



**Alpine Independent
School District**

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**Gifted and Talented Education
Long Range Plan
2022-2025**

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Position Statement

It is the philosophy of Alpine I.S.D. that we have a responsibility to provide educational opportunities to meet the needs and abilities of all students. District employees strive to promote excellence by assisting and encouraging each student to reach his/her academic potential.

It is our belief that gifted and talented students may excel markedly when provided educational opportunities to develop their abilities to think, reason, judge, invent, create, and/or lead. Special materials and/or educational services will be provided to help gifted/talented students develop these skills, abilities, and characteristics.

Alpine I.S.D. is committed to providing educational experiences appropriate to the needs of gifted and talented students. We believe that providing services to meet the needs of gifted/talented students will not only help them develop personally, but may enhance their ability to contribute meaningfully to their community, state and nation.

State Definition of Gifted and Talented

Gifted and talented students means children and youth with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment. These children and youth exhibit high performance capability in intellectual, creative, and/or artistic areas, possess and unusual leadership capacity, and/or excel in specific academic fields.

Texas Education Code, 21.651 (Subchapter Q)

District Definition of Gifted and Talented

Gifted and talented students are those who demonstrate remarkably high general intellectual ability. Gifted and talented program services will address the area stated above. Students will be identified as the gifted and talented population in Alpine I.S.D. through the use of multiple criteria including both subjective and objective measures.

Alpine I.S.D. recognizes that students in the gifted and talented population will reflect the socioeconomic and ethnic groups present in the general school population.

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 that approximate professional quality as part of their program services.

Alpine I.S.D. Gifted and Talented Student Program Goals

CONTENT – Gifted and talented students will effectively investigate teacher-identified as well as student-selected broad-based themes relevant to their giftedness, and will consistently demonstrate excellence in the use of higher level thinking skills.

PROCESS – Gifted and talented students will demonstrate the ability to do analysis and synthesis of collected data, comprehensive interpretation of material, and pertinent application of information.

PRODUCT – Gifted and talented students will generate a variety of original products with skill and information obtained through in-depth study.

AFFECTIVE – Gifted and talented students will develop self-understanding, will recognize and use their abilities, will become self-directed, and will appreciate likenesses and differences between themselves and others.

Evaluation

Student Evaluation

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 performance that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. (TEA 2000).

Year-end grades, standardized test scores, GT Progress Report and STAAR scores will be obtained for all GATE students to determine their level of success in core knowledge and skills. Other student evaluation instruments will be used when appropriate.

Demographic information concerning groups served in the GATE program will be gathered and evaluated to monitor representative numbers of these groups in the GATE population.

Program Evaluation

The Texas State Plan for the Education of Gifted and Talented Students will be monitored annually to ensure compliance with all state guidelines and movement toward the recognized/exemplary level.

Student Identification

GT Program Information

The district shall provide parents with an information session that explains the GT nomination procedures, assessment processes, process for determining edibility for the program and expected GT services and progress reporting.

To encourage parental and community involvement in the GATE program, each campus will hold a meeting open to all interested persons during the first semester of the school year. The purpose of this meeting is to provide information about the program, an overview of services provided and the nomination, identification and placement processes.

A handbook explaining the program will be provided to the parents of each student nominated for the GATE program.

Nomination Procedures

Students in grades K-12 may be nominated to participate in the GATE program by parents, teachers, school administrators, school counselors, or other interested persons at any time during the school year. Students may also nominate themselves. A GATE Nomination Form must be completed by the person who wishes to nominate a student.

Evaluation Procedures

There is no single method or instrument that adequately identifies giftedness or talent in an area of human endeavor because giftedness is a multifaceted trait. Therefore, each student nominated will be evaluated with multiple criteria that are both subjective and objective in nature. Alpine I. S. D. may use, but is not limited to, the following criteria for identification:

1. Scores on a standardized test (TerraNova)
2. Teacher behavioral survey (Renzulli Rating Scales of Superior Students)
3. Parent Questionnaire
4. Otis-Lennon
5. Student Portfolio

All students must have a Parent Permission for GATE evaluation form signed by their parent/guardian before any individual evaluation can be conducted.

Placement Procedures

The score obtained for each area of evaluation will be recorded on a Gifted and Talented Selection Matrix. Students who have a majority of results at or above “Excellence” criteria will be identified as GT.

A Campus Placement Committee for each campus comprised of at least three education professionals with at least 30 hours of gifted and talented training, will review the Gifted and Talented Selection Matrix and will be responsible for placing students in the GATE program. Parents/guardians of students will be notified by letter of the student’s placement or non-placement in the GATE program and invited to conference with the campus counselor regarding assessment results and to discuss expected services or the process to appeal identification results.

Nomination of Students New to the District

Students entering the district during the school year shall be eligible to be nominated for evaluation according to the usual nomination procedure.

Transfer Students Identified As Gifted and Talented In Their Previous School

Students who have been identified as gifted and talented in another school district will automatically be eligible for the program. Students can participate in the program if the GT committee determines that the testing from the previous school warrants automatic enrollment. Otherwise, every effort will be made to evaluate students during the first six weeks of attendance at Alpine I.S.D.

Participation in GATE

Permission for Participation

No student will be allowed to participate in GATE classes without the written consent of his/her parent or guardian. A Parent Consent for Participation Form will accompany the Placement Committee’s announcement of student placement. When signed by the parent/guardian and returned to the campus counselor, it will be understood that the student will have consent to participate in the GATE Program if he/she is placed by the Placement Committee. These services will continue until such time that the consent for participation is revoked in writing by the parent/guardian.

Continuance in the GATE Program

When the Placement Committee recommends placement of a student in the GATE program, the decision to participate or not to participate rests with the student and his/her parent/guardian. If for any reason a parent/guardian of a student does not wish his/her student to participate in GATE, he/she may elect

not to sign the Consent for Participation or may request in writing that the student not participate if a consent form has been signed earlier.

There may be times when participating in gifted/talented classes may not be in a child's best interest; for example, when a child is adjusting to a death in the family or is experiencing other emotional stress. Therefore, non-participation is not to be viewed negatively. In such circumstances, a parent may request a furlough from attending GATE classes until the student is again able to benefit from attendance. (This policy will not apply to accelerated classes because the nature of the subject matter presented requires consistent class attendance to assure success in the accelerated program. If a parent chooses to have a student removed from an accelerated class, that student will be transferred to the regular class for the remainder of the school year.)

Furlough

The District may place on a furlough 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.

In accordance with administrative regulations, 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 program, be placed on another furlough, or be exited from the program.

Exit Provisions

The District shall monitor student performance in the program. If at any time the selection committee determines it is in the best interest of the student and his or her educational needs, the committee may exit a student from the program. If a student or parent requests removal from the program, the selection committee shall meet with the parent and student before honoring the request.

The gifted and talented committee on each campus shall monitor each student's progress at the end of each year.

Appeal provision

A student's parent or guardian may appeal nonplacement by contacting the counselor. If a student is eighteen years old or older, he/she may appeal his/her own nonplacement. A conference between the person making the appeal and the counselor will be held during which evaluation records will be reviewed and discussed.

Program Organization

Faculty

Alpine I.S.D. is committed to providing faculty members with the training and skills required to help all children reach their maximum educational potential. All teachers at Alpine I.S.D. will have 30 hours of G/T training and receive a 6 hour update annually.

Alpine ISD GT Service Description:

Once placed in the program, students' teachers will be notified of the students' status as gifted and talented. All students will be served through the regular education setting by teachers who have received the 30 hour GT training as well as an annual 6 hour update. Students will be served in the areas of depth, complexity, and pacing, as required by the Texas State Plan for the Education of Gifted/Talented Students. GT students attending Alpine Middle School or Alpine High School have many opportunities for extension, higher level thinking, and creativity when working on projects in the regular classroom setting and participating in programs such as Science Fair, STEAM, History Fair, Makerspace, Pre AP, AP, Dual Credit, CTE, Fine Arts, creative writing, robotics, and UIL. GT students attending Alpine Elementary School have many opportunities for extension, higher level thinking, and creativity when working on projects through a pullout program run by the Campus GT Coordinator.

Curriculum Development

As with any program, the curriculum for the gifted includes the content to be learned, the processes to facilitate the learning, and the products that result from the learning. Since gifted/talented students possess characteristics and needs that make them different from other students, their curriculum is differentiated from that of other students. Curriculum for the gifted involves the use of course content, methods, and materials beyond those practical or essential for other students at the same age and grade level. It must be determined where the students are and take them from that point to their maximum abilities. Differentiating the curriculum so that it is appropriate for the gifted implies modification of student goals, and objectives, instructional strategies, learning experiences, and evaluation. It is also important to have a curricular scope and sequence for the program so that students receive coordinated

services from grade to grade with neither replication nor gaps in the instructional process.

The Texas State Plan and Guidelines for the Education of the Gifted/Talented

Staff Development

In order to provide quality services for our gifted/talented students and to comply with TEA guidelines, all Alpine ISD. professional staff will initially receive a minimum of 30 clock hours of G/T training. Teachers assigned to teaching duties who have not completed the 30 hours at the time of their assignment must complete the required training within the first semester of their teaching assignment.

All professional staff for grades K-12 will receive 6 hours of GT professional development each year.