

HITCHCOCK INDEPENDENT SCHOOL DISTRICT

7801 Neville Avenue, Building B
Hitchcock, Texas 77563
409-316-6545
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Hitchcock ISD Gifted & Talented District Handbook

DEFINITION

Texas Education Code §29.121 states that the “gifted and talented student” is 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.

HISTORY

In 1977, The Texas Legislature passed its first legislation concerning the education of gifted and talented (G/T) students. In 1979, state funds for providing services to G/T children were made available, but providing such services was optional for school districts. In 1987, The Texas Legislature mandated that all school districts must identify and serve G/T students at all grade levels. In 2019, the Texas State Plan for the Education of the Gifted/Talented Students (State Plan) was adopted by the Texas State Board of Education (SBOE). This included a commitment to high-level learning opportunities for G/T learners.

SERVICE GOALS

The Hitchcock ISD’s objectives for gifted and talented students are aligned with the Texas State Plan for Gifted Students Goals:

1. Fidelity of Services: School districts comply with gifted/talented accountability standards and monitor the effectiveness of assessment and series for gifted/talented students.
2. Student Assessment: Assessment instruments and gifted/talented identification procedures provide students an opportunity to demonstrate their diverse talents and abilities.
3. Service Design: A flexible system of viable service options provide a research-based learning continuum that is developed and consistently implemented throughout the district to meet the needs and reinforce the strengths and interests of gifted/talented students.
4. Curriculum and Instruction: The district meets the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school.
5. Professional Development: All personnel involved in the planning, creation, and delivery of services to gifted/talented students possess the knowledge required to develop and provide appropriate options and differentiated curricula.

6. Family Community Involvement: The district involves family and community members in programs designed for gifted/talented students throughout the school year.

FIDELITY OF SERVICES

Hitchcock ISD student assessment and services are in compliance with the Texas State Plan for the education of Gifted/Talented Students. Policies and procedures are reviewed annually for the purpose of continued service development.

STUDENT ASSESSMENT

Referral Procedures

Step 1: Referral

Students can be referred for gifted and talented (G/T) testing one time per year in the spring semester. A parent/guardian, peer, or teacher can refer students for G/T testing using the "Hitchcock ISD Gifted and Talented Referral" form in the appendix of this handbook.

Step 2: Assessment

Students referred for G/T testing will be tested one time per year in the spring semester. Students are tested in a language they understand or with nonverbal assessments.

Step 3: Student Selection

The campus selection committee consisting of a majority of members who have completed their thirty (30) hours of G/T training will review assessment data to determine appropriate program placement for each student assessed.

Step 4: Notification

The student's parent/guardian will be notified regarding assessment data and the final determination of qualification for G/T services after the selection committee meets.

Step 5: G/T Services

Beginning in the fall of the following school year, identified students in grades 1 thru 12 will receive G/T services. Identified students in Kindergarten will receive G/T services when testing is completed in the spring semester of the same school year.

Assessment Instruments

Hitchcock ISD uses both quantitative and qualitative assessment instruments to gather data on students referred for G/T services. Assessment instruments include an academic achievement test, a nonverbal logical-reasoning test, and a teacher survey. Anecdotal information provided on the referral form is gathered as additional data. Students referred for G/T testing are tested in a language they understand.

Reassessment

Hitchcock ISD may reassess students to determine appropriate program placement when a student moves from the elementary level to the secondary level.

Transfer Students

When a student identified as gifted by a previous school district enrolls in Hitchcock ISD, the student's records will be reviewed to determine if placement in the district's program for gifted and talented

students is appropriate, or if the student must be re-evaluated. Additional data may be collected (within 6 weeks of enrollment) as needed to help determine if placement is appropriate.

Furlough

Furlough is defined as a temporary leave of absence from G/T services due to any one of a variety of circumstances. A recommendation for furlough can be submitted by a parent/guardian, the student, a teacher, and/or another district staff member through completion of the "Hitchcock ISD Furlough" form. A furlough committee is comprised of the G/T selection committee, the child's parent/guardian, and the person recommending the furlough. After committee consideration, a student may be granted a furlough from the G/T program.

A student may be furloughed for a period of time deemed appropriate by the selection committee. At the end of the furlough, the student's progress shall be reassessed, and the student may re-start services, be exited from the program, or be placed on another furlough not to exceed a school year.

Hitchcock ISD may place on furlough any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the G/T program.

Exit Provisions

An exit committee is comprised of the G/T selection committee, the parent of the child, and the person recommending exit from G/T program. After committee consideration, a student may be exited from the G/T program due to any one of a variety of circumstances. The exiting of a student for educational, psychological and/or personal reasons may be based on the following criteria:

- Teacher recommendations based on observations of student behavior, performance, physical changes, and products;
- Counselor/administrator recommendations based on interviews and observations;
- Parental requests for withdrawal from the program or services;
- Student requests for withdrawal from the program or services with parental permission.

A student shall be removed from the program at any time the selection committee (with parent input) determines it is in the student's best interest. If a student or parent requests removal from the G/T program, the selection committee shall meet with the parent and student before honoring the request.

Appeals

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

G/T SERVICE DESIGN and G/T CURRICULUM AND INSTRUCTION

Hitchcock ISD offers an array of learning opportunities that emphasize content in the four core academic areas, including: English Language Arts and Reading, Math, Science, and Social Studies. These opportunities include:

- Differentiation – This is an instructional model guiding teachers in developing classrooms that are actively attentive to the needs of academically diverse student populations. The approach of differentiating instruction advocates active planning for student difference in the classroom. In a differentiated classroom, students have multiple options for,
 - o Taking in or accessing information (content);
 - o Making sense of ideas (process);
 - o Expressing what they learn (product).
- G/T cluster grouping – This is a method where G/T students are clustered with a G/T trained classroom teacher, who is responsible for teaching the core content academic curriculum as well as differentiating instruction for the G/T students.

Hitchcock ISD Gifted & Talented Service Design

Service Design Grades K-2	<ul style="list-style-type: none"> • <u>Differentiation</u>: The G/T trained classroom teacher provides differentiated learning opportunities to those students who have been formally identified for participation in the G/T program. Flexible grouping and acceleration opportunities are utilized.
Service Design Grades 3-5	<ul style="list-style-type: none"> • <u>Differentiation</u>: The G/T trained classroom teacher provides differentiated learning opportunities to those students who have been formally identified for participation in the G/T program. Flexible grouping and acceleration opportunities are utilized. • <u>Enrichment</u>: UIL and other activities provide opportunities to work together in a group, to make choices about areas of enrichment/exploration, and to engage in out-of-school events. • <u>Additional Support</u>: This time is used to add additional support for the G/T student in a variety of modalities. Students will extend learning from other classes, and utilize research and inquiry processes, as well as project-based learning.
Service Design Grades 6-8	<ul style="list-style-type: none"> • <u>Differentiation</u>: Identified students in Math, Reading/Language Arts, Science, and/or Social Studies are offered differentiated learning opportunities for gifted and talented students within the classroom. Flexible grouping and acceleration opportunities are utilized. • <u>Enrichment</u>: UIL and other activities provide opportunities to work together in a group, to make choices about areas of enrichment/exploration, and to engage in out-of-school events.
Service Design Grades 9-12	<ul style="list-style-type: none"> • <u>Differentiation</u>: Identified students in Math, Reading/Language Arts, Science, and/or Social Studies are offered differentiated learning opportunities for gifted and talented students within the classroom. Flexible grouping and acceleration opportunities are utilized. • <u>Enrichment</u>: UIL and other activities provide opportunities to work together in a group, to make choices about areas of enrichment/exploration, and to engage in out-of-school events. • <u>Advanced Academic Classes</u>: Dual credit, and other such courses are offered in Math, Reading/Language Arts, Science, and Social Studies by educators who are trained in advanced curriculum and/or in gifted and talented education.

PROFESSIONAL DEVELOPMENT

Core Content Area Teachers, G/T Teachers

Teachers who provide instruction and services to G/T students have a minimum of thirty hours of staff development that includes the nature and needs of gifted/talented students, assessment of student needs, and curriculum and instruction for gifted students.

If a new teacher is assigned to provide instruction to a G/T student and this thirty-hour training has not yet been completed, the training will be completed within one semester.

Teachers who provide instruction and services that are part of a program for gifted students receive a minimum of six hours annually of professional development in gifted education.

Administrators and Counselors

Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

FAMILY-COMMUNITY INVOLVEMENT

Annual Campus-Based Meetings

Prior to referring students for the gifted and talented program, parents and guardians will have the opportunity to attend an informational meeting. The meeting will provide information to parents on the student identification process, characteristics of giftedness, and service design for students attending Hitchcock ISD.

Program Evaluation

The gifted and talented program at Hitchcock ISD will be evaluated annually to determine compliance with the Texas State Plan for the Education of Gifted/Talented Students, and the effectiveness of the program. Data is used to modify and update district and campus improvement plans. Parents are included in the program evaluation process.

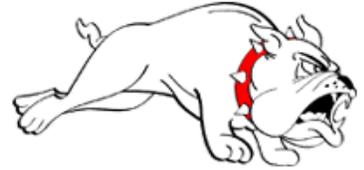
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**Gifted and Talented Education Program
REFERRAL FORM**

Referred by: _____ Parent/Guardian _____ Counselor
 _____ Teacher _____ Administrator
 _____ Other: _____

Student's Name: _____

Student's School: _____

Student's Address: _____

Student's Grade: _____

Teacher's Name: _____

Telephone Number for Student's Parent/Guardian: _____

I wish to refer the above student because _____

Signature _____

Parents and Teachers:

Please include in a separate folder a small (6-10) selection of products to document learning achievements and advanced potential. Product examples should illustrate the gifted characteristics you have observed. If needed for clarity, write a short note that explains how the child has demonstrated a specific characteristic through that product or during the process of completing that product. Briefly describe additional exceptional behaviors frequently displayed by the child, such as independent thinking, problem solving, and questions about topics or concepts not typically asked by children. Products that effectively advocate giftedness demonstrate depth, complexity, and the ability to process and reorganize information to produce a product unique for that age or level.

**PLEASE RETURN TO THE GT SPECIALIST ON YOUR STUDENT'S CAMPUS BY
THE LAST FRIDAY IN JANUARY. DEADLINES ARE FINAL.**

HITCHCOCK INDEPENDENT SCHOOL DISTRICT



Gifted and Talented Selection Profile

Student Name _____ Grade _____ Campus _____

Teacher Name _____ Nominated by _____ Teacher _____ Counselor _____ Other _____

Local ID# _____ Date Nominated _____

OBJECTIVE CRITERIA	Score	Below Average	Average	Strong average	Excellent	Superior
	Ability test: CogAt		<84	85–99	100–114	115–129
Verbal Score						
Quantitative Score						
Non-Verbal Score						
SUBJECTIVE CRITERIA						
Teacher Rating Scales:						
Creative		1-22	23-29	30-37	38-47	48-57
Academic Performance		1-15	16-17	18-19	20-22	23-24
Parent Rating Scale		<15	15-21	22-28	29-35	36-42
Hope Rating Scale						
Academic Scale (1, 6, 7, 9, 10, 11)		1-12	13-18	19-24	25-30	31-36
Social Scale (2, 3, 4, 5, 8)		1-10	11-15	16-20	21-25	26-30
Student Portfolio		1–9	10–19	20–29	30–39	40–48

Meeting Date: _____ Date Information Sent to Parents: _____

GT Committee Members (Completed GT Identification Profile/Verified scores and points): _____

Principal/Designee: _____

Qualified: Yes / No