



New Braunfels ISD

GIFTED/TALENTED SERVICES

PARENT HANDBOOK

2015 - 2016



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Objectives for NBISD Gifted/Talented Services follow the Texas State Plan for the Education of Gifted/Talented Students and focus on four areas: Thinking Skills, Subject Matter Knowledge and Skills, Research and Independent Study Skills, and Self Concept and Leadership Skills.

- Gifted/Talented students will develop their abilities in higher level, more complex thinking skills including critical, creative, and productive thinking activities that are extensions of the regular curriculum (Thinking Skills).
- Gifted/Talented students will study advanced-level content and master the major concepts, skills, and processes of specific disciplines in which they demonstrate ability (Subject Matter Knowledge and Skills).
- Gifted/Talented students will develop the skills necessary for self-directed learning, conduct independent studies and research projects, and extend the regular curriculum to produce advanced-level products (Research and Independent Study Skills).
- Gifted/Talented students will gain an understanding and respect for each person's abilities, recognizing the similarities and differences between themselves and others, and will develop their own unique abilities for the betterment of both themselves and others (Self-Concept and Leadership).

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FOREWORD

This year, as in previous years, this manual was carefully revised to reflect Gifted/Talented Policies and Services in light of the state's guidelines, the vision of New Braunfels ISD, and the philosophy and goals of services for students who are identified gifted/talented. The results are the policy statements in this manual which capitalize on the effective, successful ideas of the original vision of services which also reflect recent research and trends in gifted education.

This document is available electronically on the district website at www.nbisd.org. Additional information about NBISD services is available on the Gifted/Talented page on the NBISD website.

The intent of the policies and procedures in this manual is to:

- Inform everyone about NBISD's Gifted/Talented Services
- Maintain student-centered services
- Provide continuity
- Assure internal consistency
- Reflect NBISD's compliance with the Texas state plan for gifted education
- Provide a framework for accountability and service improvement

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Texas State Goals for Services for Gifted/Talented Students

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 reflect individuality/creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who participate in services for gifted/talented students will have produced products and performances of professional quality as part of their program services and will take a variety of Advanced Placement and Dual Credit College courses.

According to Section 29.123 of the Texas Education Code, the Texas State Plan for the Education of Gifted/Talented Students forms the basis of the accountability system for state mandated services for gifted/talented students. The plan, then, is developed to be compatible with the Texas accountability system. “In compliance” performance measures are included for five areas of program services. **This level reflects those actions that are included in either state law and/or SBOE rule.** However, some districts, in collaboration with the communities they serve, will provide more comprehensive services. To offer some guidance to those districts or campuses, examples of “recognized” and “exemplary” performance are included in the plan. While these actions are not mandated by the state, they provide viable targets that local district educators seeking excellence, both for their district and for their students, may strive to attain. In all cases, those activities in the “recognized” column include and build on those actions included in the “acceptable” column. In turn, “exemplary” actions build on those that merit a “recognized” designation.

Chapter 75 of the Texas Administrative Code states the philosophy that public elementary and secondary education is responsible for providing each student with the development of personal knowledge, skills, and competence to maximum capacity. Therefore, each school district’s specialized program services are essential and should include the gifted/talented population.

State of Texas Definition of Giftedness

The Texas Education Code 29.121 specifies 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 age, experience, or environment and who:

- (1) Exhibits high performance capability in an intellectual, creative, or artistic area;
- (2) Possesses an unusual capacity for leadership; or
- (3) Excels in a specific academic field.



Myths/Facts About Gifted Students and Gifted Education

Myths	Facts
Gifted kids have it made and will succeed in life no matter what. They don't need any special help in school or anywhere else.	<i>Everyone needs encouragement and help to make the most of their abilities and succeed in life. In fact, research shows that 25% of gifted people are underachievers and quit trying because nothing they do leads to any measurable success or satisfaction.</i>
Gifted kids love school, get high grades, and greet each new school day with enthusiasm.	<i>Most schools are geared for average learners, not gifted learners, which can make it hard for gifted students to get excited about going. Some of the most talented students in the United States actually choose to drop out of school altogether.</i>
Gifted students come from white middle- and upper-class families.	<i>Children with gifts and talents are represented in all cultural, ethnic, and socioeconomic groups.</i>
Gifted kids are good at everything they do.	<i>Some gifted students are good at many things; others are exceptionally able at only a few things. Some gifted students are also learning disabled, which means that they might not be very good at schoolwork.</i>
Teachers love to have gifted students in their classes.	<i>Some teachers do, some don't. Some teachers may feel uncomfortable with gifted students and can get defensive when they suspect that these students know more than they do.</i>
If gifted students are grouped together, they will become snobbish and elitist.	<i>Some students will, some won't. What's especially pernicious about this myth is that some adults use it to rationalize decisions about not allowing gifted students to work or study together or not providing them with opportunities that meet their learning needs. Gifted students need to be able to work together to learn and communicate at a rapid and in-depth a pace as they are able.</i>
All gifted students have trouble adjusting to school and forming relationships.	<i>Some gifted students do, some don't – just like other students.</i>
Gifted students don't know that they're "different" unless someone tells them.	<i>Most gifted students don't need to be identified or labeled before they are aware that they're not quite like their age peers.</i>
Gifted students must constantly be challenged and kept busy or they'll get lazy.	<i>Some gifted students might get bored, but they won't necessarily get lazy – just like other students.</i>
Gifted kids are equally mature in all areas – academic, physical, social, and emotional.	<i>This might make things simpler, but it's not true or reasonable. In fact, research has found that gifted youngsters tend to be asynchronous in their development. They may be way above their age peers in cognitive development and highly sensitive for their age, but may lag behind in physical development and socially they prefer younger kids or adults as companions.</i>

1 Adapted from: Galbraith, M.A., and Jim Delisle. *The Gifted Kids' Survival Guide: A Teen Handbook*. MN: Free Spirit Publishing, 1996

Differences Between Gifted Students and High Achieving Students

A High Achiever...	A Gifted Learner...	A Creative Learner...
Remembers the answers.	Poses unforeseen questions.	Sees exceptions.
Is interested.	Is curious.	Wonders.
Is attentive.	Is selectively mentally engaged.	Daydreams; may seem off task.
Generates advanced ideas.	Generates complex, abstract ideas.	Overflows with ideas, many of which will never be developed.
Works hard to achieve.	Knows without working hard.	Plays with ideas and concepts.
Answer the questions in detail.	Ponders with depth and multiple perspectives.	Injects new possibilities.
Performs at the top of the group.	Is beyond the group.	Is in own group.
Responds with interest and opinions.	Exhibits feelings and opinions from multiple perspectives	Shares bizarre, sometimes conflicting opinions.
Learns with ease.	Already knows.	Questions: What if...
Needs 6 to 8 repetitions to master.	Needs 1 to 3 reputations to master.	Questions the need for mastery.
Comprehends at a high level.	Comprehends in-depth, complex ideas.	Comprehends in-depth, complex ideas.
Enjoys the company of age peers.	Prefers the company of intellectual peers.	Prefers the company of creative peers but often works alone.
Understands complex, abstract humor.	Creates complex, abstract humor.	Relishes wild, off-the-wall humor.
Grasps the meaning.	Infers and connects concepts.	Makes mental leaps: Aha!
Completes assignments on time.	Initiates projects and extensions of assignments.	Initiates more projects than will ever be completed.
Is receptive.	Is intense.	Is independent and unconventional.
Is accurate and complete.	Is original and continually developing.	Is original and continually developing.
Enjoys school often.	Enjoys self-directed learning.	Enjoys creating.
Absorbs information.	Manipulates information.	Improvises.
Is a technician with expertise in a field.	Is an expert who abstracts beyond the field.	Is an inventor and idea generator.
Memorizes well.	Guesses and infers well.	Creates and brainstorms well.
Is highly alert and observant.	Anticipates and relates observations.	Is intuitive.
Is pleased with own learning.	Is self-critical.	Is never finished with possibilities.
Gets A's.	May not be motivated by grades.	May not be motivated by grades.
Is able.	Is intellectual.	Is idiosyncratic.

www.southwestschools.org/giftedu/Giftedvs.High%20Achiever.pdf
taken from B. Kingore (2003).



Gifted/ Talented Characteristics

Although wide variations exist among the areas of giftedness, the following lists provide characteristics or traits that a gifted/ talented individual may possess within each area. Please keep these characteristics in mind when referring students for gifted and talented services.

LANGUAGE ARTS	SOCIAL SCIENCE/HUMANITIES
<ul style="list-style-type: none"> • Extensive vocabulary • Keen power of observation • Good memory • Perceives abstract ideas rapidly • Ability to portray to others their feelings, actions, personalities, situations • Possesses creativity and inventiveness • Has varied interests • Demonstrates an intellectual playfulness with words • Writes fluently with insight and strong personal voice • Sees relationships among apparently unrelated ideas • Reads avidly 	<ul style="list-style-type: none"> • Possesses a large storehouse of information about a variety of topics • Quick mastery and recall of factual information • Rapid insight into cause-effect relationships • Ready grasp of underlying principles-quickly makes valid generalizations • Keen and alert observer • Becomes absorbed and involved in certain topics or problems • Prefers to work independently-requires little attention from teacher • Interested in many “adult” problems • Likes to organize and bring structure to things, people, and situations • Quite concerned with right/wrong good/bad • Great deal of curiosity about many things • Generates a large number of ideas or solutions to problems and questions • Uninhibited in expressions of opinion • Keen sense of humor • Willingly tries out different media • Elaborates on ideas from other people
MATHEMATICS	SCIENCE
<ul style="list-style-type: none"> • Solves problems, yet sometimes not able to explain procedures • Performs computations easily and accurately, but resists extensive calculating • Hypothesizes frequently • Works a long time on challenging problems although there may be no solution • Works easily with technology • Is preoccupied with scales, statistics, records, almanacs, globes, maps • Devises own languages, codes, number systems • Is sensitive to patterns in shapes • Ability to translate unfamiliar abstraction into a familiar form • Can translate the familiar into an abstraction • Intuitively solve seemingly difficult problems mentally • Computes answers in a non-traditional manner • Uses unusual techniques in problem solving 	<ul style="list-style-type: none"> • Questions critically • Visualizes mentally • Thinks critically-abstraction, conceptualization, and synthesis • Attends to details related to the task at hand • Is persistent in the pursuit of answers and solutions • Sees alternatives and offers several solutions • Makes generalizations • Ability to use resources with the intent to find answers • Ready grasp of underlying principles and quickly makes valid deductions • Keen and alert observer • Tries to understand complicated material • Reasons things out for him/herself • Sees logical/common sense answers • Is easily bored with mundane or routine • Is self-starter-intrinsically motivated • Shows an interest in science

*Characteristics taken from “The Identification of Gifted and Talented Students” as adopted by IISD Board of Trustee on May 4, 1998



PHILOSOPHY STATEMENT AND DEFINITION

New Braunfels Independent School District (NBISD) is committed to fostering and developing the abilities of gifted/talented youth.

“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. *Education Code 29.121*



STUDENT GOALS FOR NBISD GIFTED/TALENTED SERVICES

Subject Matter, Knowledge and Skills

Gifted/talented students will master the required concepts, skills, and processes of specific disciplines through advanced level content with depth and complexity.

Thinking Goals

Gifted/talented students will develop advanced abilities and complex thinking skills, including problem solving, critical, creative, and productive thinking, through meaningful curriculum that is differentiated from the regular curriculum.

Research and Independent Study Skills

Gifted/talented students will develop the skills necessary for self-directed learning, conduct independent studies and research projects, and extend the regular curriculum to create advanced-level products.

Self Concept and Leadership

Gifted/talented students will gain an understanding and respect for each person’s abilities, recognizing the similarities and differences between themselves and others, being both an advocate and supporter of both their ideas and the ideas of others. They will develop their own unique abilities for the betterment of both themselves and others.



NBISD Gifted/Talented Services (by grade)

New Braunfels ISD Gifted/Talented spectrum of services provides special services and/or classes for students identified as having significantly advanced general intellectual ability and/or specific subject matter aptitude. Gifted/Talented classes and/or services are available in Kindergarten-12th grades.

Elementary (Kindergarten- 2nd Grade)-

G/T students are supported by providing opportunities to be grouped/clustered within the heterogeneous regular education classroom and by differentiating instruction designed to meet their unique educational needs. All G/T students are taught by teachers who have completed the required 30-clock hours of professional development in Gifted Education.

Elementary (3rd – 5th Grade)-

G/T students are supported by providing opportunities to be grouped/clustered within the heterogeneous regular education classroom and by differentiating instruction designed to meet their unique educational needs. All G/T students are taught by teachers who have completed the required 30-clock hours of professional development in Gifted Education.

In addition to differentiated instruction in their classrooms, G/T students in 3rd-5th grades are offered G/T services through a homogeneously grouped pull-out program that takes place with their campus librarians. Students are pulled out of their classrooms for services for a minimum of one hour a week. Students are introduced to research methods and are given a topic of interest in which to develop their research product. Units of study are designed to provide the depth and complexity that G/T students need, while also addressing the social-emotional needs of G/T students.

Secondary (6th -8th Grade)-

G/T students are supported by being grouped /clustered within the regular heterogeneous classroom and by differentiating instruction designed to meet their unique educational needs. All G/T students are taught by teachers who have completed the required 30 hour gifted/talented professional development or have completed the required 12 hours of gifted/talented professional development combined with an AP or PreAP Institute training.

In addition to differentiated instruction in their classrooms, identified G/T students in 6th - 8th grades are offered G/T services through a homogeneously grouped pull-out program that takes place with their campus advisory teacher. Students receive services at least 60 minutes a week. Pull-out instruction focuses on units of interdisciplinary studies that support the development of independent research skills as well as meeting the social-emotional needs of G/T students. Instruction is designed specifically to meet the special needs of gifted/talented students with emphasis on curriculum and activities which provide for differentiated experiences and are designed to meet the goal of the Texas State Plan for the Education of Gifted and Talented Students.

Secondary (9th -12th Grade)-

G/T students are supported by providing opportunities to be grouped/clustered within the regular heterogeneous classroom and by differentiating instruction designed to meet their unique educational needs. All G/T students are taught by teachers who have completed the required 30 hour gifted/talented professional development or have completed the required 12 hours of gifted/talented professional development combined with an AP or PreAP Institute training.

Identified G/T students in grades 9-12 are provided services specific to their identified areas of giftedness: language arts/social studies and/or mathematics/science.

Instructors encourage gifted/talented students to be more involved in the direction of their learning and to approach their studies as though they were professionals in the field. High school gifted/talented students may be served through several avenues including the Pre-AP, AP, Dual Credit and Gifted/Talented Independent Research and Mentoring class. College credit may be received in dual credit courses and/or after successfully passing the appropriate AP exams for an AP course.



IDENTIFICATION PROCEDURES

A. Description

NBISD will administer appropriate instruments and identify students as gifted/talented for services through the use of criteria established by the State Board of Education and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities.

B. Persons Responsible

The principal on each campus will be responsible for organizing a screening and identification committee composed of three (3) to five (5) responsible members to coordinate the screening and identification process. The committee may be composed of the administrator(s), counselor(s), classroom teacher(s), and/or gifted/talented teacher(s) who have had formal training in the nature and needs of gifted/and talented students. A district-level screening and identification committee composed of three (3) to (5) members will also be organized. The members of the district-level committee must have had the formal required training.

Referrals for gifted/talented services may come from those persons who are knowledgeable of the student's academic strengths and abilities, including parents, teachers or peers. Referrals are accepted during specific times of the school year. Please refer to the district master calendar for dates.

C1. Procedures for Identification: The Campus and District Screening and Identification Committee

- I. The Campus Screening and Identification Committee shall perform the following functions:
 - a. Compile and organize referrals and support materials in a form that facilitates responsible decision-making regarding the qualification of students.
 - b. Refer students, when appropriate, to campus principal and other personnel for additional testing.
 - c. Issue appropriate forms and information and maintain consent forms in student files.
 - d. Provide referred students Gifted/Talented services if they meet the established criteria on the Gifted/Talented Qualification Matrix. This matrix also serves as an identification form.
 - e. Send written notification to parents of those students who qualify for Gifted/Talented services.
 - f. Send written notification to parents of the students who do not qualify for Gifted/Talented services.
 - g. Responsible for completing annual review for each gifted/talented student.

- II. The District Screening and Identification Committee shall perform the following functions:
 - a. Review individual student records as indicated on the Gifted/Talented Identification Matrix for the appropriate grade level.
 - b. Send written notification of identification decision to campuses for campus-level parent communication.

- III. The Campus and/or District Screening and Identification Committee will determine if Gifted/Talented services are the best academic options for a student and may involve the 504, ARD, or other campus committees as appropriate. The committee will not discriminate against students with regard to race, color, creed, religious affiliation, gender, or disability.

C2. Procedures for Identification: Data Collection

- I. Students must be enrolled in a New Braunfels Independent School District school at the time of referral in order to be evaluated and considered for G/T services.

- II. Upon receiving or compiling a list of referred students, a member of the Campus Screening and Identification Committee will be designated by the principal to develop/maintain a file for collecting screening data and appropriate forms.

- III. Written consent from parent or guardian will be required for any testing.

- IV. Data will be collected as needed for screening students for identification for Gifted/Talented services. Nationally-normed test scores are used for identification consideration for two years unless otherwise directed by the Campus Screening and Identification Committee. The following measures will be used for data collection:
 - a. a measure of school ability or cognitive potential,
 - b. a standardized achievement test measuring math, science, language arts, and/or social studies,
 - c. a measure of creative thinking, and
 - d. a checklist identifying characteristics of gifted children.

- V. All data collected will be recorded on the G/T Identification matrix. Each student will be given an identification number which will be placed on the matrix instead of the student's name. This will assure a blind review of all data.

- VI. Each campus must use the district-approved procedures including specific tests and/or measures.

- VII. Referral for additional assessment should be made by the Campus/District Screening and Identification Committee. Any additional tests will be administered by persons designated by the campus principal.

- VIII. For information on the qualification of students entering NBISD from other districts see the section titled "Transfers."

- IX. Confidentiality will be assured regarding the rights of privacy of the individual according to legal standards. Information collected by the Campus/District Screening and Identification Committee will be available to those who need it for use in education purposes.

C3. Procedures for Identification: Scoring

- I. Scoring of district-approved measures for possible identification for Gifted/Talented services will be completed by professional scoring services or the district's appointed personnel during designated testing periods.

C4. Procedures for Identification: Qualification Process

- I. The Campus/District Screening and Identification Committee will identify students who are eligible for Gifted/Talented services based upon the student's performance on district assessment measures. Students whose performance on district assessment measures indicates potential to benefit from services may be served through a talent pool.
- II. The Campus Screening and Identification Committee will monitor the identification of students for services. The committee will review the identification of these students to assure that they demonstrate potential in one or more of the four core content areas and that they become involved in differentiated curriculum designed for gifted/talented students.
- III. Parents wishing reconsideration of decisions by the Campus/District Screening and Identification Committee may submit the appropriate documents according to district policy. See "Formal Reconsideration" in this document.

C5. Procedures for GT Identification: Timeline for Kinder-5th and 6th-11th

August	<ul style="list-style-type: none"> Transfer G/T students from other Texas public schools data submitted and numbers of non-public or out of state transfer students needing assessment submitted to district office.
August/September	<ul style="list-style-type: none"> Services to previously identified GT students begin, transfer student services begin when data submission is confirmed by sending district or assessment completed by NBISD and parent permission received in writing.
November	<ul style="list-style-type: none"> Referral window for Kinder-11th grade open; Anyone can refer a student for G/T consideration, including self-referral. Referrals due to campus week of Thanksgiving. Level I screening of Kinder-5th grade students; Draw Starts and teacher Kingore Observation Inventory (KOI).
December	<ul style="list-style-type: none"> Parent Inventory Surveys sent upon receipt of parent referral for K-11th. Collection of campus Kinder-5th Level I data.
January	<ul style="list-style-type: none"> District G/T committee evaluation of Level I Kinder-5th matrix data Level II Kinder-5th grade testing: NNAT² and Terra Nova/Supera Collection of campus grades 6-11th Level I data.
February	<ul style="list-style-type: none"> District G/T committee evaluation of Level II Kinder-5th matrix data and recommendations completed. Letters of identification decisions for Kinderstudents sent to parents and “Permission to Participate” forms due Level II Grades 6-11th testing: NNAT² and Terra Nova/Supera
March 1	<ul style="list-style-type: none"> Services begin for qualified Kinder students
March	<ul style="list-style-type: none"> District G/T committee evaluation of Level II Grades 6-11th matrix data and recommendations completed.
May	<ul style="list-style-type: none"> District Evaluation of services for parents, teachers, and students distributed. Letters of G/T qualification decisions for 3rd-11th sent to parents and “Permission to Participate” forms for fall services due Annual student reviews completed (3rd week). All formal reconsideration requests completed.
Fall of next school year	<ul style="list-style-type: none"> Services begin for students Grade 1-11



Qualification for Services

A. Description

Students who qualify for Gifted/Talented will be provided services in the appropriate learning environments. The district will differentiate the delivery of instruction for gifted/talented students by providing greater depth and complexity in the four core content areas, expanding the Texas Essential Knowledge and Skills (TEKS), and/or modifying pacing. The district will ensure that students are instructed in all TEKS and demonstrate an acceptable degree of mastery while receiving services.

B. Persons Responsible

The Campus/District Screening and Identification Committee is responsible for the identification of students for Gifted/Talented services.

C. Procedures for Qualification

1. Qualification decisions for Gifted/Talented services are made by the Campus/District Screening and Identification Committee following established district guidelines.
2. Students identified during spring screening will begin services at the beginning of the subsequent fall semester with written parent permission.
3. Students who require further testing following Spring screening will be tested in the fall and if identified will begin services immediately with written parent permission.
4. Students qualifying during fall screening will begin services immediately with written parent permission.
5. For information about transfer students, see next section.

D. Reconsiderations

Reconsideration of qualification decisions made by the committee will be heard as a Level I Formal Reconsideration by the Campus/District Screening and Identification Committee according to district policy.



TRANSFERS

A. Description

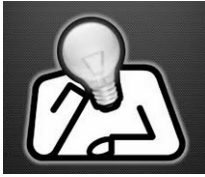
Transfer students who are referred prior to testing windows may be assessed and identified for Gifted/Talented services. Students who were identified for gifted/talented services (not honors/enrichment classes) in other districts may be eligible for immediate services.

B. Persons Responsible

The Campus Screening and Identification Committee will be primarily responsible for the identification of transfer students.

C. Procedures for Transfer Students

- I. Students new to the district will be considered for G/T services as requested by parents. Referral forms are due by 5:00 p.m. Friday of the first week of attendance. Any assessments will be administered during the school week.
 - a. Students who enroll in the fall and are referred for identification will be assessed within the first six weeks of attendance. For new students who qualify in the fall, services will begin by the 6th week of attendance.
 - b. Students who enroll in the spring and are referred for identification will be assessed according to annual identification processes and timelines. Services will begin the following school year for identified students.
 - c. Students who enroll in the spring and are referred for identification after the annual identification window will be assessed in the fall and if identified, services will begin immediately.
- II. Testing and Identification for Transfer Students who had previously qualified for Gifted/Talented Services in Other Districts:
 - a. Students who have been identified for Gifted/Talented Services and received services in another accredited Texas school, an accredited private school with a defined G/T program or a military program will begin services in NBISD immediately upon receipt of supporting data (scores, matrix, letter of placement) from the other districts. Parents must provide written permission to participate as well as provide the supporting data from the prior school.
- III. Testing and Identification for Transfer Students who had not been previously identified for or served by Gifted/Talented Services OR transfer students who enter NBISD from an unaccredited Texas school, an out-of-state school, a private school (unaccredited or no formal G/T program) or a homeschool program:
 - a. Students may be identified for Gifted/Talented Services by the District Screening and Identification Committee. The necessary assessment tools will include the parent nomination form, a qualitative measure and a quantitative measure.
 - b. Data collection will occur within the first six weeks of attendance and if appropriate, services will begin by the beginning of the 6th week.
 - c. Parents will be notified in writing of the service decision.
- IV. Students who are screened and assessed as a transfer student and who do not qualify are eligible for screening and assessment during the same school year as part of our annual screening process for that grade level.



FORMAL RECONSIDERATION (APPEALS)

A. Description

After initial review of the data collected on each referred student and notification to parents of committee's decision, a formal reconsideration may be filed (Level One FNG Local) according to district policy.

B. Persons Responsible

The principal and the Campus/District Screening and Identification Committee are responsible for initial formal reconsideration.

C. Procedure for the Campus/District Screening and Identification Committee (Level One FNG Local)

- I. The person initiating the appeal will complete the Gifted/Talented Request for Formal Reconsideration Form and a letter requesting reconsideration with a description of the concern, the remedy sought, and evidence supporting the remedy. These must be submitted to the building principal within five (5) working days after qualification recommendations have been communicated to parents.
- II. Reasons for appeal to the Campus/District Screening and Identification Committee are as follows:
 - a. The home language of the student is not English.
 - b. The student has a disability as identified through the ARD or 504 Committees which may have impacted testing.
 - c. The student earns within 1 point of qualifying on the matrix and in other ways exhibits need for gifted services.
 - d. If none of these criteria are met, a letter indicating lack of eligibility for reconsideration shall be sent.
- III. The person requesting reconsideration must meet with a representative of the Campus Screening and Identification Committee to review the student's qualification form prior to a reconsideration meeting.
- IV. The Campus/District Screening and Identification Committee will convene, and, within ten (10) working days, review any reconsideration request that has been filed. The decision of the committee will be communicated in writing to the parent.
- V. Appeals filed after May 1 will be considered prior to the end of June.
- VI. The person initiating the appeal may choose to appear before the committee, with supporting materials, or simply submit the completed Gifted/Talented Request for Formal Reconsideration and an accompanying letter that supports the request.

- VII. The following procedure for reconsideration meetings of the Campus/District Screening and Identification Committee is recommended:
- a. Presentation of information from the Gifted/Talented Identification Matrix and additional data regarding recommendations of the Campus/District Screening and Identification Committee
 - b. Presentation of information regarding identification from other school personnel (counselor, Gifted/Talented teacher, regular classroom teacher, etc.)
 - c. Presentation of data and other materials by the parent or guardian
 - d. Presentation of current writing sample(s) and/or products exemplifying student performance
 - e. Presentation of other materials deemed appropriate to the purposes of the committee by the principal or other designee, including the student's cumulative records
 - f. Completion of a written summary of the reconsideration meeting
- VIII. Should the person requesting reconsideration disagree with the Campus Screening and Identification Committee's decision, a written request for review should be forwarded to the Superintendent (Level Two FNG Local) within ten (10) working days following the communication of the committee's decision. The Superintendent or designee will appoint a hearing officer.



STUDENT RECORDS

A. Description

Records of each student referred to or receiving gifted/talented services are to be maintained on the campus.

B. Persons Responsible

The counselor(s) and a member of the Campus Screening and Identification Committee as designated by the campus principal will be responsible for the maintenance of student records.

C. Procedures for Student Records

- I. The data in the Gifted/Talented file of a student receiving services may be organized with the most recent data on top. An example of the possible organization of the data is given below.
 - a. Gifted/Talented Identification Matrix attached to the inside cover
 - b. Gifted/Talented Annual Review Form(s)
 - c. Gifted/Talented Parent Permission to Participate Form
 - d. Letter to Parents Regarding Committee Decision
 - e. Original Tests or Score Sheets for one year
 - f. Characteristics Checklist and/or Kingore Observation Inventory for one year
 - g. Parent/Guardian Permission to Test Form
 - h. Student Referral for Gifted/Talented Form
- II. When students identified for services are transferred or promoted from one campus in the district to another, all records and documents in the Gifted/Talented file for the student, whether identified or not, shall be sent to the new school for review by the staff. The high school or any other campus to which this may apply shall retain student records for five years following the cessation of services for Gifted/Talented.
- III. The Gifted/Talented folder for all students who have been referred, tested and identified for Gifted/Talented Services will be placed in the student's cumulative folder.



ANNUAL REVIEW

A. Description

Students receiving gifted/talented services are subject to annual review and possible reclassification at the end of each academic year.

B. Persons Responsible

The Campus Screening and Identification Committee will be primarily responsible for the annual review process and exit procedures.

C1. Procedures for Annual Review

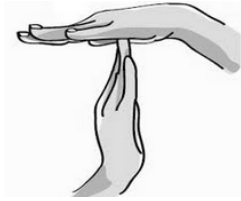
- I. As a part of the annual review process, a member of the committee or person Designated by the campus principal will update all data on the NBISD Gifted/Talented Annual Review Form.
- II. During the second semester, the Campus Screening and Identification Committee will evaluate the progress and review the need for continued services of students.
- III. At this time, the Campus Screening and Identification Committee will recommend that a student continue receiving gifted services or be exited.

C2. Conditions for Exit

- I. The Campus Screening and Identification Committee may consider exiting a student following the Annual Review if it is considered to be in the best interest of that student. Members of the committee will consider the effectiveness of Gifted/Talented Services, academic progress in the four core academic classes, and social/emotional issues.
- II. The student may, with parental permission, request to be removed from services. In such cases, a conference between the parents, principal, Gifted/Talented teacher, and student, if appropriate, must be held before the student is exited. Appropriate documentation, signed by the parent(s) and the principal is placed in the student's Gifted/Talented file. The student will be ineligible for services for one school year and must be re-screened and identified before receiving services again.
- III. The parent(s) may request that the student be removed from services. In such cases, the procedure outlined above is followed.
- IV. The gifted/talented teacher, principal, or counselor may recommend the exiting of a student who, in their opinion, may suffer from undue emotional stress or anxiety by continued participation in services. In such cases, a conference between parent(s) and appropriate school personnel will be held, and the student may be exited upon recommendation of the majority of the members of the Campus Screening and Identification Committee.

C3. Procedures for Exit

- I. If a student is experiencing difficulty with Gifted/Talented Service participation, the teacher sends a report to the parent(s) as soon as possible. Copies of all reports are filed in the Gifted/Talented file and reviewed by the Campus Screening and Identification Committee.
- II. If the difficulty continues, a conference is held with the student, his/her parent(s), the classroom teacher, assistant principal and/or principal, and other staff as appropriate. This is done by the end of a grading period or sooner if needed. The school personnel, student, and parent(s) work together to develop a written growth plan to assure that the optimum situation is created for the student to improve.
- III. The plan specifies what the student must do to improve and what school personnel and the parent(s) will do to help. At a time designated in the written plan, a reevaluation of student progress is made relative to the expectations established for the student in cooperation with his/her parent(s) and teacher(s). If the student has shown improvement but not fully achieved expectations, another growth plan is completed with a new timeline.
- IV. If the student fails to make a reasonable amount of progress toward the goals and objectives in the plan, the Campus Screening and Identification Committee may consider exiting the student from Gifted/Talented Services. If exiting from services is recommended, the principal will notify the parent(s) who may request a conference and reevaluation of the student's progress by the Campus Screening and Identification Committee through the Level I Formal Reconsideration process. Students removed from services will be ineligible for one year and must be re-screened and identified before receiving services again.



FURLOUGH

A. Description

A student may be furloughed from Gifted/Talented Services when it is determined that it is in the best interest of the student to **temporarily** discontinue participation. This may occur due to student illness, stress, or other circumstances that temporarily impede learning.

B. Persons Responsible

The Campus Screening and Identification Committee will be primarily responsible for considering requests for furloughs.

C. Procedures for Furlough

- I. A student can be furloughed when the parent(s), classroom teacher(s), Gifted/Talented teacher, and Campus Screening and Identification Committee agree.
- II. A furlough is given for a specific length of time, not to exceed one year, during which time the student will not receive Gifted/Talented Services. At the end of this period, the student will automatically return to his/her Gifted/Talented services provided according to previous identification.



EVALUATION OF SERVICES

A. Description

Evaluation of services is an important part of the Gifted/Talented model. Continuous monitoring and improvement will be based on research from the field and the results of ongoing evaluation of services.

B. Persons Responsible

The district level G/T coordinator will be primarily responsible for the evaluation of services. The Campus Identification Committee will facilitate the evaluation process.

C. Procedures for Evaluation of Services

Gifted/Talented Services will be monitored at the district level annually. The evaluation may include evaluation of the following:

- I. Student Achievement
- II. Service Assessment by the following:
 - Parents
 - Students
 - Teachers
 - Counselors
 - Principals
- III. Goals of the Gifted/Talented Services model
- IV. Curriculum
- V. Student Identification
- VI. Staff Development