

Lovelady Independent School District
Policy and Procedures
For Academically Gifted and Talented Students



Lovelady 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.

Lovelady ISD District Plan for Advanced Academic Services

Gifted and Talented

Philosophy

Lovelady ISD believes that all children should be challenged to reach their highest potential. Furthermore, the district believes that all students should be provided the opportunity to develop the ability to think logically, independently, creatively, and to communicate effectively.

Based on the belief for all students, programs for academically advanced students will be geared toward the potential of such students. Advanced Academic Programs, such as Gifted and Talented will encourage these students to maximize their reasoning and performance abilities incorporating both creative thinking and problem solving. The program will provide a variety of experiences for students enabling them to recognize, appreciate, and extend the use of their own particular capabilities, and those of other students with whom they will work.

These beliefs should shape the development of an exemplary program for students whose needs are different from those of other students.

State Goal for Services for 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 are advanced in relation to students of similar age, experience, or environment and reflect individuality and creativity. 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.

-Texas State Plan for the Education of Gifted/Talented Students

State Definition of Gifted/Talented Student

§29.121. DEFINITION: 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) Possesses an unusual capacity for leadership; or
- (3) Excels in a specific academic field.

Added by Acts 1995, 74th Leg., ch 260, § 1, eff. May 30, 1995.

Lovelady Independent School District's

Definition of Gifted

Lovelady ISD defines gifted and talented as any child or youth in grade K-12 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 general intellectual ability; or
- (2) Excels in one or more specific academic fields: math, science, language arts, and/or social studies

Program Goals for the Gifted/Talented

Goal One-In addition to addressing competence in the minimum learner goals required by the state of Texas and Lovelady Independent School District, the program will offer the student opportunities to demonstrate a comprehensive understanding of major ideas, themes, research and inquiry skills of the major discipline areas.

Goal Two-The program will promote self-directed learning through enrichment activities that encourage the student to produce and communicate through critical thinking, creativity, and problem solving.

Goal Three-The program will provide appropriate opportunities to challenge the student and develop their areas of giftedness, a positive self-concept, and an appreciation of their value to themselves and others.

Identification Procedures and Processes

The purpose of identification is to determine which students will benefit from the services provided by the Gifted and Talented Program.

The identification process will consist of three steps:

1. Nomination of students for the GT program
2. Screening of students nominated during which all pertinent information is gathered and prepared for committee review. Students that show potential on the NNAT, the first assessment, are tested further.
3. Selection of students will be made by the GT committee who will determine the appropriate educational placement.

*Students in Kindergarten will be evaluated by March 1 of the current school year to determine eligibility. All other students can be considered by completing the GT nomination form online @ www.loveladyisd.net. Students can enter the nomination pool by any combination of the following: self, parents, community members, peers, teachers, other personnel or others who are aware of the student's performance.

Screening and Assessment Process

A student profile is used to identify those students who perform, or show the potential for performing, at remarkably high levels of accomplishment relative to their age, peers, experience, or environment. The profile will reflect a minimum of three criteria used in the assessment. The criteria used will be a combination of qualitative and quantitative instruments and may include.

1. NNAT-Naglieri Nonverbal Ability Test
2. Sages (K-2) -Screening Assessment for Gifted Elementary/Middle School students
3. K-Bit-Kaufman Brief Intelligence Test

Transfer of Students

Students who transfer to Lovelady ISD who have formerly identified in another Texas school will be placed in the GT program based on supporting documentation showing previous GT program placement has been received. Parents will be notified in writing of the committee's decision.

Appeals

The program director or campus principal will receive the appeal for parents or students. Appeals will be made to the appropriate campus committee.

Furlough Procedure

A furlough does not indicate a permanent exiting of the program; it could be a temporary period. A furlough can be granted for various issues that inhibit, or curtail the student's performance. The furlough may also be used prior to a formal exit from the program for those students who are unable to maintain satisfactory performance in their core areas. A furlough is arranged to meet the individual needs of the student.

Exit/Withdrawal

Student performance in the program shall be monitored. A student shall be removed from the program at any time the Gifted/Talented committee determines it is in the student's best interest and a furlough has been ineffective. If a parent requests their child be removed from the program, the Gifted/Talented committee shall grant the request. Once a student is exited from the program he/she must adhere to the identification procedures and exhibit educational need to be readmitted.