

# Nueces Canyon

## CISD



## Panthers

### Policy and Procedures for Academically Gifted & Talented Students

#### Nondiscrimination

Nueces Canyon ISD does not discriminate on the basis of race, religion, color, national origin, economic status, sex, or disability in providing educational 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.

## **Program Overview**

The Gifted and Talented Program for Nueces Canyon CISD is for academically and intellectually gifted students in grades K-12. Students are served either through a pull-out program or through dual credit college courses.

A continuum of learning experiences is provided that leads to the development of advanced-level products and/or performances such as the Texas Performance Standards Projects. The opportunities the program provides are commensurate with the abilities of the gifted and talented students, and emphasize content in the four (4) core academic areas.

## **The State Definition of Giftedness**

A gifted and talented student is a child or youth who performs as 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. Possesses an unusual capacity for leadership.
3. Excels in a specific academic field.

## **Identification and Placement**

Students may be nominated by teachers, parents, or guardians in the fall of each year. Kindergarten students are assessed for identification in May. Written parental consent is obtained before testing is conducted as part of the screening and identification process.

## NCCISD Identification Timeline

Referral procedure published	August
Referrals accepted from parents, teachers	August-September
Assessments conducted	October-February
GT Committee meets to review assessments	February-March
Written parental permission for services	March-May
Services begin for identified students	August

Once testing is complete, a GT committee composed of teachers and administrators who have received training in the Nature and Needs of Gifted Students reviews the testing information and selects those that qualify for placement in the program. Parents or guardians are notified in writing upon selection of the student for the program and written permission is obtained before a student is placed in the gifted and talented program. Students who are identified for the GT program continue in the program each year without testing.

### **Transfer Students**

Students who transfer to Nueces Canyon CISD from another GT program are admitted to the program when proof of testing and qualification is obtained from the previous school district and the GT committee has reviewed the information to determine if placement in the program is appropriate.

## **Furlough Policy**

A furlough is a temporary “leave of absence” from the Gifted/Talented Program designed to meet the individual needs of an identified student. A student, parent/guardian, teacher, counselor, or administrator may request a furlough from the program for a stated length of time. Reasons for a furlough could include, but are not limited to, the following reasons:

- Increased demand upon time caused by scheduling or extra-curricular activities

- Emotional or physical problems stemming from self, school or home

Not keeping up with regular classroom work will not be considered as a reason for a furlough. A furlough will not be used as a disciplinary tool and should be granted without adding undue pressure or prejudice to the student. Multiple criteria will be used to determine the furlough decision. The decision to furlough will be made by a committee comprised of the student, parents/guardians, teachers, and administrators.

## **Re-entry Policy**

If the student is granted a furlough, the date of re-entry to the program must be stated. A furlough may be extended beyond the stated time if deemed appropriate by the GT committee, but never longer than a school year. If the student elects to exit the program at the end of the furlough, Exit Policy procedures should be followed. Re-entry is then accomplished through the Identification Process.

## **Exit Policy**

Petition for removal from the GT program may be initiated by the student, parent/guardian, GT teacher, regular classroom teacher, or administration. A conference should be held at the request to exit the program. Documentation to support the exit must be provided by the teacher if the exit is initiated by the teacher.

## **Curriculum**

The Gifted and Talented Program ensures an array of appropriately challenging learning experiences which lead to the development of advanced-level products and/or performances such as those in the Texas Performance Standards Projects. These learning opportunities are comprehensive, structured, sequenced, and challenging. Flexible pacing is employed, allowing students to learn at the pace and level appropriate to each student's abilities and skills.

The GT program focuses on teaching creative and critical thinking skills, logic, and problem-solving, accomplished through a differentiated curriculum. Students are provided the opportunity to develop a level of competency consistent with their aptitudes and interests. Students in the GT program are provided with both cognitive and affective activities.

<u>Cognitive Skills</u>	<u>Affective Skills</u>
Research	Self-Understanding
Critical Thinking Skills	Responsibility
Creativity	Independence
Communication	Leadership Skills
Reasoning	Social Skills
Intuition	

At the elementary and junior high levels, students engage in self-directed learning through research, project presentations and demonstrations. Projects are centered on open-ended tasks that show depth and complexity. They are designed to encourage higher-level thinking that provides opportunity for creative and unique ideas.

At the high school level, students engage in dual credit courses which provide the necessary rigor, depth and complexity needed for gifted students.

Student progress in the program is monitored and periodically assessed with this information being communicated to the parents or guardians through the use of a GT progress report.

## **Evaluation**

The district evaluates the effectiveness of the GT program annually and uses the data to modify and update the program to best serve the needs of the students.

## **Communication**

The district provides orientation and periodic updates for parents of students who are served in the program. They are informed of the array of learning opportunities open to GT students in grades kindergarten through grade twelve.

## **Professional Development**

Nueces Canyon CISD is committed to providing its staff with appropriate and meaningful professional development which enables the staff to meet the unique and individual educational needs of all students, including services for gifted/talented students. It is important that all staff who is responsible for formally servicing formally identified Gifted/Talented students obtain appropriate training for educating the gifted child. The district will require at least the minimum hours of training as mandated by the state:

### **Texas Administrative Code §89.2. Professional Development**

1. Prior to assignment in the program, teachers who provide instruction and services that are a part of program for gifted students have a minimum of 30 hours of Fundamental Training that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students;
2. Teachers without training required in paragraph (1) of this section who provide instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement within one semester;
3. Teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education; and
4. Administrators and counselors who have authority for program decision have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program option

## Nueces Canyon CISD Gifted and Talented Forms

### Public Announcement of Referral Period

#### Public Notice:

Nueces Canyon CISD is now accepting referrals for students who may need Gifted/Talented Services for the school year. This program is designed for students who exhibit intellectual and creative thinking abilities at an extraordinary level not normally served in the regular classroom. Services are provided only upon identification of education needs of the student. Anyone wishing to refer a student attending Nueces Canyon CISD in kindergarten through twelfth grade this school year is asked to go by the student's campus office and request a copy of the referral form. The form must be returned to the school by \_\_\_\_\_.

### Anuncio Publico del Periodo de Referencia

#### Aviso Publico:

El Distrito Escolar de Nueces Canyon CISD esta aceptando referencias para estudiantes que puedan necesitar servicios de Gifted/Talented (programa para estudiantes que tengan talentos/inteligencia mas alta que sus iguales) para el ano escolar. Este programa esta disenado para estudiantes que muestran habilidades intelectuales y habilidades inventivas de nival extraordinario que normalmente no se sirve en las clases regulares. Los servicios son prestos unicamente cuando hay identificacion de necesidades educativas del estudiante. Cualquiera persona que quiera referir a un estudiante en grados de kinder hasta el grado duodecimo dentro del Distrito Escolar de Nueces Canyon CISD, puede ir por la oficina de la escuela del estudiante para pedir una copia de la forma de registro. Esta forma necesita ser devuelto a la escuela para el dia

\_\_\_\_\_.

