



G/T Plan and Comprehensive Manual

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Contact Information:

Dr. Garth Oliver, Superintendent
goliver@louiseisd.net
Phone 979-648-2982 x105

Brady Peterson, Elementary Principal
bpeterson@louiseisd.net
Phone 979-648-2982 x201

Mary Trochta, Jr. High Principal
mtrochta@louiseisd.net
Phone 979-648-2982 x252

Donna Kutac, High School Principal
dkutac@louiseisd.net
Phone 979-648-2982 x301

Kathryn Peterson, District G/T Coordinator
kpeterson@louiseisd.net
Phone 979-648-2982 x110

Nondiscrimination

Louise ISD does not discriminate on the basis of race, religion, color, national origin, economic status, sex, or disability in providing education services, activities, and programs, including vocational programs in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section of the Rehabilitation Act of 1973, as amended.

PHILOSOPHY

The mission of Louise Independent School District is to provide a unique educational experience where all students excel academically, physically, and socially in a safe and nurturing learning environment that encourages respect and responsibility and prepares students to be confident, life-long learners, and productive citizens. To fulfill this mission, instruction must be of the highest quality, equity must be maintained for all students, and educators shall be accountable for results.

Based on this mission for all students, programs for the gifted/talented students are geared toward the potential of such students. The gifted/talented program should encourage these students toward maximizing their reasoning and performance abilities while incorporating both creative thinking and problem solving. The program provides a variety of experiences for students that enable them to understand learning and knowledge within and among themselves.

These beliefs should shape the development of an exemplary program for students whose needs are different from those of other students.

LOUISE ISD DEFINITION OF GIFTED

Louise ISD defines gifted and talented as any child or youth in grades K-12 who performs at, or shows the potential for performing at, a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who exhibits high performance capability in general intellectual ability and creativity.

STATE GOAL 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 and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who have participated in services for gifted/talented students will have produced products and performances of professional quality as part of their program services.

Program Design

Texas State Plan - *Identified gifted/talented students are assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas. Services are available during the school day as well as the entire school year. Parents are informed of these options (19 TAC §89.3(3)).*

Description of Gifted Students' Services

As part of its comprehensive, structure, sequenced, and appropriately challenging services, Louise ISD uses the Texas Performance Standards Project (TPSP) as well as other critical and creative thinking activities.

G/T students work together as a group as well as with other students plus work independently during the school day on G/T specific activities to provide flexible grouping patterns as part of the school's program of services.

Louise ISD, to the extent possible, provides out-of-school options relevant to the students' areas of strength.

Teachers and administrators utilize acceleration and flexible pacing for its G/T students. GT Unit plans are actively monitored by district administration during monthly faculty meetings.

Eligible students are enabled to enroll in dual credit courses as well as distance learning opportunities (Local Policy EHDD and EHDE). In addition, policies are aligned with the state for credit by examination (19 TAC §74.24) (TEC §56.203) as shown in Louise ISD Board Policy EHDB with prior instruction and EHDC without prior instruction

Program Options

Kindergarten-7th Grade

Louise ISD utilizes in class differentiation in all grade levels. Gifted/Talented student are grouped together during the instructional day. The Texas Performance Standards Project (www.texaspsp.org) will be used as a guide for the independent study projects.

Our classroom core teachers are certified with G/T 30-hour mandatory training. You will see flexible grouping, tiered instruction, centers, higher-level thinking, open-ended tasks, and student choice. G/T students are strategically placed in small groups with G/T trained teachers. All of these teachers have the knowledge to differentiate their curriculum to meet the needs of the G/T students in their classes. These teachers pre-assess to compact students out of the content/skills they have already mastered and move students on to new learning.

Grades 8-12

In grades 8-12, identified students are served within core foundation subjects- Math, Science, ELAR and Social Studies- through Honors, AP, Dual Credit, and Credit by Exam for Acceleration. These courses will be differentiated for the Gifted/Talented student modifying the depth, complexity, and pacing of the general higher placement curriculum. Teachers are highly encouraged to work together to plan and implement the TPSP in each grade level utilizing non-STAAR tested subjects such as science and social studies classes to deliver the program.

As stated above, Credit by Exam for Acceleration is available for all grade levels. Please see the campus student/parent handbook.

Out-of-school options

Louise ISD maintains at each campus as well as on its website a list of special activities (i.e. contests, academic recognition, summer camps, community programs, volunteer opportunities, etc.) appropriate for G/T students.

The district, to the extent possible, provides out of school options relevant to the student's area of strength.

Identification Procedures and Processes

Communicate the Process to Parents and Community

At Louise ISD, referral procedures and forms for assessment are communicated to families in a language they understand and/or a translator or interpreter is provided to the extent possible.

Families and staff are informed of the placement decision within 10 days of district G/T committee determination. They are encouraged to schedule conferences to discuss placement decisions with District G/T Teachers or Coordinator.

Prior to the assessment window, Louise ISD will hold a district parent/ family awareness meeting, which will give an overview of the assessment process. This may be in conjunction with the Fall Open House or virtually.

Referral Process

Louise ISD has board approval on the identification procedures and processes of students K-12 for G/T services. These procedures meet state requirements (19 TAC §89.1(1)) and have been designed to ensure the identification of any student who perform or shows potential for performing at remarkably high levels of accomplishment in each area of giftedness served by the district

The following G/T assessment calendar will be used allowing identification of students at least once per school year.

LOUISE ISD IDENTIFICATION TIMELINE

Referral procedures published in local newspaper and on district website. <i>Parent Awareness</i> Session held.	September
Referrals accepted from parents, teachers, community members Assessments conducted after written parental permission obtained	October- November
Gifted/Talented committee meets to review assessments	December
Written parental permission for services obtained for identified students Acceptance letters sent <i>Parent Orientation</i> meeting held or virtually available.	January
Services begin for newly identified students	January

Disseminating Information

Anyone may refer a student for the program. Referral forms are available in the campus office and may be submitted only during the time period of referral acceptance. Late referrals will not be accepted.

Parents are informed of the identification policies through the district GT Plan/ Comprehensive Manual which may be found on the district website or requested at the district office. In addition, Parent Awareness session are held or made available annually.

Assessment Process

A student profile is used to identify those students who perform, or show the potential for performing, at remarkably high levels of accomplishment relative to their age, peers, experience, or environment. The profile will reflect a **minimum of four** criteria used in the assessment. The criteria used will be a combination of **qualitative and quantitative** instruments:

- School Abilities Test -the Nagleri Nonverbal Ability Test (NNAT)
- Achievement Test- Iowa Assessments Complete
- Creativity Test- Torrance Test of Creative Thinking
- Gifted and Talented Evaluation Scales (GATES) - Teacher and Parent Rating Scales

Determination of Placement

All kindergarten students are automatically considered for gifted/talented and other advanced level services. At the kindergarten level, as many criteria as possible, and at least three (3), are used to assess students who perform at remarkably high levels of accomplishment relative to age peers. The NNAT will be used to determine the top 10%. These students will be automatically referred for further testing. Annually, the GT Coordinator will review all measures using the TEA approved assessment list prior to the assessment window.

The District G/T Committee will meet to review and discuss the student's referral data. As stated, both qualitative as well as quantitative data will be reviewed in making the determination of most effective educational placement for each student based on the individual child's identified needs. Once the identification process is complete, parents or guardians are notified of the Gifted/Talented Committee's decision through the USPS within ten school days. Parents of all screened students may request a conference to examine their child's assessment results. The G/T Student Identification Profile sheet shall be copied and placed in the permanent folder of each qualifying student.

Appeal Process for Identification

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

Student Progress/Performance

Aligned with the six weeks grading periods, each identified G/T student's

progress/performance is reported to the parents/guardians through a G/T report card.

Gifted/Talented Selection Committee

Final determination of students' need for gifted/talented services is made by the District G/T Selection Committee who have met and reviewed the individual student data. The committee will consist of the G/T Coordinator, campus principal and at least one campus teacher based on the student grade level - primary (PK-5), Jr. High (6-8), High School (9-12). All teachers on the committee have completed 30 hours mandated training. The G/T coordinator and principals have had Nature and Needs for Administrators. Therefore, G/T Selection Committee members will have met the required minimum of Nature and Needs as well as annual 6-hour updates.

Additional Procedures

The Louise ISD G/T plan containing all programs and services has been board approved including provisions regarding transfer students, furloughs, reassessment, exiting of students from program services, and appeals of district decisions regarding program placement

Reassessment

Formal reassessment of gifted/talented students is based on performance in response to gifted/talented services. If there is any concern regarding the placement, the G/T teacher will contact the parent to discuss options. If reassessment occurs at all, it is no more than once in elementary, once in middle school, and once in high school.

Transfer of Students

Identified students who transfer in and have previously participated in G/T services shall be placed in the G/T program. Student's assessment records shall be reviewed by the G/T Committee. If the student is performing well in the program, no further action will take place by the Committee. If the committee determines the G/T program is not the most effective program placement for the student, then the G/T committee shall consider furlough or reassessment. Their recommendation shall be communicated to the parent and student.

When a gifted/talented student transfers to another district either in or out of Texas, the G/T Student Identification Profile sheet in the permanent folder shall be part of the transfer data sent to the receiving district.

Furlough Procedure

A furlough is a temporary "leave of absence" from the Gifted/Talented Program designed to meet the individual needs of an identified student. Anyone may request a furlough: parent, student, teacher, or administrator. Requests for a furlough will be given to the campus administrator and members of the Gifted/Talented committee for consideration. A student may be furloughed for a period deemed appropriate by the Gifted/Talented committee. At the end of the furlough, the student's progress shall be reassessed, and the student may re-enter the Gifted/Talented program, be removed from the program, or be placed on another furlough. Furloughs are designed to be short-term and temporary and should **never be used for an entire school year**.

A furlough does not indicate a permanent exiting of the program. Furloughs could be utilized for a variety of extenuating circumstances. Any student may be granted a furlough from the program for various issues such as over commitment, family concerns, serious illness, or any other circumstances, which would inhibit or curtail the student's performance in the program. The furlough may also be used prior to a formal exit from the program for those students who are unable to maintain satisfactory performance within the learning opportunities of the Gifted/Talented program. A furlough might also provide the student an opportunity to attain performance goals established by the Gifted/Talented committee. A furlough is arranged to meet the individual needs of the student. If the student is placed on furlough, the student will be removed from the PEIMS G/T designation for that period.

Exit

At Louise ISD, GT student performance, based on multiple criteria, shall be used to monitor performance. A furlough will be given to the student for one six week reporting period. After the furlough period, the G/T committee shall determine if the student shall be removed from the program. The Gifted/Talented committee shall determine if the G/T placement is not the most effective way to meet the educational needs of the student and a furlough has been ineffective. Then the parent/student will be consulted. If a parent requests his/her child be removed from the program, the Gifted/Talented committee shall grant the request. Once a student is exited from the program he/she must adhere to the identification procedures and exhibit educational need to be readmitted.

Curriculum and Instruction

At Louise ISD, we are committed to meeting the needs of *all* students, including this special population. Our students have many gifts and talents that range from academics to art, performance, and music. The services described below address the advanced academic needs of gifted and talented students in General Intellectual Ability and Creativity. We are

committed to placing gifted and talented students in classes that meet their needs academically.

Learning Experiences

Information concerning special opportunities (i.e. contests, academic recognition, summer camps, community programs, volunteer opportunities, etc.) is available and disseminated to parents and community members through district/campus newsletters and the district website.

Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research using the Texas Performance Standards Project (TPSP) as well as the development of sophisticated products and performances. Students present annually to other students as well as the community through various formats.

Louise ISD employs the ESC3 SEL Units to address the social and emotional needs of gifted/talented students and their impact on student learning to be taught through Counselor sessions each 6 weeks.

Acceleration

Flexible pacing is employed in classroom as well in scheduling procedures, allowing students to learn at the pace and level appropriate to their abilities and skills.

Curriculum Alignments

Louise ISD utilizes the Texas Performance Standards Project (TPSP) as its structured, sequenced, and challenging curriculum alignment in the four core foundational areas that lead to advanced level, sophisticated produces and performances.

Modifications/Accommodations

The district utilizes flexible scheduling for gifted students in order to meet the identified needs of individual students.

Teachers are trained to adapt and/or modify the core or standard curriculum to meet the needs of gifted/talented students and those with special needs. Students with special needs such as twice exceptional highly gifted and English Learners are provided the support needed to be successful in the Louise ISD G/T program.

Professional Learning

Requirements

School Board

Louise ISD utilizes the services of Region 3 ESC to annually train our school board members on G/T program accountability based on the Texas State Plan for the Education of Gifted/Talented Students. (19 TAC §89.5).

Administrators

Louise ISD requires all administrators to complete the 6-hour course in Nature and Needs for Administrators, which includes service options for gifted/talented students.

Coordinator

Louise ISD requires its Coordinator of Gifted/Talented Services with supervisory duties to have completed the thirty hours of required G/T training, Nature and Needs for Administrators, as well as maintain their annual 6-hour updates.

Annually, following the GT Program Evaluation, Louise ISD campus administrators along with the G/T Coordinator will use the information gathered to plan for identified needs related to teacher education standards.

The G/T Coordinator will disseminate professional learning opportunities as they occur.

The G/T Coordinator maintains records of the professional development of the administrators, G/T Teachers, and all district required training within the G/T program.

Counselor

Louise ISD requires Counselors who work with G/T students to complete the 6-hour course in Nature and Needs, which includes service options for gifted/talented students.

Teachers

Louise ISD mandates core teachers who provide instruction and services that are a part of the district's defined gifted/talented services complete the mandatory thirty hours of Gifted/Talented training prior to their teaching assignment as well as their yearly 6-hour update prior to their assignment to the district's gifted/talented services.

In the event teachers without required training are assigned to provide instruction and services within the gifted/talented program, they are required to complete the thirty (30) hour training within one semester per (19 TAC §89.2(2)).

Louise ISD encourages its teachers to pursue additional professional development in their disciplines and/or gifted education.

To ensure fidelity of professional development Louise ISD requires **prior** district approval for training designed to meet the state-mandated 30-hours and 6-hour updates. During beginning of the year in service, the district offers an annual update through Region 3 on campus.

During Louise ISD's new teacher orientation in August, teachers will receive information pertaining to the districts assessment and identification process as well as the districts program of services for gifted/talented students.

Professional Learning Accountability

Louise ISD evaluates its professional development activities to ensure they are related to state teacher education standards. The evaluation of the staff development is used to make future staff development decisions.

The staff of Louise ISD are involved in the decision making process as well as training through its site based decision-making procedures.

Family and Community Communications

Dissemination of Information

The board approved Louise ISD G/T Plan and Comprehensive Manual can be found on the district website. Parents also complete/sign a page within the Student Handbook and make note if at that time they would like a copy of the District G/T Plan.

Louise ISD offers an array of learning opportunities for gifted/talented students in grades K-12 utilizing the Texas Performance Standards Project (TPSP) projects as the main service for their G/T students. The projects are supplemented with various creative and critical thinking activities and strategies. Parents are informed of these services and opportunities through newsletters, emails, and/or social media.

Community/Family Input

Louise ISD's G/T Advisory committee will meet and review the district's identification and assessment process once a year. Recommendations/input is invited annually.

The Louise ISD G/T Advisory Committee will annually make recommendations regarding students who may need gifted/talented service.

Family and Community Involvement

Louise ISD will share products and achievements of G/T students with the community through a district Gifted Product Fair in the spring of each year.

Louise ISD will hold an annual G/T Parent Orientation Meeting following the notification of parents of admission to the G/T program. All G/T parents will be invited and an update of available services will be provided.

These sessions may be in person or virtual.

The Louise ISD G/T Advisory committee will meet each semester and review policies and procedures of the G/T program. The Advisory Committee will consist of Louise ISD Administration, 3 parents, 2 community members, G/T teacher, and G/T Coordinator.

Parent Groups/Associations

Louise ISD encourages parents to form and participate in a G/T parent association and/or parent advocacy groups.

G/T Program Comprehensive Manual

The board approved Louise ISD G/T Comprehensive Plan and Manual for the Education of the Gifted and Talented Students will serve as the comprehensive manual of programs services, assessments, and communication. The manual is accessible on district website as well as through the District Student Handbook sign off page. The G/T coordinator is identified in the plan as well as others who have program accountability.

Evaluation of Services

Annually, an evaluation of G/T services will be conducted which will be reported to the board. The outcomes of the annual evaluation will be shared with parents and community on the district website. This information will be shared with each campus for modification and updating of the Campus Improvement Plans (CIP) and District Improvement Plans (DIP) in respect to improvement of services.

Evaluation activities are conducted for the purpose of continued service development and include, but are not limited to surveys of students, parents, administration as well as staff. Long-range evaluation is based on the evidence obtained through a thorough evaluation of Texas Performance Standards Project (TPSP) project rubrics by looking at trends and patterns in scoring outcomes. The annual evaluation will be used to modify the curriculum for gifted students and staff will be involved in the process.

A list of acceptable materials for gifted instruction will be disseminate to the campus principals for the evaluation of PO's from teachers.

Standards of Service Compliance and Funding

Services and Policies

The Louise ISD School Board ensures the district is in compliance with the State Plan for the education of Gifted/Talented Students.

The Louise ISD G/T Advisory pro annually reviews and makes recommendations for improvement of G/T services at the fall meeting.

Monthly, during Administrative meetings, the development and delivery of curriculum for the gifted/talented will be monitored for effectiveness and efficiency.

Funding Compliance

The Louise ISD School Board will annually monitor the G/T program to ensure the state funds for G/T are supplemented with local funds. They will also ensure the effectiveness and consistency of the program in regards to this document.

Access to Services

Annually, the Louise ISD administrative team will review the demographic data. The population of the gifted/talented services program is closely reflective of the population of the total district. During the review of the demographic information, the administrative team will look for trends and patterns in G/T program populations' participation. Efforts will be made to find, assess and serve the underrepresented populations in the district.

Non-Compliance Plan

For any standard of service for which the district is out of compliance, a written plan specifying actions and timelines for achieving compliance will be created. After the annual evaluation, the G/T Coordinator and Superintendent, and Principals will create a Non-Compliance Plan addressing the standards that are out of compliance with the State Plan for the Education of the Gifted/Talented Student as well as plan for achieving compliance during the upcoming school year. The CIP and DIP shall reflect the improvement of G/T services.