



CHALLENGE



Gifted and Talented Program

For

**Jacksboro I.S.D.
Jacksboro, Texas**

2008-2009

Revised 2007

**JACKSBORO ISD
GIFTED/TALENTED PROGRAM GUIDELINES**

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Nondiscrimination

Jacksboro 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.

MISSION STATEMENT

Students identified as gifted/talented face many challenges in life, as do other children identified in special and unique ways. It is the job of public education to help prepare gifted/talented to acquire the skills necessary to meet and exceed these challenges. Because of this, the **Jacksboro Independent School District's Challenge** program is designed to address high interest areas, group process skills, curriculum enrichment, advanced research skills, problem solving techniques, and higher order thinking skills. This framework includes outcome-based objectives to provide positive feedback for future direction and growth of the individual student. Refinement and development of the **Challenge Program** will be on-going in order to maintain its appropriateness. The Jacksboro Independent School District is committed to providing an effective program for all identified students.

STATE DEFINITION

"Gifted and talented student" means a child or youth with outstanding talent who performs or shows the potential for performing at a remarkably high level of accomplishment when compared with others of his age, experience, or environment. This child or youth exhibits high performance capability in intellectual, creative, and/or artistic areas, possess an unusual leadership capacity, or excels in specific academic fields. He requires services or activities not ordinarily provided by the schools.

Source: Texas Education Agency, Texas State Plan and Guidelines for the Education of the Gifted/Talented.
Austin, TX: Texas Education Agency.

LOCAL DEFINITION

The Gifted and Talented students in Jacksboro I.S.D. will be served according to the State of Texas definition as found in the Texas State Plan and Guidelines for the Education of the Gifted/Talented. Students will be actively involved in planning learning opportunities involving higher order thinking skills within the math, science, social studies, and language arts curriculum. The 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 that are advanced in relation to students of similar age, experience, or environment. These opportunities will be offered in the form of large group, small group, and/or independent study. This program will enable students to deal with their own giftedness and relate to other students as well as provide these students opportunities to become self-directed and independent learners through stimulating, educational experiences.

STATE GOAL FOR SERVICES OF GIFTED STUDENTS

Students who participate in services designed for gifted 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 students will have produced products and performances of professional quality as part of their program services.

**JACKSBORO INDEPENDENT SCHOOL DISTRICT'S
GOAL FOR THE GIFTED/TALENTED PROGRAM**

Students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that are advanced in relation to students of similar age, experience, or environment and that reflect individuality and creativity. High school graduates who have participated in services for gifted students will produce products and performances of professional quality as part of their program services.

**PROGRAM GOALS
FOR THE GIFTED/TALENTED SERVICES K-12**

1. IDENTIFICATION - Identify students in grades K-12 who are gifted using the criteria established by the district, approved by the board, and in compliance with the state mandates.
2. SELF-DIRECTED LEARNERS - Develop the students' capacities to become self-directed and to be confident in their ability to research and process information and to create and communicate their findings as they produce and present advanced-level products or performances as well as products and performances of professional quality at the high school exit level.
3. COMPLEX THINKING SKILLS - Enhance and refine the abstract and complex thinking and reasoning of these students through more sophisticated creative and critical thinking as they reflect and refine their own thinking processes.
4. APPROPRIATE INSTRUCTIONAL STRATEGIES - Provide students with multiple opportunities to participate in learning experiences using advanced content (within the four core areas) which are defensibly differentiated in depth, complexity and range through modification to content and/or process and/or product. Students will be able to work independently, with groups of other gifted students, and with groups of non-gifted peers.

J.I.S.D. GIFTED/TALENTED PROGRAM STRUCTURE

J.I.S.D. Gifted and Talented Program provides a sequential, differentiated program for all identified students, K-12. Program designs vary on each campus, with the overall goal being to develop higher level thinking skills within the students.

Jacksboro Elementary School

Gifted/talented students are served within the classroom through tiered lessons and during an enrichment time by a certified G/T teacher. The program focuses on higher level thinking skills including problem solving, research activities, mind stretchers, creative projects, productions, and products. These identified students meet for a minimum of 120 minutes each week. Units and themes planned for the enrichment time encompass the four core academic areas as well as the fine arts. Out of school options provide the students with the opportunity to participate in field trips, competitions, and other projects.

John Lowrance Middle School

G/T middle school students are served through Pre-AP course offerings in the four core subject areas at each grade level. Algebra I is offered to advanced 8th grade students. All G/T students must enroll in at least one Pre-AP class each grade level. Students are required to maintain a 70 average in these classes. Once a grade below 70 is made by a student, he/she is placed on probation for the next six weeks' period. Parents are notified of the probationary status. If the student does not improve the grade to a 70 or above, the student is removed and placed in a regular academic class. Should this class be the only Pre-AP class in which the student is enrolled, he/she is automatically furloughed from the G/T program for the rest of the school year. Parents and students are notified and a conference is held if requested by the parent or student concerning the furlough

Gifted/talented students are also served by grade level meetings at activity period at least one day a week. Enrichment activities are planned by the selected teacher at each grade level. Activities include community service projects, research projects, art projects, and video production. Middle school G/T students are also challenged academically by being required to enroll in at least one Pre-AP academic class. Usually students can choose from the four core subject areas. Students in the middle school G/T program also are served by being able to participate in Destination Imagination and American Mathematics competitions (8th grade only). G/T students also attend workshops provided by Region 9 ESC and any other training from which the G/T teachers feel students can benefit.

Jacksboro High School

The Gifted/Talented Program at Jacksboro High School is composed of Pre-Advanced Placement, Advanced Placement classes, and dual credit classes in the four core areas. These classes may include:

English Language Arts

- Pre-AP English I,
- Pre-AP English II,
- Advanced Placement Language and Composition,
- Advanced Placement Literature and Composition

Mathematics

- Pre-AP Algebra II,
- Pre-AP Geometry
- Pre-AP Pre-Calculus,
- Calculus I (dual credit Math 2413),
- AP or dual credit statistics

Science

- Pre-AP Biology I,
- Pre-AP Chemistry I,
- Dual credit Biology (Botany and Zoology)
- Advanced Placement Chemistry,
- Advanced Placement Physics

Social Studies

- Pre-AP World History,
- Pre-AP World Geography,
- AP United States History,
- Dual credit Government
- Dual credit Economics

This program equips students with the necessary competencies to meet the demands of an ever-changing society, produce professional level products, and develop independent, self-disciplined thinkers. The students are also given the opportunity to participate in the state PSP program producing a product that can count towards receiving the Distinguished Achievement Diploma.

Along with curriculum offerings, the Gifted and Talented Program offers students the opportunity to interact with each other during regularly scheduled luncheons, field trips, seminars at Region 9 and through participation in Mock Trial and Destination Imagination.

IDENTIFICATION

The following identification procedures for the Jacksboro ISD Gifted/Talented Program meet state requirements and will not discriminate against any person or group for reasons of sex, race, creed, ethnic origin, or religious preference. Written policies on student identification will be disseminated to all parents. Identification will include a three step process of nomination, screening, and selection. All forms used for eligibility can be viewed at each campus office.

District Identification Timeline:

Nomination procedures published in local newspaper and on district website	November
Nominations accepted from parents, teachers, community members	January
Screenings and assessments conducted after written parental permission obtained	January - March
Selection committee meets on kindergarten screenings	February
Written parental permission for services obtained for identified students in grade K	February
Services begin for identified kindergarten students	Prior to March 1
Selection committee meets on grade 1-12 screenings	
Written parental permission for services obtained for identified students in grades 1-12	
Services begin for identified students	

I. **NOMINATION**

- A. All students enrolled in Jacksboro ISD are eligible for nomination for the Gifted/Talented program.
- B. Jacksboro ISD will offer an awareness session in November prior to the nomination period for families and community members to receive an overview of the services for the gifted and talented and the assessment procedures. Assessment of potential students, grades K-12 will be an on-going process.
- C. A formal nomination period will be in January of each year for grades 1-12.
- D. Kindergarten students must be identified and receiving services by March 1st.

E. Students may be nominated by one of the following methods:

1. A score of 97% or above on an academic achievement test or an SAI of 126+ may indicate consideration for the program.
2. Teacher/Staff Nomination - Students may be nominated by any professional educator in the school district. The staff member will complete the nomination form and submit it to the G/T coordinator or principal.
3. Parent Nomination - Parents may nominate their child by obtaining a nomination form and submitting the form to the campus office. All forms will be offered in English and/or Spanish.
4. Self-Nomination - Students in grades 6-12 will nominate themselves by submitting a nomination form. This form will be available in English and/or Spanish.
5. Community Member Nomination - Any person acquainted with the student may place the student's name for nomination by submitting a nomination to the campus G/T coordinator or principal. The community will be notified of the nomination period through newspaper articles, notes sent home, and by announcements at school.
6. Counselor Nomination - Kindergarten students will be recommended based on the results of the KDI-II Screening Instrument.

All students nominated make up a pool from which data is gathered during the screening process. Nomination does not constitute placement in the program. Students who are nominated, but who do not qualify, may be retested after one year.

II. **SCREENING**

- A. The screening phase and procedures will provide access for all students who might benefit from the Gifted/Talented program. The process and procedures will not discriminate against any student for reason of sex, race, creed, ethnic origin, or religious preference.
- B. All information collected on the nominated students during the screening phase will conform to legal standards regarding the privacy rights of the individual. The student file for collecting screening data will be maintained by the G/T coordinator who will assure its security for seven years after nomination.
- C. Activities during the screening process will be coordinated by the campus screening committee. The campus screening committee will be composed of members who have training in nature, needs, and characteristics of gifted students. The committee shall consist of the following:
 - 1. G/T campus coordinator
 - 2. Three designated educators who have G/T training
 - 3. Principal and/or counselor
- D. Each student identified will be required to have a parent/guardian sign a Permission for Evaluation Form.

III. ASSESSMENT

A. The following measures will be used to determine placement in the G/T program at Jacksboro ISD. These measures are both qualitative and quantitative.

1. Student Product
2. Renzulli Motivational and Leadership Scales
3. Achievement Test
4. Test of Creative Thinking
5. Intelligence or Aptitude Test

B. The five data sources will be evaluated by means of a profile sheet. The selection committee will then evaluate the criteria and scores on the profile sheet to determine eligibility for the program. A student's name, sex, or ethnicity will not appear on the profile. A student will be placed at the committee's discretion.

C. After the selection committee has met the parent/guardian will be notified of acceptance or non-acceptance in the G/T program. Written consent and verbal communication from the parent/guardian will be obtained before the student begins active participation in the program.

D. The staff will be informed of all G/T students at the beginning of the school year and will be kept notified of any students identified after that date.

E. Any student or parent who questions the decision of the screening and selection committee may go through the appeals procedure.

APPEALS

Parents, teachers, and/or students may appeal any final decision regarding selection or exiting from the Gifted/Talented Program. All appeals shall be in writing. Appeals shall be sent first to the principal using the following procedure:

- A. The parent, teacher, or student will send a written appeal to the principal within **ten** working days from the date of notification.
- B. The G/T teacher will send a written response to the parent scheduling an appeals committee review within **ten** working days upon receipt of the
- C. The Screening and Selection Committee, principal, and the G/T teacher will review the information. Parents are invited to attend this meeting.
- D. A letter will be sent to the parent and to the superintendent regarding the decision.

REASSESSMENT

Full participation in the Gifted/Talented program will be modified based on the Probation, Furlough, and Exit Policies. **All students enrolled in the Gifted/Talented program will be re-evaluated using all district criteria at the end of fifth (5th) grade and again at the end of eighth (8th) grade to continue in the program.**

FURLOUGH

A student, parent or guardian, teacher, counselor, or administrator may request a student be furloughed from the program for a specified length of time. Request for furloughs shall be based on physical or emotional well-being or scheduling conflicts which would prevent the student from receiving services. The decision to furlough shall be made by a committee comprised of the student (when age-appropriate), parent/guardian, the selection committee, and the principal and/or counselor. If the student is granted a furlough, the date of re-entry to the program, which shall not exceed one (1) year, shall be stated. Furloughs granted for academic reasons will be limited to one per campus. The duration of the furlough and other necessary guidelines will be established by each campus and published in the campus handbooks. Furloughs will not be granted to avoid a teacher or class in the G/T program.

At the end of the furlough, the student's progress shall be re-evaluated and the student may re-enter the gifted program, be removed from the program, or may receive a furlough extension. If the student is exited from the program at the end of the furlough, the Exit Policy Procedures shall be followed.

PROBATION

A teacher, counselor, or administrator may request a student be placed on probation if he/she refuses to follow the guidelines of the Gifted/Talented program. Decisions on probation will be based upon academic performance which is specified in each campus handbook. The student will stay in the program and will be assessed for one grading period. At that time a meeting will be scheduled with the student, parent, and teacher. After the assessment period, a decision will be made by the selection/screening committee either to remove the student from probation or recommend exiting the student from the program.

EXITING FROM THE PROGRAM

A student may be exited from the program based on the following: the student's overall academic performance in G/T service programs, product performance or lack thereof, teacher checklists, and poor attendance. At any time, the parent/guardian, G/T coordinator, counselor, or teacher may request a meeting to review a student's placement in the G/T program. For a student to exit from the program, a meeting of the student, parent/guardian, and the selection committee will be held to discuss the student's educational needs. Any student exited from the program cannot re-enter the program during that school year. The student may be nominated for screening to re-enter the program the following school year.

STUDENT TRANSFERS

I. TRANSFERS INTO THE DISTRICT

When a student identified as gifted by a previous school transfers into Jacksboro ISD, the student's records shall be reviewed by the selection committee to determine if placement in the district's G/T program is appropriate. The decision will be based on the following considerations.

- A. the ability of the student will be assessed by the regular screening process using J.I.S.D.'s profile.
- B. if the assessment information from the previous school is recent, it will be used on J.I.S.D.'s profile. If the information is more than three years old, the assessments shall be re-administered.
- C. if the student's profile from the previous school is missing any of the scores from the criteria, the G/T teacher or counselor will administer those assessments.
- D. the Screening and Selection Committee will make its decision within a 6-weeks grading period from the time all of the testing data from the previous school available.
- E. parents will be notified about the decision of the selection committee in writing.
- F. parents who question the decision of the Screening and Selection Committee may use the appeals procedure.

II. TRANSFERS OUT OF THE DISTRICT

When a student in the G/T Program in Jacksboro ISD leaves, the following information will be sent to the new school with the rest of the school records:

- A. A copy of the identification profile.
- B. A letter indicating when the student was identified and how long the student has been participating in the program.

PROGRAM EVALUATION

Jacksboro Independent School District will evaluate the effectiveness of the G/T program annually and will use the data to modify and update the district improvement plan which provides for continued program development and improvement. A Parent/Advisory Committee will assist with this evaluation process.

I. STUDENT INPUT

Students assist in the design of a questionnaire for the students to annually evaluate the G/T program. The data is used to modify and improve services for the gifted/talented students.

Students will also help to create rubrics designed to evaluate their products and performances. The rubrics, used throughout the year, include peer, teacher and self-evaluation data. This information, regularly communicated to parents or guardians, results in the development of advanced-level, high quality products and performances.

II. PARENT/STAFF INPUT

To assist in the annual evaluation of the G/T program, a questionnaire for parents and staff is disseminated. The data from this instrument is used to modify and improve services for the Gifted/Talented students.

PARENTAL/COMMUNITY INVOLVEMENT

A well-informed and supportive community is essential for a successful gifted and talented program. Jacksboro ISD will encourage parent and community involvement in the program by:

- A. Conducting district-wide orientation and awareness sessions for parents in November.
- B. Identifying community resources and community members willing to supplement regular classroom activity.
- C. Provide ongoing parent education by supplying articles, workshop information, and recommended home activities periodically.
- D. Sponsoring an Elementary Academic Booster Club.

- E. Providing periodic communication informing parents of G/T activities.
- F. Establishing a Community/Parent Advisory Committee. The District Committee will include professional G/T trained staff from each campus in addition to parents from each campus. This committee will meet at least one time per year.