

Lindale Independent School District

Gifted and Talented

Program Guide



2023-2024

Lindale Independent School District admits qualified students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students identified as gifted and talented. The Lindale Independent School District does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admission policies, financial assistance and loan programs, athletic, and other administered programs.

Table of Contents

SECTION I: Overview of LISD GT Program

- Philosophy of the LISD Gifted/Talented Program
- Program Goals

SECTION II: IDENTIFICATION AND SELECTION

- Referral Procedures
- Assessment
- Data Analysis Procedures
- Placement Decisions
- Reassessment
- Transfers
- Furloughs
- Plan of Action
- Exit and Re-Entry
- Appeal Procedures

SECTION III: LEARNING OPPORTUNITIES

SECTION IV: COMMUNITY AWARENESS

- Role of the District Gifted/Talented Coordinator
- Role of the Gifted/Talented Certified Teacher
- Contact Information

SECTION V: SUPPLEMENTAL INFORMATION

- Exhibit A: Gifted and Talented Identification and Selection Timeline
- Exhibit B: State Requirements for G/T Teachers
- Exhibit C: Plan of Action: Program Entry/ Furlough/Probation/Exit Form

Philosophy of the LISD Gifted/Talented Program

Texas Definition of Gifted/Talented Students

Texas Education Code, Subchapter D. Educational Programs for Gifted and Talented Students, Section 29.121: *In this subchapter, “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:*

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

Lindale ISD Board Policies define Gifted/Talented services. These include the following:

- EHBB (LOCAL) - Special Programs: Gifted and Talented Students
- EHBB (LEGAL) - Special Programs: Gifted and Talented Students

The [Texas State Plan for the Education of Gifted/Talented Students](#) indicates five categories of giftedness: general intellectual ability, specific academic aptitude, creativity, leadership, and visual/performing arts. Currently, Lindale ISD identifies and serves students gifted in general intellectual ability and/or specific academic aptitude. Their giftedness may surface as an outstanding aptitude in one or more of the areas of language arts, math, science and social studies or in their ability to process information more rapidly with greater depth and complexity.

The mission of Lindale ISD is to empower and inspire students to be lifelong learners, leaders of tomorrow, and responsible citizens. It is the desire of Lindale ISD to meet the unique learning requirements of all students, including those academically and intellectually gifted. Lindale ISD placed identified students with trained teachers who can assess the educational needs of gifted/talented students and design and implement differentiated instruction to meet those specific needs.

Gifted/Talented students appear in all populations in the educational system. Lindale ISD recognizes that students identified as gifted/talented come from all races, socioeconomic groups, geographical locales, and environments. Lindale ISD also understands that some students may exhibit gifted/talented characteristics and a disability. The district will implement strategies to meet the diverse needs of these twice-exceptional students.

Program Goals

The goals for the Lindale ISD Gifted/Talented program enable students to become individuals whose education allows them opportunities to grow in their areas of giftedness. They include the following:

- Gifted/Talented students will engage in self-directed learning and independent research at an advanced and complex level as a precursor to continuing self-motivation, exploration and discovery, and lifelong learning.
- Gifted/Talented students will develop advanced critical and creative thinking skills and will apply them in problem solving tasks and increasingly advanced intellectual products.
- Gifted/Talented students will experience topics in greater depth and complexity and will integrate concepts across disciplines through independent projects, studies, and research.
- Gifted/Talented students will demonstrate effective communication styles through presentation skills that utilize technology.

Giftedness has been recognized by both federal and state governmental agencies as an area of exceptionality. The student population characterized by giftedness requires an educational program designed to meet their unique educational needs. The Texas Education Code Section 29.122 and the Texas State Plan for the Education of Gifted/Talented Students mandate that each school district shall adopt a process for identifying and serving gifted/talented students in the district and shall establish a program for those students in each grade level. Campus staff will implement the Administrative Procedures with consistency and fidelity. District staff will monitor and support effective implementation of the Administrative Procedures. The LISD Gifted/Talented Coordinator will support campus implementation and the LISD Director of Federal Programs and Student Services will oversee the G/T program districtwide.

Identification and Selection

Criteria to identify students for gifted/talented services shall be aligned to the state definition of gifted and talented and shall ensure the equitable assessment of students of all populations (See Exhibit A.) The identification of gifted students in Lindale ISD is based on qualitative and quantitative measures. This cognitive ability test serves as the quantitative measure of Lindale ISD Gifted/Talented (GT) identification. In addition, research-based locally determined norms on this cognitive ability test may be used to facilitate equity on designated campuses. The qualitative measures include parent and teacher surveys.

The Campus Selection Committee must be composed of a campus administrator, counselor/GT campus liaison, and at least one teacher who have met the training requirements for gifted/talented programs. The campus administrator or counselor/GT campus liaison, will collect all data and forward the information and data to the Campus Section Committee. In evaluating all data, the Campus Selection Committee shall be mindful of the following guidelines:

1. Make professional decisions based upon a thorough review of the student's profile considering national, state, and district standards.
2. Reflect on the student's profile indicating strengths and program placement that best meet the student's immediate and long-term educational needs.
3. Notify the parents/guardians in writing of their child's gifted/talented evaluation decision.
4. Advise parents/guardians of their rights to appeal regarding gifted/talented evaluation decisions.

A timeline for referral windows, testing windows, parent/guardian notification, appeals and placement is included in this handbook (See Exhibit A.)

Referral Procedures

A designated campus counselor/GT liaison or designee will be the gifted/talented test facilitator on each campus. The district Gifted/Talented Coordinator will also be available for assistance and consultation on all aspects of the screening and assessment for students in grades kindergarten through grade 12.

Listed below are the referral procedures for Lindale ISD students:

1. Campuses will disseminate awareness information to teachers and parents that includes information about traits of gifted/talented students as well as the procedures for referring students, assessment, and identification during the referral window.

2. Referrals will be accepted no later than the first school day in December and may begin as early as September 1. The actual dates shall be announced through various district communications such as the Lindale ISD website, campus websites, student folders, and/or campus newsletters.
3. Referrals for students enrolled after the fall window has closed will be accepted no later than the last school day in March and may begin as early as February 1. The actual date shall be announced through various district communications.
4. Referral requests will be completed using a Google form available on the district website. The district Gifted/Talented Coordinator or designee will collect and forward parent permission and all assessment information to the Campus Selection Committee.
5. All third graders will be screened using the OLSAT for gifted/talented identification in October of each year. Students who score greater than 120 on the OLSAT will be referred for identification and needed services. The procedures above will be followed.

Assessment

Assessment of students for gifted and talented programs shall include quantitative and qualitative data collected from multiple sources for each area of giftedness served by the district.

Assessment tools may include, but are not limited to, the following:

- Cognitive abilities tests
- Behavioral inventories or observations completed by parents/guardians and classroom teachers

Referred students will be assessed in the areas of intellectual ability and specific academic fields using a minimum of three (3) appropriate criteria.

The designated GT counselor or trained personnel will coordinate campus testing and data collection including:

1. Qualitative data that may include, but not be limited to, teacher and parent/guardian observation inventories.
2. Quantitative data that may include, but is not limited to, individual or group intellectual abilities tests.

Data Analysis Procedures

All referred students' profiles will be reviewed by the Campus Selection Committees. Unless otherwise noted, the Student Profile for grades K-12 will initially include:

1. Scores from norm-referenced assessments, aptitude, and reasoning assessments.

2. Scores from the teacher and parent/guardian surveys and inventories for the current identification period.

Placement Decisions

A Campus Selection Committee consisting of the campus administrator, the campus counselor, and the campus Gifted/Talented teacher or specialist will examine the qualifications of each candidate and recommend appropriate placement. Criteria for qualification includes both quantitative and qualitative data.

Parents/guardians will be notified in writing of the decision of the selection committee.

Reassessment

If reassessment occurs at all, it is no more than once in elementary grades, once in middle school grades, and once in high school.

Transfers

New Enrollment

Upon enrollment into Lindale ISD, students from public, private, or homeschools shall have access to the program admission assessment, and appeals process to determine the need to receive Lindale ISD Gifted/Talented services in the immediate school year.

Grades 1-12

When a student in grades 1-12 identified for gifted/talented services by their previous public school district enrolls in Lindale ISD, the district shall review the student's records within 30 school days to determine if the GT identification criteria used by the previous district coordinates with the criteria used by Lindale ISD.

If the GT evaluation criteria used by the previous public school district does not coordinate with the district's criteria, the student shall be evaluated using Lindale ISD criteria during the district's next referral window. The Campus Selection Committee shall determine if placement in the district's program for gifted/talented students is appropriate. All available student data shall be placed on the Lindale ISD GT Profile form.

Prior to final determination, initial placement of the transfer student may or may not be in a gifted/talented class/course or service.

Furloughs

Lindale ISD 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/talented program. A furlough may be initiated by the district, the parent/guardian, or the student.

A furlough shall be granted by the Campus Selection Committee for specified reasons and for a specified period of time. At the end of the furlough the student may re-enter the gifted program, be placed on another furlough, or exited from the program. A timespan for a furlough may be one semester or one school year.

Plan of Action

At any time during the year when a student is not performing at the expected levels within the specified curriculum, a gifted/talented teacher/parent/guardian conference can be requested by the parent/guardian or teacher. Parents/Guardians must request conferences in writing to the teacher(s). Conferences shall be scheduled with the parents/guardians being notified of the conference date and time within ten (10) school days of the request.

Student performance will be addressed and documented on a Plan of Action form (See Exhibit C.) A copy of the completed form will be sent to the campus counselor and parents/guardians by the gifted/talented teacher within five (5) school days of the conference. Additionally, the student's gifted/talented learning plan shall be reviewed and modified as determined by the parent/guardian and teacher.

1. Students who are unable to maintain satisfactory performance (e.g., failing grade(s), behavior interfering with progress of themselves and others, etc.) after being placed on a Plan of Action may be placed on furlough by the Campus Selection Committee for a minimum of one (1) semester to a maximum of one (1) school year from the effective beginning date.
2. The furlough will be documented on the Program Furlough/Exit form (See Exhibit C.) The completed form will be filed in the student's cumulative folder.
3. The academic performance of a student placed on furlough will be monitored by the campus GT counselor throughout the furlough period. The student will retain gifted/talented eligibility, but will not receive program services.
4. At the end of the furlough period, the student's progress will be evaluated by the GT counselor and the parent/guardian. The Campus Selection Committee may decide to extend the furlough period up to a cumulative time period of one year, return the student to receiving program services, or exit the student from the program.

Exit and Re-Entry

Students who have participated in Lindale ISD's Gifted/Talented program shall continue in the program unless they are unable to perform within the structure of the Gifted/Talented program.

Exit by Campus Selection Committee

If the Campus Selection Committee determines that the student's performance continues to be below expected levels within the specified curriculum, the Committee may decide to extend the time period for the Plan of Action, or may decide to exit the student from the program.

If the Campus Selection Committee determines it is most appropriate for the student to exit the program, the Committee will complete a Program/Probation/Furlough/Exit form (See Exhibit C.) No single criterion may be the determining factor for exiting the program. A meeting must take place with the student's parent/guardian to review the student's learning plan for possible modifications to prevent and/or exit, as well as the data on which any recommendation for exiting the program is made. The exited student will not receive Gifted/Talented program services for the remainder of the academic year.

A student who has exited from the program may re-enter the program at the beginning of the next school year only if he/she is retested according to the approved Lindale ISD testing calendar and qualifies for the program using the most recent Gifted/Talented qualifications standards.

The campus principal will be responsible for communicating the Campus Selection Committee's decision regarding program exit to the parent/guardian and for obtaining the parent/guardian's signature on the Program Probation/Furlough/Exit Form (See Exhibit C). When all signatures have been obtained, the form will be filed in the student's folder.

If the parent/guardian wishes to appeal the decision of the Campus Selection Committee, the parent/guardian must send a letter to the campus principal. The letter should state the reasons for not accepting the decisions of the Campus Selection Committee. The letter must be received within ten (10) days of the documented date of parent/guardian notification. Until a decision is made on the appeal, the student will remain in the Gifted/Talented Program. (Refer to the Appeals Procedure section for continuation of the Gifted/Talented appeals progress.)

Exit by Parent/Guardian Request

The student may exit the program upon written parent/guardian request and after consultation with a representative of the Campus Selection Committee. The written request will be filed in the student's folder.

A student who is exited by parent/guardian request will not receive services for the remainder of the school year, but may reenter the program at the beginning of the next school year with no additional testing and parent/guardian request in writing. However, if the student remains out of the program for longer than one (1) full academic year, the student must be reassessed for eligibility for the Gifted/Talented Program.

Re-Entry

In order to re-enter the program, a student who has been administratively exited must be reassessed and qualify for the program by meeting the most current gifted/talented qualification standards.

Appeal Procedures

A parent, guardian, designated representative, student, or professional staff member may appeal a probationary, furlough, exit, or identification decision made by the Campus Selection Committee. Appeals shall be made first to the Campus Selection Committee. Any subsequent appeals shall be made in accordance with FNG (LOCAL). The student may be represented by a parent/guardian at any level of the complaint. The appeal must be submitted within ten(10) school days from the date of the Campus Selection Committee decision date.

Reason appeals may be submitted are:

- Illness during testing with the documentation of the illness.
- Emotional duress during testing due to family crisis.
- Testing irregularity - an inequitable or inappropriate application during the testing process is alleged or documented accommodations were not provided.
- Substantial evidence - representative has substantial evidence to introduce that when added to existing information creates a compelling preponderance of evidence regarding the students' need for program services.

Learning Opportunities

Lindale ISD shall provide an array of research-based learning opportunities, including multiple and varied instructional arrangements for gifted/talented students in kindergarten through grade 12 that meet their social, emotional, and academic needs. The available opportunities shall be consistent in practice for students across the district. Parents/Guardians shall be informed of the opportunities.

Teachers assigned to teach gifted/talented students shall be trained to work with gifted/talented students as required by the *Texas State Plan for the Education of Gifted/Talented Students*. Selection of teachers serving gifted/talented students shall be based on the state requirements for G/T teachers. (See Exhibit B.)

These opportunities shall include, but are not limited to:

1. Flexible pacing and access to advanced materials in area(s) of identification to provide content acceleration commensurate with the student's needs and abilities. These may include, but are not limited to, textbooks, articles, and applications that may be typically reserved for grade levels beyond the student's current grade. Students may be accelerated beyond the assigned grade level curriculum in identified areas.
2. Instructional and organizational patterns that support flexible grouping to maximize student growth and that facilitate identified students working together as a group, with other students, and independently.
3. Self-selected research projects (e.g. Texas Performance Standards Projects) evaluated by those with expertise related to the projects' field of study.
4. A continuum of learning experiences that lead to the development of advanced level products and performances that support content integration leading to mastery and development of critical thinking and post-secondary skills.
5. In school, and when possible, out of school enrichment relevant to the student's area(s) of identification that are available during the entire school year. Some enrichment activities include, but are not limited to, Science Fair, Academic Rodeo, Imagination Fair, Robotics, Mindset Breaking, Springboard, etc.

Classroom Placement Strategies

Campuses shall select from the following research-based classroom placement strategies to facilitate delivery of learning opportunities for gifted/talented students. The purpose of grouping gifted/talented students is to facilitate a teacher's provision of appropriately advanced, accelerated, and differentiated curriculum to gifted learners. Campuses shall select classroom

placement strategies that best facilitate the delivery and support of learning opportunities for gifted/talented students described above within their campus structures.

At the secondary level, gifted/talented students may participate in advanced classes, including pre-AP and AP, advanced electives, UIL events, and Model UN. These classes are fast paced and rigorous, and are designed to challenge students and accelerate through the curriculum in some cases. In addition, high school students can participate in Dual-Credit courses which allow these students to receive college credit.

Students identified for gifted/talented services in Kindergarten shall receive differentiated instruction commensurate with their instructional needs which includes flexible pacing, in-class flexible grouping and flexible materials use.

Community Awareness

LISD will ensure that information about the district's gifted/talented program is available to parents/guardians and community members, and that parents/guardians and community members have an opportunity to develop an understanding and support of the program.

1. Campuses will provide parents with information on the array of learning opportunities available for G/T students in K - 12 grade and disseminate written information on student identification.
2. Campuses will provide orientation and periodic updates for parents of students identified for G/T services.
3. Parents of students identified and provided G/T services will be included in the evaluation process of the G/T program.
4. The G/T Parent Advisory Committee will meet to provide support and feedback to the campus/district regarding gifted/talented services.
5. Campuses will include strategies in Campus Improvement Plans to promote GT awareness within the community and will include strategies for family involvement.

Exhibit A

Gifted and Talented Identification and Selection Timeline

September 1 - December 15, 2023	Parent and Teacher Referral Notification available on LISD website
November 2023	OLSAT administered to all 3rd graders
December 15, 2023	Due date for all GT Referrals
December 1 - January 30, 2024	Classroom Observations/Teacher Information/GATES Forms and Parent Information collected, Parent Permission
January 15 - February 20, 2024	Kindergarten Testing Window
February 1 - March 11, 2024	Formal Assessment/Testing Grades 1-11
February 21 - February 28, 2024	Data Collection completed for Kindergarten only Placement Meetings and Decisions - Kindergarten students, if eligible, placed by March 1, 2024
March 11 - April 30, 2024	Data Collection completed Placement Meetings and Decisions Additional Testing as needed
May 1 - May 25, 2024	Parent Notification
Placement for Services	Services will begin the first day of school of the following school year for eligible students grades 1-11 (24-25).

Students who achieve a score of 120+ on the 3rd grade screening (OLSAT) will be referred for GT Evaluation.. The Parent Checklist will be sent to parents for these students. When the Parent Checklist is returned with permissions signed, the student will be added to the spreadsheet for the GT Screening process.

Campus Counselors/Campus Testing Coordinator will complete the district created spreadsheet for their campus.

Exhibit B

State Requirements for G/T Teachers

- Teachers who teach in Lindale ISD G/T Program meet state requirements for completed professional development in the area of gifted education. Prior to assignment in the G/T program or within the first semester of instruction, teachers must 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.
- Teachers who provide G/T instruction and services receive a minimum of 6 hours annually of professional development in gifted education.
- Administrators and counselors who have program authority must have a minimum of six hours of professional development that includes the nature and needs of gifted students.
- Staff development records will be maintained by the LISD Teaching and Learning Department Directors of Curriculum and the Director of Federal Programs and Student Services. Submission of records will be the responsibility of the teacher and will be maintained for the duration of employment in the district.

Exhibit C: Plan of Action: Program Entry/Furlough/Probation/Exit Form

Plan of Action Form: Program Entry/Furlough/Probation/Exit Form

CAMPUS _____ **DATE OF ACTION** _____

STUDENT'S NAME _____ **CURRENT GRADE** _____

DATE OF INITIAL G/T IDENTIFICATION _____ **GRADE** _____

PURPOSE OF THIS ACTION (CHECK ONE):

ADD STUDENT TO G/T PROGRAM:

Start date: _____

FURLOUGH* (DOES NOT RECEIVE SERVICES)

Specify length of time: _____

PROBATION* (RECEIVES SERVICES)

Specify length of time: _____

EXIT*

Effective Date: _____

REASON FOR CAMPUS DECISION (CHECK ONE):

INITIAL QUALIFICATION DETERMINATION FOR G/T SERVICES

FAILURE TO MEET G/T PROGRAM EXPECTATIONS

PARENT/STUDENT REQUEST

OTHER: _____

EXPLANATION OF DECISION/REQUEST: _____

RECOMMENDATION: _____

CAMPUS SELECTION COMMITTEE SIGNATURES:

ADMINISTRATOR_____

COUNSELOR_____

TEACHER_____

PARENT (IF
APPLICABLE)_____

OTHER_____

*Note: If parent/student does not initiate re-entry after one year, he/she will automatically be exited from the program. If a student is exited, they must be referred, tested, and qualified for G/T services.

A COPY OF THIS FORM WILL BE SENT TO CAMPUS PEIMS SECRETARY AND TO THE DISTRICT G/T COORDINATOR.