



DE LEON ISD

**GIFTED AND TALENTED PROGRAM
INFORMATION HANDBOOK**

2022-2023

Gifted and Talented Program Contact Information

De Leon ISD
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State of Texas Definition of Gifted and Talented

“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 exhibits high performance capacity in an intellectual, creative, or artistic area, possesses an unusual capacity for leadership, or excels in a specific academic field. TEC 29.121

State Goal for Services for Gifted Students

Students who participate in services designed for gifted students will demonstrate skill 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 and Talented students will have produced products and performances of professional quality as part of their program services (Texas Education Agency, 2009, p. v).

Policy

De Leon ISD Board Policies define Gifted and Talented services. These include the following:

- AE - Local – District core beliefs and commitments
- EHBB – Legal, Local– District processes for the Gifted and Talented Program

Position Statement

Research indicates that there are many students in our nation’s schools who have high capabilities, but have been generally unchallenged by the regular education environment and have failed to develop their full potential. There is a need for educational institutions to provide experiences consistent with the abilities and potential of gifted and talented students.

The De Leon Independent School District has students who readily master the basic skills but who, when not challenged, become regimented in their ability and creative thinking.

The De Leon ISD Gifted and Talented program is designed to make maximum use of the personnel, facilities, and resources available and reinforces, and is compatible with other programs within the school district.

Referral

Students in grades K-12 may be referred for the gifted and talented program at any time. Teachers, school counselors, parents, or other interested persons may refer students who are not receiving Gifted and Talented services for evaluation if they believe the student exhibits characteristics indicating giftedness.

Referral procedures and forms for assessment of gifted and talented students are communicated to families in their home language.

Referral packets are available online and at each campus. Dates for the referral period will be published via multiple outlets, such as campus and district webpages, campus newsletters, and district social media outlets. Parent/Guardian permission will and must be obtained prior to the administration and collection of assessment data. www.deleonisd.net

Students (K-12) new to the De Leon ISD identified as gifted by a previous school district will be reviewed by the selection committee. The student's records and assessment procedures will determine if placement in the District's program for gifted and talented students is appropriate. [See FDD(Legal) for information regarding transfer students and the Interstate Compact on Educational Opportunities for Military Children.]

Assessment/Testing

Once a referral form has been received for a student, a letter of parental permission to test for academic giftedness is sent home. Once parental approval is obtained, the students will begin the assessment process. Testing for the Gifted and Talented program is done at the end of January and beginning of February each year. Students are assessed with quantitative and qualitative assessments such as the IOWA Test of Basic Skills, NNAT, Torrance Test of Creativity, and Parent and Teacher behavioral checklists. Testing is scored through a third party vendor or the ESC 14 Service Center.

The criteria will ensure the fair assessment of students with special needs, such as culturally different, the economically disadvantaged, and students with disabilities. Data and procedures will assure that all populations of the district will have access to assessment and, if identified, services will be offered as part of the program for gifted and talented students.

Identification

Selection of students for program participation is based upon data collected during screening. Final selection of students for services designed for gifted students is made by a committee including at least three professional educators who have received training in the nature and needs of gifted students, as required by law 19 TAC 89.2(2).

Selection decisions are based on multiple criteria rather than a single score or performance. Based on committee review of information gathered during the assessment process, the selection committee recommends placement for students whose data reflect that program placement is the most appropriate educational setting.

Once the selection committee has determined which students have met the criteria for placement in the Gifted and Talented program, written notification will be sent out to the parents of all the students who participated in the GT assessments. The notification will tell the parents whether or not their child qualified for placement in the Gifted and Talented program. Parents are given opportunities to schedule conferences to discuss assessment data.

Participation in the gifted program is voluntary and requires written permission from the parents and student before placement of the student is made. Results from the screening process, parent permission to test, and parent and student permission forms to participate will be kept in the student's permanent file.

Once parental approval for placement in the Gifted and Talented program has been obtained, the student will immediately begin being served in the Gifted and Talented program.

Additional Procedures

Reassessment

Routine reassessments are not performed. The reassessment shall be based on a student's performance in response to services and shall occur no more than once in elementary grades, once in middle school grades, and once in high school grades.

Student Progress Review

Student progress/performance in response to gifted and talented services will be assessed twice annually using standards in the areas served and identified. The results are communicated to parents or guardians.

Furlough Policy

The District may place a furlough on any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted and talented program. A Furlough may be initiated by the District, the parent, or the student.

A furlough shall be granted for specified reasons and for a specified period of time. At the end of a furlough, the student may reenter the gifted and talented program or set up a meeting to discuss further needs.

Exit Provisions

The District shall monitor student performance in response to gifted and talented program services. If at any time the selection committee or a parent determines it is in the best interest of the student to exit the program, the committee shall meet with the parent and student before finalizing an exit decision.

Appeals

A parent, student, or educator may appeal any decision of the selection committee regarding selection of or exit from the gifted and talented program. A parent may appeal an identification decision made by the Campus Selection Committee (CSC) by submitting an appeal through the campus office within ten (10) school days from the date of the identification notification. Appeals shall be made first to the selection committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.

Program Evaluation and Planning

The gifted and talented program shall be evaluated annually and evaluation information shall be shared with the Board members, administrators, teachers, counselors, students, parents and community members. The purpose of the evaluation process is to determine the program's effectiveness and use the evaluation data to modify and update district and campus improvement plans.

Program Design and Services

De Leon Elementary School

De Leon Elementary Students in the Gifted and Talented program are served in a pull-out program. The gifted students attend the Gifted and Talented program along with a small group of other high-achieving students five days a week. One day per week the GT students will meet with the teacher and will be utilizing *The Texas Performance Standards Project (TPSP)* which comprises a set of performance standards, curricula, and assessments for differentiating instruction and deepening academic learning. TPSP enhances gifted/talented (G/T) programs from kindergarten through high school. This program is taught by a teacher who has received thirty hours of training in gifted education, and a yearly six-hour update.

Perkins Middle School

Perkins Middle School students in the Gifted and Talented program are served in a pull-out program for forty-five minutes per week. The students in grades 6-8 participate in several projects throughout the year as a group. Middle School will be utilizing *The Texas Performance Standards Project (TPSP)* which comprises a set of performance standards, curricula, and assessments for differentiating instruction and deepening academic learning. TPSP enhances gifted/talented (G/T) programs from kindergarten through high school. This program is taught by a teacher who has received thirty hours of training in gifted education, and a yearly six-hour update.

School Year 2022-2023

Seventh Grade 10:04 - 11:00

Sixth Grade 1:49 - 2:49

Eighth Grade 2:47 - 3:40

De Leon High School

De Leon High School students in the Gifted and Talented program are served in a pull-out program for roughly forty-five minutes each week. The G.T. students meet once a week on Fridays during fourth period. Students are allowed two absences each semester, however, if they exceed those absences because they are unable to attend the designated time, the student is required to find an alternative time to come on another day during fourth period or during tutorials from 7:30 a.m. to 8:00 a.m. to make up the time. Throughout the duration of the year, students will engage in both an individualized project made up of four different components as well as breakout days where they will complete tasks in groups. This program is taught by a teacher who has received thirty hours of training in gifted education, and a yearly six-hour update.

Currently, the DHS Gifted and Talented class is involved in a year-long project known as the *Pursuit of Passions Project*. Students select a topic they are passionate about and will work on the four different components of the project throughout the year. They will create a PowerPoint introducing why they choose the topic they are passionate about, why it is important to know about it, and how it has impacted both history and modern-day society. They will then create a tri-fold board with the history of the topic, important people to that topic, and fun facts about the topic. From there, they are going to create a visual aid depicting their topic in some form or fashion and then write a handout explaining their visual aid. They will have five gifted and talented class periods to complete each portion of the project. After each section, in the following class meeting, they will do a fun activity as a reward like cooking, a Bob Ross Painting, playing chess, etc. From there in May, the plan is to have an exposition in the De Leon High School Auditorium where the gifted and talented class presents their *Pursuit of Passions Project* to the School Board, their parents, and other members of the community who want to come. Then, the people in attendance will go around the Auditorium science fair style to look at the students' tri-fold boards and see the students' visual aids. The goal is to make sure the students are the experts on their topic and can answer any questions members of the public might have about it. Finally, everyone in the class who successfully completes their *Pursuit of Passions Project* will be able to attend the end-of-year field trip.