCHOOL

Grade level in-class and small group enrichment instruction and projects
Curriculum Differentiation as Appropriate

DUTIES AND RESPONSIBILITIES OF TEACHERS

Gifted/ Enrichment services are delivered by the Classroom Teachers who have completed the State required 30 hours of training and 6 hour annual update. It is the responsibility of the teachers to:

- Provide services for students identified to participate in the GT/ Enrichment Program
- Evaluate the strengths and weaknesses of the students in the GT/ Enrichment Program
- Include GT specific learning opportunities, curriculum compacting options and opportunities for identified GT students in their lesson plans.
- Follow GT Curriculum Compacting Guidelines include in the District GT Guidelines for ALL identified GT students.
- Serve as a member of the Campus and/ or District GT Committee when assigned to help in making program decisions for students screened for the GT/ Enrichment Program
- Participate in the development of Program Curriculum as assigned
- Be familiar with and maintain a knowledge base of relevant research and instructional strategies in the areas of giftedness.
- Attend appropriate professional development
- Assist when assigned in providing school-wide enrichment
- Work closely with parents, campus and district staff to assist high ability students with academic and affective needs
- Work closely with the Campus Counselor and District Coordinator to ensure successful on-going screening of students for possible participation in the GT/ Enrichment Program
- Meet with Campus and District GT/ Enrichment Staff on a regular basis throughout the year
- Communicate verbally and in writing with GT student's parents/ guardians on a consistent and relevant basis.
- Maintain student records of participation in and performance of GT/ Enrichment assigned projects and activities
- Perform other duties as suggested or assigned by Campus Administrator and District Coordinator.

**Hawley ISD SCHOOL BOARD POLICY
127904**

**SPECIAL PROGRAMS
GIFTED AND TALENTED STUDENTS**

**EHBB
(LOCAL)**

**NOMINATION
/ REFERRAL**

Students may be nominated/ referred for the gifted and talented program at any time by teachers, counselors, parents, or other interested persons.

**SCREENING AND
IDENTIFICATION
PROCESS**

The District shall provide assessment opportunities to complete the screening and identification process for nominated/referred students at least once per school year.

**PARENTAL
CONSENT**

The District shall obtain written parental consent before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies at FL.

**IDENTIFICATION
CRITERIA**

The Board-approved program for the gifted and talented shall establish criteria to identify gifted and talented students. The criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities.

ASSESSMENTS

Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but are not limited to, the following: achievement tests, intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, student/parent conferences, and available student work products.

SELECTION

A selection committee shall evaluate each nominated/referred student according to the established criteria and shall identify those students for whom placement in the gifted and talented program is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students, as required by law, and shall be established for the District.

NOTIFICATION

The District shall provide written notification to parents of students who qualify for services through the District's gifted and talented program. Participation in any program or services provided for gifted students shall be voluntary, and the District shall obtain written

permission from the parents before placing a student in a gifted program.

REASSESSMENT

Reassessment of gifted/talented students is based on performance in response to gifted/talented services, and if reassessment occurs at all, it is no more than once in elementary grades, once in middle school grades, and once in high school.

TRANSFER STUDENTS

When a student identified as gifted by a previous school district enrolls in the District, the selection committee shall review the student's records to determine if placement in the District's program for gifted and talented students is appropriate.

The selection committee shall make a determination within 30 calendar days of the student's enrollment in the District and shall base the decision on the transferred records, observation reports of District teachers who instruct the student, and student and parent conferences.

[See FDD(LEGAL) for information regarding transfer students and the Interstate Compact on Educational Opportunities for Military Children]

FURLOUGHS

The District may place on a furlough any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted and talented program. A furlough may be initiated by the District, the parent, or the student.

In accordance with administrative regulations, a furlough shall be granted for specified reasons and for a specified period of time; a minimum of one semester and a maximum of one school year. At the end of a furlough, the student may reenter the gifted program or be exited from the program.

EXIT PROVISIONS

The District shall monitor student performance in the program. If at any time the selection committee determines it is in the best interest of the student and his or her educational needs, the committee may exit a student from the program. If a student or parent requests removal from the program, the selection committee shall meet with the parent and student before honoring the request.

APPEALS

A parent or student may appeal any final decision of the selection committee regarding selection for or exit from the gifted program. Appeals shall be made first to the selection committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.

**PROGRAM
EVALUATION**

The District shall annually evaluate the effectiveness of the District's gifted program, and the results of the evaluation shall be used to modify and update the District and campus improvement plans. The District shall include parents in the evaluation process and shall share the information with Board members, administrators, teachers, counselors, students in the gifted and talented program, and the community.

**COMMUNITY
AWARENESS**

The District shall ensure that information about the District's gifted and talented program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program.

GIFTED/ ENRICHMENT PROGRAM STUDENT ASSESSMENT GUIDELINES

HAWLEY ISD uses instruments and procedures which measure diverse abilities and intelligences and provides students an opportunity to demonstrate their talents and strengths in its assessment for gifted/enrichment program services.

PARENT/ STAFF AWARENESS

- Written policies on identification approved by the Board and disseminated to parents in English and Spanish
- Awareness sessions held at the campus level
- Provisions for furloughs, reassessment, exiting, transfer and appeal addressed
- Professional staff development

NOMINATIONS

- Students eligible for screening once every 12 months.
- Recommendations accepted from teacher/staff member, parent, peer, self community member or test score results.
- Nominations accepted throughout the year
- Nomination forms available in English and Spanish

ASSESSMENT PROCEDURES

- Assessment forms provided in both English and Spanish
- Spanish speaking tester/ interpreters utilized as needed
- All kindergarten students screened using a variety of means to include test scores and observation
- Data collected from multiple sources (both qualitative and quantitative) used to identify students in grades K-12 to include but not limited to the following:

Tests Of Cognitive Ability

- Naglieri Nonverbal Abilities Test – Grades K-12
- CogAT or ITBS

Tests Of Creativity

- Torrance Tests of Creative Thinking (Verbal & Figural) – Grades K-12

Checklists

- Renzulli Scales for Rating the Behavioral Characteristics of Superior Students

Student Production

- Planned experiences
- Student Production and Performance Checklist

Alternate Path Placement

- Placement decision based on other testing and observation data to be determined by a committee of professional educators trained in gifted identification

ASSESSMENT RESULTS

- Scores reviewed by the Campus Selection Committee
- Recommendations are made for the best educational placement for each nominated student

- Teachers and Parents/ guardians are informed of committee decisions and provided opportunities to discuss assessment data
- Assessment decisions may be appealed by students, parents and educators
- Identified students are provided services in the area of general intellectual ability

ASSESSMENT POLICIES

- Decisions for program placement are made by the Campus Selection Committee
- Decisions for program placement are reviewed by the District Selection Committee
- Furlough allows students a leave of absence from the Program for specific reasons and for a specific length of time.
- Exiting allows removal from the Program when it is no longer deemed the best educational placement for the student
- Exiting is based on multiple criteria including but not limited to student performance and is finalized by the Campus Selection Committee with input from the student and parents/guardians.
- Inter-district transfer students are assessed using HISD standards with decisions made within six weeks of enrollment
- Assessment data accepted from student records. Achievement test scores are current for one year from the date of administration; ability test scores are current for two years from the date of administration
- Assessment data accepted from outside sources require Campus Selection Committee review.

EVALUATION OF ASSESSMENT

- Procedures reviewed by GT/ Enrichment Program Personnel and modified as appropriate
- Procedures reviewed by Hawley School Board
- Gains made towards having gifted population reflect the district population

PROGRAM DESIGN

Hawley ISD has a flexible system of viable program options which provide a learning continuum that reinforces the strengths, needs, and interests of gifted/ talented students.

- Students will be engaged in an enriched and rigorous learning experience that will challenge students and provide opportunities for success in their specific areas of giftedness. These learning experiences will be:
 - On level and pace commensurate with the students' abilities
 - Content from all core academic areas emphasized
 - Include independent investigations in all core academic areas
 - Out of school options provided when possible
- Teachers will include GT specific learning opportunities, curriculum compacting options and opportunities for identified GT students in their lesson plans.
- Teachers will follow GT Curriculum Compacting Guidelines include in the District GT Guidelines for ALL identified GT students.
- Students participating in all GT Programs will receive written evaluations at the end of each semester.
- Records collected during identification and service process are retained according to the rules of the Texas State Library and Archives Commission, Local Records Retention Schedule.
- Service and assessment will and do comply with the Texas State Plan accountability Standards.
- GT Advisory Council consists of district staff, campus staff, community members and parents. The Council meets regularly to review and make recommendations concerning procedures.
- Services are available during the school day as well as the entire school year and to include a variety of grouping options and situations as per the Texas State Plan to include but not limited to any one grouping strategy:
 - Homogenous grouping with peers
 - Heterogeneous groupings with other students
 - Independent study
 - Flexible grouping and settings
- Service are offered from kindergarten through high school and are delivered by:
 - Trained classroom teachers
 - Independent Student Studies

CURRICULUM AND INSTRUCTION

HAWLEY ISD provides interdisciplinary, differentiated curriculum and instruction which increases depth and complexity, and accelerates the pacing of the regular school program to all gifted students.

POLICIES

- Interdisciplinary, differentiated curriculum emphasizing the core academic areas as well as incorporating technology, creativity, leadership, and fine arts is provided K through 12
- Parents are informed of curriculum/instruction opportunities available
- Acceleration opportunities provided in areas of student strengths.
- Pace and level are on target and appropriate for students abilities and allows for utilization of student skills.
- Scheduling modification opportunities available to meet individual needs.

LEARNING EXPERIENCES

- Student interests utilized for planning activities which include opportunities for both guided and independent research.
- Opportunities presented as a continuum of experiences leading to advanced products/performances
- Products/performances targeted to an audience outside the classroom and on a professional level commiserate with students' gifts and talents.
- Products/ performances assessed by external evaluators in the field of focus
- Student progress/ performances assessed periodically using standards developed by experts, and reported to parents.

EVALUATION

- Curriculum modified or compacted based on bi-annual evaluations
- Results of annual evaluations used to modify/expand/ improve/ compact curriculum for students.
- Administrators at District and Campus level monitor development and delivery of curriculum. See addendums.

PROFESSIONAL DEVELOPMENT

Hawley ISD provides professional development opportunities to all personnel involved in the planning, development and delivery of program services so they have knowledge, which enables them to offer appropriate options and curriculum for gifted and talented students.

POLICIES

- Opportunities offered in areas that engage students' higher level thinking skills, nurture superior academic achievement, promote creativity, encourage risk-taking, provide group learning, and provide for independent learning.
- Training designed to enhance program instruction
- Instruction designed to include core areas of needs and nurture, identification and assessment, creativity, curriculum and counseling

PLANNING

- Opportunities provided on a regular basis
- Opportunities based on identified needs
- Program staff involved in planning and conducting training
- Presentations aligned to ensure consistency of content
- Staff development must include but not limited to diverse opportunities available from District staff, Region Service Center, local universities, state and national conferences and consultants
- Provide information and promote opportunities for endorsement/advanced degrees in Gifted Education.

DIRECT SERVICE STAFF (Teachers)

- Are REQUIRED to have THIRTY clock hours that include identification, nature and needs, assessment and curriculum/instruction
- Maintain GT hours by obtaining SIX clock hours annually
- Follow and comply with all policies, responsibilities and duties as outlined
- Seek current and relevant training as necessary

ADMINISTRATORS/ COUNSELORS

- Are REQUIRED to have SIX clock hours that include identification, nature and needs, assessment and curriculum/instruction
- Maintain GT hours by obtaining SIX clock hours annually
- Ensure that campus and district program comply with the Texas State Plan

PARENTS

- Provided with a program overview and awareness session at the campus level
- District level meeting with parents of identified students to inform the parents about the program guidelines, Texas State Plan, expectations and procedures and provide an opportunity for parents to participate in the District GT Advisory Council
- Provided with opportunities for parents to participate in activities experienced by their children.

FAMILY/ COMMUNITY INVOLVEMENT

Hawley ISD works toward constructive partnerships between school, home, and community, encourages family participation in services designed for gifted/ talented students and supports the involvement of community resources in the education process.

POLICIES

- An array of learning opportunities provided in K-12 with information disseminated to parents
- Identification/ service guidelines developed by district and disseminated to parents
- Input assessment and services available from family/ community through the NISD GT Advisory Council, the District SBDMC and Campus SBDMC.
- Guidelines approved by the district Board of Trustees
- Written guidelines made available
- Information/meetings provided to address nominations, assessment and services.
- Web page utilized to inform parents of program guidelines, services and resources
- Opportunities to participate in parent/ community advisory group
- Orientation of parents of identified students and periodic update of services
- Products/ achievements of students shared with community
- Information and services provided to all parents in Spanish as well as in English

SUPPORT PROVIDED BY PARENT/ COMMUNITY

- Support available K through 12
- Support/ assistance in program planning and improvement provided by GT Advisory Council
- Support for independent study programs provided
- Liaisons with community/ business organizations established and use of community resources evident
- Volunteers organized and given special orientation in working with gifted students

EVALUATION

- Parent/ community participation in evaluation annually
- Data used to modify and update district and campus improvement plans