



Gifted and Talented Program Handbook
2023-2024

TABLE OF CONTENTS

Gifted and Talented Program	1
State Goal for Gifted Students.....	1
Millsap ISD Mission Statement	1
Philosophy Statement	2
State Codes for Gifted and Talented	2
Millsap ISD’s Definition of Gifted and Talented	3
Instructional and Communication Goals	3
Goals for Gifted and Talented Program	3
Program Goals for Gifted and Talented program K-12	4
Characteristics of Gifted and Talented Individuals	5
Gifted and Talented Identification Procedures and Process K-12	5
Communication and the Dissemination of Information	6
Nomination Process	6
Assessment Process	7
Millsap Elementary School Evaluation Instruments and Matrix	8
MMS and MHS Evaluation Instruments and Matrix.....	9
Selection Process	10
Additional Gifted and Talented Policies and Procedures	11
I. Transfer of Students	11
II. Appeals	12
III. Furloughs	12
IV. Reassessments	13
V. Exiting	14
VI. Withdrawal	14
Program Design	15
MES Program Options	16
MMS Program Options	17
MHS Program Options	18
Curriculum and Instruction	19
Differentiation	19
Credit by Examination without prior instruction	20
Early Graduation	21
Professional Development and Ongoing Training	21
Program Evaluations	23
Parent and Community Involvement	24
Gifted and Talented Resources	25
Sample Forms	26

Gifted and Talented Program

Millsap Independent School District's program for gifted and talented students reflects the state of Texas' goal for services for gifted and talented 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 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 students will have produced products and performances of professional quality as part of their program services.

The state of Texas has ensured that services for gifted students will occur by establishing standards that mandate specific actions to be taken by districts to guarantee that the needs of gifted learners are met in programs servicing students in grades K-12.

Millsap ISD Mission Statement:

The Mission of the Millsap ISD is to inspire, develop, and educate every student in a safe environment to be productive citizens prepared for lifelong success.

Gifted and Talented Philosophy Statement

Millsap Independent School District is committed to educating all students in order to meet their potential. However, it recognizes that some students consistently excel in one or more academic areas. The Gifted and Talented Program will focus on our gifted and talented students and enrich and enhance the curriculum for all students as well.

These educational opportunities are provided because gifted students, while having similar needs as their peers, also require qualitatively differentiated educational services or learning experiences not ordinarily provided within the regular curriculum. Millsap ISD will offer enriched educational services that meet each student's level of achievement and assist all students in achieving their potential. The decision-making for the program is based on input from parents and staff regarding ongoing improvements in our services through district and campus advisory committees.

State Codes for Gifted and Talented Students

The Texas State Board of Education mandated that gifted and talented students in grades K-12 be identified and served by 1990-91. Millsap ISD has complied with this mandate and will continue to do so by implementing plans to continuously improve the quality of services for our gifted students as stated in the Texas Education Code (TEC), Subchapter D., 121-29.121 to 29.123; Subchapter C., 42.156 and the Texas Administrative Code (TAC), Title 19, Part II, Chapter 89, 89.1 to 89.5. TEC 29.121 provides a definition for gifted and talented students, for the establishment of a program, and for a state plan for gifted and talented students. The code reads:

§29.121. Definition

In the 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.

Millsap ISD's Definition of Gifted and Talented

Millsap ISD defines gifted and talented as any child or youth in grades 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 (Elementary only); or
- (2) excels in one or more specific academic fields: math, science, language arts, and/or social studies (Middle School and High School)

Instructional and Communication Goals

District-wide Long Term Goals as stated in the Millsap ISD District Improvement Plan.

Millsap ISD will focus on student success by providing premier educational academic and co-curricular programs.

Millsap ISD will provide a safe and nurturing learning experience for all students.

Millsap ISD will partner with parents and community to ensure student success.

It is the intent of the Millsap ISD to directly align the state goal, the district's instructional and communication goals, and the Gifted and Talented program's goals in order to provide continuous services for the identified gifted and talented students in the district.

Goals for the Gifted and Talented Program

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 that reflect individuality and creativity. High school graduates who have participated in services for gifted students will produce products and performances of professional quality as part of their program services.

Millsap Elementary School provides services to students who are identified as gifted in GIA (General Intellectual Ability). Students have the option to take the test to receive Credit-By-

Exam in order to accelerate instruction. The elementary school is always involved in the continuous development and utilization of their Campus Improvement Plan that incorporates Gifted Education in continuing to improve the services of the program.

Millsap Middle and High School provide services to students who qualify in one or more of the four core areas; students then receive services in those areas. Services are delivered in a variety of settings: within regular classes where gifted students are clustered; through Honors classes; and dual credit courses. Students may be accelerated in different disciplines in addition to various options of differentiation. Students are informed about the Distinguished Achievement requirements and are notified about Credit-By- Exam options. Millsap Middle and High Schools also are involved in the continuous development and utilization of their respective Campus Improvement Plans that specifically address the needs on these campuses.

Program Goals for the Gifted and Talented

Program K-12

1. **IDENTIFICATION** -The first goal is to identify students in grades K-12 who are gifted using the criteria established by the district, approved by the board, and in compliance with the state mandate.
2. **SELF-DIRECTED LEARNERS** -The second goal is to develop the students' capacities to become self-directed, to be confident in their abilities to access and process information, and to create and communicate their findings as they produce advanced-level products and/or performances of a professional quality at the high school.
3. **COMPLEX THINKING SKILLS** -The third goal is to enhance and refine the abstract and complex thinking and reasoning of these students through more sophisticated creative and critical thinking as they reflect and refine their own thinking processes.
4. **APPROPRIATE INSTRUCTIONAL STRATIGIES** - The fourth goal is to provide students with multiple opportunities to participate in learning experiences using advanced content (within the four core areas) which are defensibly differentiated in depth, complexity and range through the use of a variety of strategies. (Centers, Independent Study, Flexible Grouping, Tiered Assignments, Appropriate Questioning Strategies, etc.) Students will be able to work independently, with groups of other gifted students, with groups of non-gifted peers, with adults, and with society.
5. **SOCIAL AND EMOTIONAL NEEDS** - Fifth, the unique social, emotional, and affective needs of these students will be addressed through individual counseling, seminars, parent meetings, or other appropriate means in order to develop a positive self-concept.

Characteristics of Gifted and Talented

Individuals

Gifted students are those who consistently excel, or those who show the potential to excel in one or more areas. Since wide variation exists among the gifted, any list of characteristics must be a very general description of the group as a whole. A gifted individual may possess one or more of the following traits:

- Acquires basic skills and knowledge rapidly
- Perceives more unusual relationships and displays unusual sensitivity to expectations and feeling of others
- Comprehends advanced ideas, concepts, forms generalizations, better at sensing discrepancies, and recognizes implications
- Displays independence and exhibits self-sufficiency
- Formulates superior abstractions
- Possesses a keen and unique sense of humor
- Demonstrates intellectual curiosity, demonstrates a stronger need to know
- Is more innovative and imaginative than their peers
- Responds positively to being challenged by intellectual and creative tasks
- Reads widely and intensively with an advanced level of language development.

Each gifted individual possesses varied and divergent characteristics, traits, and behaviors. Individuals develop and demonstrate their gifts and talents at different developmental stages. This is particularly true in the preschool, pre-kindergarten, kindergarten, and the primary years through grade two.

Individuals are not always gifted in every aspect or area, but excel in one, or perhaps two or more areas. It is significant to note that Millsap Independent School District recognizes this fact. Therefore, the district will provide a variety of services for gifted and talented students in all of the four core academic areas at the Middle and High School campuses and in the area of General Intellectual Ability at the Elementary campus.

Gifted and Talented Identification Procedures

and Processes K-12

Millsap Independent School District has board approval on the identification procedures and process for the identification of students K-12 for the services of the Gifted and Talented Program. These procedures meet state requirements (§29.121 & TAC 89.1) and have been designed to ensure the identification of any student who qualifies for the services of the program under the established guidelines. The criteria for identification ensures the fair assessment of

students with special needs, such as the culturally diverse, the economically disadvantaged, and students with disabilities.

The process following a simple three step process:

- Step One – Nomination,
- Step Two – Evaluation, and
- Step Three – Selection

Communication and the Dissemination of Information

Anyone may nominate a student for the program at any time during the school year. Evaluation and testing occurs in the spring of each year. Nomination forms are available at registration, in the campus offices, on the district web site, and from each campus gifted and talented coordinator. (*Sample Form 1*) The screening instruments will match the program's services at each level in the various disciplines. Thus, the Gifted and Talented Program's services will address the goals as established for the program that specifically reflect the identification criteria.

All parents are informed of the identification policies. Information regarding the process is disseminated to parents in the school's Students/Parent Handbook; in an information sheet available for parents (*Sample Form 2*); at meetings on each campus; and on the district web site. In addition, parent awareness sessions are held each winter or spring for parents of primary students as an orientation to the Gifted and Talented Program's selection criteria, screening process, and services.

Nomination Process

Nominations may originate from multiple sources. Classroom teachers receive training in the characteristics, traits, and behaviors of gifted students. They observe all students in their classes using a variety of means to determine students who might become candidates for the Gifted and Talented program. Any other staff member may also nominate students for the program. Nominated students are nominated with a formal nomination sheet to be given to the campus coordinators. (*See Sample Form 1*)

Parents or guardians may nominate students for the program. Information regarding the Gifted and Talented Program and the nomination procedures is available in the Millsap Student/Parent Handbook; from the campus G/T Coordinators; at meetings on each campus; and on the district web site. Nomination forms are always available in each campus office and may be obtained from the campus G/T Coordinator. Community members or other interested persons may nominate students for the program at any time. (*See Sample Form 1*)

The G/T Identification/Review (I/R) Committee consists of a minimum of three local professional educators trained in the nature and needs of gifted students. The campus committee will consist of various participants such as: the campus principal, (and/or the campus assistant-principal), the campus counselor, the campus G/T coordinator, and at least one trained classroom teacher. Written parent or guardian permission is required to evaluate a student. (*See Sample Form 4*) If a parent does not want his/her child to be evaluated, this information must be documented.

Assessment Process

In grades Kindergarten through twelve, all students are considered for nomination. Only those officially nominated are formally evaluated. After teachers have identified potentially gifted students through classroom observation and other informal procedures, students' nominations are submitted.

Permission forms to test are then sent to parents requesting written permission for in-depth testing. (*See Sample Form 4*) Students with returned affirmative permission slips will be tested for the Gifted and Talented Program. Parents who do not wish their child to be evaluated for the program must also return a negative response to the campus G/T Coordinator for the school's records. These forms will be kept on file for 5 years.

The campus G/T Coordinator will coordinate the evaluation process. The campus G/T Coordinator, counselor, and/or other appropriate professionals will conduct testing. Students will be selected for the Gifted and Talented program based on multiple and specific criteria that are consistent with the area(s) served by the program. (See specific instruments, or tools listed by campus in the following sections.)

A student profile is used to identify those students who perform at remarkably high levels of accomplishment relative to their age, peers, experience, or environment. Evaluation instruments will vary depending on whether or not the student is being identified for General Intellectual Ability (Elementary only), and/or Specific Subject Aptitude.

All identification instruments are selected according to program services, curriculum and instruction, validity, reliability, appropriateness for the population of the district, and cost effectiveness. Multiple identification measures used are objective as well as subjective. The instruments are both qualitative and quantitative in nature. The materials used to screen students for the program are available for parents to review at any time. If interested, parents or guardians may contact the campus G/T Coordinator to make an appointment to review the materials.

Millsap Elementary School Evaluation Instruments and Matrix

The elementary matrix identifies various rating levels. The percentiles, standard scores, and local scores have been aligned to allow for equitable evaluation using at least three scoring measures. Each student's profile is individually evaluated by the campus G/T Identification/Review (I/R) Committee. A student clearly qualifies for the services of the program if the majority of the evidence in a given area falls within the *Superior* and/or *Very Superior* ranges on the matrix. **The decision is based on the committee's observation of the location of the preponderance of evidence on the student's matrix in alignment with the Board approved established criteria.**

Kindergarten – Fifth Grade Evaluation Measures

1. Naglieri Nonverbal Ability Test Third Edition (NNAT3) (*Quantitative*)
 2. Measure of Academic Progress (MAP) (*Quantitative*)
 3. Scales for Identifying Gifted Students (SIGS)/Teachers (*Qualitative*)
 4. Scales for Identifying Gifted Students (SIGS)/Parent (*Qualitative*)
Student Product Portfolio (*Qualitative*)
- Criteria for possible placement – CogAT screener must place within score valuation of 90% or above and student must achieve a minimum qualifying score on the 2 of the remaining 3 instruments to be considered for placement in the Gifted and Talented Program.

Millsap Middle School and Millsap High School Evaluation Instruments and Matrix

The secondary matrix uses percentiles from nationally standardized tests (quantitative) and data from subjective sources (qualitative) to allow for equitable student nominations. Considerations for services will be done by the individual campus G/T Identification/Review (I/R) Committees. The data gathered during the evaluation process is indicated on the secondary matrix. The G/T I/R Committee determines qualification for gifted services based on the educational needs of each student.. **The decision is based on the committee's observation of the location of the preponderance of the evidence on the student's matrix in alignment with the Board approved established criteria.**

Grades Six Through Eight Evaluation Measures Specific Subject

- 1 Naglieri Nonverbal Ability Test Second Edition (NNAT2) (*Quantitative*)
 - 2 Terranova Third Edition (Complete Battery) (*Quantitative*)
 - 3 Scales for Identifying Gifted Students (SIGS)/Teachers (*Qualitative*)
 - 4 Scales for Identifying Gifted Students (SIGS)/Parent (*Qualitative*)
 - 5 Student Product Portfolio (*Qualitative*)
- Criteria for possible placement – NNAT2 screener must place within score valuation of 121 or above and student must achieve a minimum qualifying score on the 2 of the remaining 3 instruments to be considered for placement in the Gifted and Talented Program.

Grades Nine Through Twelve Evaluation Measures Specific Subject

1. Naglieri Nonverbal Ability Test Second Edition (NNAT2) (*Quantitative*)
 2. Terranova Third Edition (Complete Battery) (*Quantitative*)
 3. Scales for Identifying Gifted Students (SIGS)/Teachers (*Qualitative*)
 4. Scales for Identifying Gifted Students (SIGS)/Parent (*Qualitative*)
 5. Student Product Portfolio (*Qualitative*)
- Criteria for possible placement – NNAT2 screener must place within score valuation of 121 or above and student must achieve a minimum qualifying score on the 2 of the remaining 3 instruments to be considered for placement in the Gifted and Talented Program.

Selection Process

Test results for each student are documented on a student matrix in the categories listed above for each of the campuses: Millsap Elementary School, Millsap Middle School and Millsap High School.

The G/T Identification/Review (I/R) Committee from each campus is responsible for examining the qualifications of each nominated student and determining an appropriate placement based upon the student's individual needs. As stated earlier in this document, the preponderance of the scores should fall into the top ranges to qualify for services of the program in accordance with the board approved established criteria.

The G/T Identification/Review Committee consists of a minimum of three local professionals trained in the nature and needs of gifted students. The campus committee will consist of various participants such as: the campus principal, (and/or the campus assistant-principal), the campus counselor, the campus G/T coordinator, and at least one trained classroom teacher.

Criteria for local evaluation instruments are developed and various test results are normed. The G/T I/R Committee makes a professional judgment based upon the recorded student matrix data. As the committee evaluates the data on the nominated students, it has three options:

1. The student is placed in the program, and the data reflects the student's need to receive program services.
2. There is insufficient evidence in the documentation that at this time the student's needs would be met or that the student would benefit from the services of the program. His/her academic needs are being met within the regular educational curriculum.
3. Further information is requested for the committee to make a placement decision.

Once the identification process is complete, parents or guardians are notified in writing of results. (*See Sample Form 5*) No Student will be allowed to participate in the Gifted and Talented Program without written consent of his/her parent or guardian. A parent consent for Participation Form (*See Sample Form 6*) will accompany the G/T I/R Committee's announcement of student placement. It will be understood that the student will have consent to participate in the Gifted and Talented program when the form is signed by the parent/guardian and returned to the G/T Coordinator. Parent and guardians may request a meeting with the campus G/T coordinator to review the assessments.

The student's name will be entered on the PEIMS (Public Education Information Management System) list as of the date of signature of acceptance. The PEIMS entry will also reflect the services rendered for each student. (*See Sample Form 14*)

Parents or guardians of the students who did not qualify for the program will be notified in writing of the committee's action. (*See Sample Form 7*) They are encouraged to request a conference time with the campus G/T Coordinator to examine results of the screening and selection process. The parent may appeal the decision as outlined in the procedures below.

If the committee requests further testing, the parents or guardians are notified by phone that additional data is necessary to make a decision regarding the needs of their child.

Additional Gifted and Talented Policies and Procedures

I. Transfer of Students

All students who have participated in gifted and talented programs prior to coming to Millsap ISD may be nominated for the Gifted and Talented Program.

A student who registers at Millsap ISD with documentation that meets the criteria and is a direct match to the District's qualifications to qualify him/her for any of the Gifted and Talented Program's services will be admitted immediately to the program after the G/T Identification /Review (I/R) Committee meets. Then a parent orientation meeting occurs, and written parent permission is obtained.

If the Student's transferred records do not meet the criteria and/or are not a direct match to the District's qualifications, then further evaluation will be needed. The decision will be made based upon the transferred records, observation reports of District teachers who instruct the students, and assessment tools as were used in the identification of current District students.

A student who has been identified as gifted and talented at his/her prior school but does not have sufficient documentation must obtain one of the following: appropriate test scores from his/her prior school; and/or a matrix or profile from the prior school; or new and/or additional testing administered at Millsap. The data that comes with the new student must match Millsap's criteria for the specific services for which the student is nominated. As different districts have different program services, the selection criteria will vary. Millsap makes every attempt to use information from prior schools rather than to "reassess" a new student. However, if the data is not compatible, new testing is required to match the services of our program. The I/R Committee will make a determination within 30 days of the student's enrollment in the District.

Millsap will make every effort to contact previous schools and request information regarding the student's placement in the prior program and request that this information be sent. Since the types of services differ from district to district and school to school, it is essential to have current and appropriate data to match the Gifted and Talented Program's criteria and services.

A transfer student and/or parents or guardians are provided an explanation of the Gifted and Talented Program's criteria for participation in the program. If the parents or guardians think that their child may not meet the district's criteria, and/or the child may have difficulty experiencing success in the district's program, parents, or guardians may request that the child not participate in the program even though the student may clearly qualify. Parents must sign a form denying services for their child. (*See Sample Form 6*)

II. Appeal Process

A decision of non-placement made by the G/T Identification/Review (I/R) Committee may be appealed by a student's parent or guardian. The person making the appeal must submit a request by letter, to the campus G/T coordinator, no later than 10 working days after the receipt of written notification from the G/T I/R committee. The committee must respond by letter to the person making the appeal no later than 10 working days after the receipt of the letter of appeal. The committee's letter will specify the day and time of the meeting. *(See Sample Form 8)*

A conference between the person making an appeal, the campus G/T coordinator, and the G/T I/R committee will be held during which all evaluation records will be reviewed and discussed. Anyone is eligible to introduce other data in addition to the data recorded on the student matrix.

If the appellant continues to have concerns after the campus level meeting he/she would then request a meeting in accordance with FNG (LOCAL), Level Two. This meeting would be with the campus G/T Coordinator, the district G/T Coordinator and the Millsap Independent School District Assistant Superintendent in accordance with FNG (Local). Further appeal would go to the Millsap ISD Superintendent and Board of Trustees.

III. Furlough Procedure

Furloughs are a temporary "leave of absence" from the Gifted and Talented Program designed to meet the individual needs of an identified GT student. Anyone may request a furlough: parent, student, teacher, or administrator. *(See Sample Form 9)* Requests for a furlough will be given to the campus G/T coordinator and members of the Initial/Review (I/R) Committee for consideration. Written parent notification of the I/R committee meeting date and time to consider the furlough will be sent along with a blank Action Plan. *(See Sample Forms 10A and 10B)* A student may be furloughed for a period of time deemed appropriate by the I/R committee. At the end of the furlough, the student's progress shall be reassessed, and the student may re-enter the gifted program, be removed from the program, or be placed on another furlough.

A furlough does not indicate a permanent exiting of the program. It could be utilized for a variety of extenuating circumstances. Any student may be granted a furlough from the Gifted and Talented Program for various issues such as becoming an exchange student, over commitment, family concerns, or any other circumstances which would 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 within the learning opportunities of the gifted and talented program. A furlough would provide the student an opportunity to attain performance goals established by the selection committee.

If a student's performance and participation in a G/T class is unsatisfactory for a 6-weeks period (Millsap Elementary School) or for a semester (Millsap Middle and High School) or through notification by the teacher of record, a conference including the student, his/her parent or guardian, the teacher of record, and the G/T coordinator will be held. The purpose of the meeting

will be to assess the student's behavior and performance. If it is determined that the G/T Identification/Review Committee needs to consider a Furlough for the student, then the campus G/T coordinator will submit the request for furlough to the G/T I/R Committee (*See Sample Form 9*)

When considering a furlough, the G/T I/R Committee will consider the following questions:

1. What is the most appropriate educational placement for this student at this time?
2. Is the G/T program detrimental to the student?
 - a. Is the student experiencing undue stress due to program participation?
 - b. Is the program too demanding for the student at this time?
 - c. Is the subject matter and difficulty of material appropriate for the student's abilities and educational development?
3. Do teachers and/or parent have the any of the following misconceptions about the gifted student?
 - a. Gifted students should be making straight A's.
 - b. Gifted students should be model students and never present discipline problems.
 - c. Gifted students should be able to keep up with all their work and never fall behind.
 - d. Gifted students should excel in all subject areas.

During the Furlough meeting, if the G/T I/R committee determines that a Furlough is needed, the committee will collaboratively develop an improvement plan which will specify desired changes. (*See Sample Form 10B*) The plan will be signed by all members involved in the conference. The student will be responsible to meet the requirements of the improvement plan by the designated timeline.

A furlough does not have to include all services for which the student qualifies. It may be for a single part, parts of the services, or for all of the services for which the student qualifies. A furlough is arranged to meet the individual needs of the student.

IV. Reassessment

If there is any concern regarding the performance or placement of the student, the campus G/T Coordinator will contact the parent and confer about available options. Options available are counseling, taking a furlough, or exiting the student from the program. A formal reassessment would only occur upon the request of the teacher, parent, campus G/T Coordinator, and/or counselor.

The District may reassess students to determine appropriate program placement when a student moves from the elementary level to the middle school level. Since the services of the middle

school are provided in specific subject areas, there will be a reassessment of students coming from the elementary school to determine if they qualify for any specific subject areas at the middle school. When the services of the program change, reassessment must occur so that the criterion matches the services.

V. Exiting

Student performance in the program shall be monitored. A request for exit may be requested at any time. (*See Sample Form 11*) A student shall be removed from the program at any time the G/T Identification/Review (I/R) committee determines it is in the student's best interest. Written parent notification including the date and time of the G/T I/R Committee meeting to review the request will be sent (*See Sample Form 12*) If a student or parent requests removal from the program, the G/T I/R committee shall meet with the parent and student before honoring the request.

A student will be exited from the Gifted and Talented program based on criteria set by the district. The criteria include instances where...

- the student's overall performance does not meet the expectations of the program;
- the student's products are not sophisticated, advanced and professional as required;
- the student, parent, and/or campus G/T Coordinator does not view the placement as appropriate to meet the needs of the student.

When a parent and/or guardian of a G/T student, the G/T student, teacher or administrator requests that a student exit from the Gifted and Talented program, a conference with the parent, G/T Coordinator, and members of the G/T I/R Committee will be held. Then, the most appropriate educational placement for the student will be determined. Once a student is exited from the program he/she must adhere to the identification procedures to be readmitted. If the student is withdrawn from the district, the student's name will be removed from the PEIMS list on the date of withdrawal.

A student may be exited from a part or parts of the services or from all of the services for which the student qualifies. The exit will vary depending upon the needs of the individual student. Parents and/or guardians will receive written notification of the G/T I/R Committee's decision to exit the student (*See Sample Form 13*)

When a student is exited from the G/T program for any reason, the campus registrar must be notified, by the G/T coordinator and/or campus administrator, to remove the student's name from the PEIMS list. (*See Sample Form 14*)

VI. Withdrawal

A copy of the student's matrix used in the selection process will be sent with the regular student's classroom records to his or her next school. If a student withdraws from the program due to a transfer from the district and returns within the same school year, the student may re-enter the program without going through the evaluation process again. At all campuses, Gifted and Talented students' permanent records will reflect evidence of the student's participation in the services provided by the Gifted and Talented program.

Program Design

Millsap Independent School District offers a variety of learning experiences and opportunities for Gifted and Talented students in grades K-12. Instructional and organizational patterns will be flexible. Students have opportunities to work together with other G/T students, to work together in diverse groups, and to work independently. Flexible grouping is essential.

Parents are notified of options during the school year that are relevant to the needs and areas of strength of the gifted and talented students.

A menu of options is available K-12 (See the following pages for Menus of Options). Students identified for General Intellectual Ability in grades K-5 at the elementary campus are serviced within their own classrooms through differentiated instruction. Identified students in grades 1-5 also receive at least 1 hour per week in a pullout program.

Students at the middle school receive services at every grade level daily in Honors English Language Arts, Honors Mathematics, science, and social studies. MMS Students may be served at other times as well through flex periods as deemed appropriate by the campus administrator. Students at the high school are served in grades nine through twelve daily in Pre-AP Honors and Dual Credit courses including English, Mathematics, social studies, and science.

MILLSAP ELEMENTARY SCHOOL MENU OF OPTIONS 2023-2024

PROGRAM SERVICES

FORMAL

General Intellectual Ability (GIA)

- GIA pull out program grades 1-5; one hour per week
- Kindergarten services occur in the regular classrooms
- Differentiated Instruction
Services in regular classrooms K-5

- Independent Study
May be facilitated by GT instructor after school with study done in classes or at home
- Credit by Exam
- Challenge Lab

INFORMAL

Specials: Arts, Music, and Computer

- Accelerated Reading K-5
- Selected novels

Differentiated Instructional Options

- Centers, Tiered Assignments,
- Compacting Curriculum, Complex
- Questioning, Flexible Grouping,
- Independent Study, etc.

INFORMAL ENRICHMENT SERVICES-OUTSIDE OF SCHOOL DAY

- Peer Mediator
- Accelerated Reader
- Numerous Contests
- Science Fair

- ZONE After School Program
- Talent Show
- Family Math Night

AWARDS/CONTESTS/RECOGNITION

- Poster Contests
- Science Fair
- Letters About Literature Contest
- UIL

- Honor Roll
- Accelerated Reader Awards
- Numerous Art Contests

GUIDANCE SERVICES

- Parent Meetings/Sessions
- Individual/Group Sessions
- Counseling with School Counselor
- Mentoring Program

- Individual Guidance Opportunities
- References for Parents: Books, Tapes, Articles

MILLSAP MIDDLE SCHOOL MENU OF OPTIONS 2023-2024

PROGRAM SERVICES

FORMAL

- 6th, 7th, 8th ELA – Honors
- 6th, 7th- Honors Math
- Honors Algebra I as an 8th grader
- Credit by Exam

INFORMAL

- Various contests
- Flex Periods

Formal/Differentiation Strategy Options

- Centers, Tiered Assignments, Curriculum
- Compacting, Complex Questioning Techniques,
- Flexible Grouping, Independent Study, etc.
- Maker Space area

ENRICHMENT SERVICES-INFORMAL-OUTSIDE OF SCHOOL DAY

- Junior Beta
- Red Ribbon Week
- Band Performances
- University Interscholastic League band and athletics

AWARDS/CONTESTS/RECOGNITION

- Honor Roll
- Attendance Awards

*End of year awards are given in each core discipline.

GUIDANCE SERVICES

- Affective Seminars 6th, 7th, and 8th
- Academic Counseling
- Individual/Group Counseling

MILLSAP HIGH SCHOOL MENU OF OPTIONS 2023-2024

PROGRAM SERVICES

- Honors Algebra I
- Honors Algebra II
- College Contemporary Math
- Honors English 9
- Honors English III
- Dual Credit English 11th
- Honors United States History
- Honors World History
- Honors Economics
- Honors Chemistry
- Dual Credit Science Options
- Dual Credit Government
- Classes through Texas Higher Education Institutions
- Credit by Exam
- Distinguished Achievement Diploma
- Honors Geometry
- College Algebra
- Honors Pre-Calculus
- Honors English 10
- AP English IV
- Dual Credit English 12th
- Dual Credit United States History
- Dual Credit Economics
- Honors Biology
- Honors Physics
- Honors Art
- Honors Spanish 2
- Honors Spanish 3
- AP Spanish Language (Span 4)
- Dual Credit Speech

ENRICHMENT SERVICES-INFORMAL-OUTSIDE OF SCHOOL DAY

- University Interscholastic League
- Theatre Arts Play Performances
- Yearbook
- Band Performances, Contests (TMEA/Non-TMEA)
- Field Trips
- Spanish Club
- Student Council
- Various Athletic Activities
- BETA Club (Honor Society)
- Interact Club-Community Service
- Health Occupation Students of America (HOSA)

AWARDS/CONTESTS/RECOGNITION

This list signifies a sampling of awards/contest/recognitions.

- Various Writing Contest Options
- Art Contest Opportunities
- University Interscholastic League
- U.I.L. Scholar Award
- National Merit Scholar

GUIDANCE SERVICES

- Individual Counseling
- University testing, enrollment and scholarship counseling
- CCMR
 - *College – FAFSA, Applications, TSI, virtual and in person
 - *Career – ASVAB, Xello
 - *Military – ASVAB, recruiter visits
 - *Readiness – Endorsement/Program of Study Selections
- Guest Speakers—Careers/University Information
- Course Selection Counseling

Curriculum and Instruction

The state plan for the education of the gifted and talented devotes one section to the curriculum and instruction of gifted students.

Millsap Independent School District develops campus and district improvement plans to improve the services of the program and to be in compliance with the expectations of the state. Each campus' one-year improvement plan allows students to be provided an array of learning opportunities in the four core areas within the regular and pull-out classes at the elementary and in Honors classes at the middle school. Options for the high school include Honors, and dual-credit classes. Each campus will offer a variety of program services, or options, for the delivery of services to the students identified on that campus. Opportunities to address students' individual learning styles and intelligences will be embedded in the curriculum and instructional process. The district and campus improvement plans will continue to be developed to improve the services of the program.

Differentiation

A variety of strategies are employed in order to differentiate the curriculum and instruction to meet the individual needs of gifted and talented students. Because of the traits, behaviors, and characteristics of these students, they learn in different ways and at a different pace than other students. Challenges are imperative for these students. A differentiated curriculum can provide those challenges that will address the gifted students' learning styles and pace. Combinations of these strategies are utilized in grades K-12 in the delivery of the curriculum.

- Questioning Strategies
- Flexible Skills Grouping
- Interest Groups
- Acceleration
- Tiered Assignments
- Learning Centers
- Independent Study/Projects

Depth and complexity within the content the student studies or investigates is most important. In looking for depth and complexity the options would include:

DEPTH

- longer period of time to study content/concept
- use of professional/advanced vocabulary or terms
- use of generalizations/broad-based themes
- examination of unanswered questions
- exploration of an ethical issue or judgment
- examination of rules, principles, or laws

COMPLEXITY

- content/concept is studied over time (past, present, future)
- content/concept is approached from different or multiple perspectives, view points, or roles
- content/concept has interdisciplinary connections
- non-examples of the content/concept are investigated within the theme or generalization

For years, basic principles of differentiation have been recognized and are a large part of the many learning experiences for gifted students. Those principles include:

- real world problems/issues
- open-ended problems
- use of more advanced/sophisticated resources
- use of an inquiry or inductive approach
- student choices in learning
- effortful and challenging lessons
- advanced thinking skills not expected of peers at that time

Outside of the school day, students and their parents are notified of any area opportunities that might be of interest or related to a student's area of strength. Each campus provides a variety of enrichment activities to meet individual needs. Options for gifted students in the Millsap Independent School District are outlined on previous pages. These options include formal services, enrichment services, recognitions, contests, and awards, and services for the nature and needs of gifted students.

Credit By Examination Without Prior Instruction

Board Policy EHDC-(Legal) EHDC-(Local)

Kindergarten – Grade 5

Students not six years old at the beginning of the school year may be placed in first grade if the following criteria are met:

1. Scores on readiness test(s) and/or achievement test(s) that may be administered by appropriate District Personnel
2. Recommendation of the kindergarten or preschool the student has attended.
3. Chronological age and observed social and emotional development of the student
4. Other criteria deemed appropriate by the principal and Superintendent.

The district shall accelerate a student in grades 1-5 on grade level if the student meets the following requirements:

1. The student scores 80 percent or above on a criterion-referenced test for acceleration for the grade level to be skipped in each of the following areas: language arts, mathematics, science and social studies;
2. A district representative recommends that the student be accelerated; and

3. The student's parent or guardian gives written approval of the acceleration. (*See Sample Form 19*)

Grade 6-12

The district shall give a student in grades 6-12 credit for an academic subject in which the student has received no prior instruction if the student scores 80 percent or above on a criterion-referenced examination for acceleration for the applicable course, a three or higher on an advanced placement examination approved by the Board and developed by the College Board; or a scaled score of 60 or higher on an examination approved by the Board and administered through the College-Level Examination Program. If such credit is given, the district shall enter the examination score on the student's transcript and the student is not required to take an end-of-course assessment instrument under Education Code 39.023(c) for that subject.

Annual Administration

The district shall administer each exam approved by the Board not fewer than four times each year, at times to be determined by the SBOE unless the exam's administration date is established by an entity other than the District. The dates will be publicized in the community. The district shall not charge for examinations for acceleration. If a parent requests an alternative examination, the District may administer and recognize results for a test purchased by the parent or student from Texas Tech University or the University of Texas at Austin.

A student planning to take an examination for acceleration shall be required to register with the principal or designee at least 30 days prior to the scheduled testing date on which the student wishes to take the test. (*See Sample Form 20*)

Early Graduation

Board Policy EIF-(Legal)

A parent is entitled to request, with the expectation that the request will not be unreasonably denied, that the parent's child be permitted to graduate from high school earlier than the child would normally graduate, if the child has completed each course required for graduation. The decision of the Board concerning the request is final and may not be appealed.

Written requests should be submitted to the Superintendent of Millsap ISD for presentation to the school board.

Professional Development and Ongoing Training

The Millsap Independent School District is committed to providing its staff with the appropriate and meaningful professional development that enables the staff to meet the unique and individual needs of all students including services for gifted students.

Because gifted children possess certain identifiable characteristics, behaviors, and traits, their

learning experiences must be an appropriate match to their needs in terms of the delivery of services and the curriculum and instruction. As these children are extremely curious, they need to have answers for their insatiable curiosity. Since they reason at different levels from their peers, they need special opportunities to develop their more sophisticated reasoning abilities. Their unique ability to establish diverse connections between two or more seemingly unrelated pieces of information requires a more complex and abstract curriculum that allows them to see relationships between the various content and topics they study. Because they learn easily and quickly, their instruction must be paced differently from their peers. These students easily become bored; therefore their learning experiences must be challenging and must require effort. They readily make generalizations and therefore delight in inductive lessons making meaning for the parts of the whole.

It is imperative that all staff who are responsible for formally servicing these students possess appropriate training for educating the gifted child. Millsap Independent School District will require at least the minimum hours of training as mandated by the state:

- All teachers providing formal services must have a minimum of thirty hours training in gifted education in the three major areas: student assessment, nature and needs, and curriculum and instruction.
- All classroom teachers providing formal services must have an additional six hours annually to update their training.
- All administrators and counselors who have authority for program decisions must have a minimum of six hours of professional development that addresses the nature and needs of gifted and talented students and program options for gifted and talented students.

Millsap Independent School District provides numerous opportunities for the staff to obtain and maintain these state and district requirements. MISD encourages teachers to attend training sessions held at the Region 11 service center and surrounding districts. Substitutes are provided throughout the year for staff to attend professional development workshops that relate to gifted education.

On-campus staff development also occurs with sessions during the summer; after school; during teaming times; after school in the form of study teams or mini-training sessions; or during the school day for curriculum planning with specific subjects utilizing substitutes for half or whole day periods. Staff development experiences also occur through vertical and grade level team meetings. Teachers are encouraged to pursue learning through study groups and independent studies related to gifted education. When an independent book study is the choice of the teacher for gifted professional development, an action plan and a reflective piece is required based upon the time allotted for the independent study in which he/she engages. *(See Sample Form 15)*

Whenever there are relevant and quality workshops, conferences, or sessions in gifted education, the campus G/T Coordinator informs the staff of opportunities to attend. As teachers attend various local offerings in the area of gifted education, they are encouraged to share with the staff the new information, strategies, techniques, or methods they have acquired.

Professional development in gifted education is ongoing for staff in the district. Individual needs of each staff member are taken into consideration as staff development plans are made. New staff members are given an orientation to the program and the professional development

requirements. The Assistant Superintendent maintains staff development records for the staff.

Program Evaluations

The Gifted and Talented Program shall be evaluated annually by parents and teachers. (*See Sample Forms 16 and 17*) There are numerous ways in which the services of the program are monitored both in formative and summative manners. Various reports are provided by the campus G/T coordinator to teachers, counselors, parents, the campus principal, the Assistant Superintendent of Curriculum and Instruction, and the Superintendent at the end of each school year. Reports will contain information about student data, ethnicity, and evaluations as deemed appropriate for the viewer.

Some examples of the formative and summative assessments related to the gifted program at Millsap Independent School District are:

- teacher annual evaluation of the G/T Program (*Sample Form 17*)
- annual parent evaluation of the services of the G/T Program (*Sample Form 16*)
- teacher evaluations of student progress sent home for parental review (*Sample Form 18A and 18B*)
- Campus Improvement Teams provide input, assesses, and evaluates the progress of the Campus Improvement Plan for the Gifted Education program
- District Educational Improvement Committee (DEIC) provides input, assesses, and evaluates the progress of the District Improvement Plan for the Gifted and Talented program
- DEIC provides input on the G/T program's services
- Teacher input on staff development and future options for professional development
- Student evaluations periodically given to determine challenging learning experiences for gifted in specific disciplines
- Annual review of the Gifted and Talented Program by the Assistant Superintendent of Curriculum and Instruction and the district Superintendent
- Student Performance Tasks are assessed throughout the entire process of accessing, processing, and then communicating information.

Millsap Elementary Campus Evaluation

At the elementary campus, there are the General Intellectual Ability services (pullout program) and the services that are provided within the regular classrooms. Both provide multiple formative assessment opportunities. Student growth and progress are measured by the instructor using a variety of instruments that include but are not restricted to teacher observational checklists, student checklists, rubrics, mini-teacher conferences, portfolios, progress reports, teacher-made tests, six weeks grades, and textbook tests. Students have opportunities to use checklists that have established criteria. Students are encouraged to set their own criteria for quality products.

Summative evaluations used at the elementary school include but are not limited to annual Teacher-Student Evaluations (*See Sample Form 18A*). Parent program

evaluations also occur annually as well as evaluations of additional aspects of the program. *(See Sample Form 16)*

The campus I/R Committee assists in the program evaluation. Classroom teachers, administrators, parents, and community members also provide input into the development of the Campus and District Improvement Plan which address the Gifted and Talented education program.

Millsap Middle School and Millsap High School Evaluation

Formative evaluations used at the middle and high school, include but are not restricted to checklists, rubrics, holistic writing guides, teacher made tests, student self-assessments, textbook tests, progress reports, six week grades, and semester grades.

Summative evaluations used at the middle and high school include, but are not limited to annual student, teacher, and parent evaluations, end of course grades, final exams, and Advanced Placement tests. Additional summative evaluations used at the secondary campuses include but are not limited to annual Teacher-Student Evaluations *(See Sample Form 18B)* Parent program evaluations also occur annually as well as evaluations of additional aspects of the program. *(See Sample Form 16)*

Parent and Community Involvement

Millsap ISD believes that in order to have an effective G/T program, it is necessary to encourage parental and community involvement. The schools will provide the following activities.

1. A meeting will be held during the first six weeks of the school year during which the Gifted and Talented Program and the nomination, evaluation and selection process for the G/T program are explained.
2. Information will be sent home with all G/T students during the first six weeks of school. This information will provide parents with the expectations for the G/T Program.
3. Information will be sent home as needed with the G/T students throughout the school year.
4. In the spring, a parent evaluation form will be sent home with the G/T students for the parent/guardian to complete and return to the campus. A final evaluation report will be provided at the end of the school year to the parent of each G/T student.

Gifted and Talented Resources

Resources for staff, parents, and community members:

1. Region 11 Educational Service Center. <http://www.escl1.net>
2. Texas Association for the Gifted and Talented: <http://www.txgifted.org>

If you have any further questions or concerns you may contact any of the three campus Gifted and Talented coordinators at:

Candace Gardner	Millsap Elementary School	940-277-2626
Cyndi Holder	Millsap Middle School	940-274-2662
Jennifer Jordan	Millsap High School	940-274-2577

Or, you may visit the Millsap Independent School District's web site at www.millsapisd.net that will take you either to a campuses' web page or information as how to contact either Ms. Gardner, Ms. Holder, or Ms. Jordan

Sample Forms:

Nomination Form	Form 1
Information Sheet for parents.....	Form 2
Gifted and Talented Program Brochure.....	Form 3
Parent permission to test	Form 4
Parent notification of acceptance into the G/T Program.....	Form 5
Parental acceptance/denial of services	Form 6
Parent notification of non-acceptance into the G/T Program	Form 7
Appeal parent letter with notice of meeting date and time	Form 8
Request for a Furlough	Form 9
Furlough parent letter with notice of meeting date and time.....	Form 10A
Furlough Action Plan	Form 10B
Request for Exit from program	Form 11
Exit parent letter with notice of meeting date and time	Form 12
Parent notification of Exit	Form 13
Form for PEIMS clerk	Form 14
Teacher Independent Study Action Plan and Reflective Component	Form 15
Parent Program Evaluation	Form 16
Teacher Program Evaluation.....	Form 17
Teacher-Student Evaluation (Elementary).....	Form 18A
Teacher-Student Evaluation (Secondary).....	Form 18B
Parent Acceptance of Acceleration	Form 19
Student Registration for Examination for Acceleration	Form 20
Checklist for Campus G/T Coordinators.....	Form 21

MISD Gifted and Talented Nomination Form

If you know of a student who exhibits the following characteristics and you want to nominate him or her for the Gifted and Talented program, please complete the information at the bottom of the page and return it to the campus G/T Coordinator by the deadline indicated below.

- Acquires basic skills and knowledge rapidly
- Perceives more unusual relationships and displays unusual sensitivity to expectations and feeling of others
- Comprehends advanced ideas, concepts, forms generalizations, better at sensing discrepancies, and recognizes implications
- Displays independence and exhibits self-sufficiency
- Formulates superior abstractions
- Displays a keen and unique sense of humor
- Demonstrates intellectual curiosity, demonstrates stronger need to know
- Is more innovative and imaginative than their peers
- Responds positively to being challenged by intellectual and creative tasks
- Reads widely and intensively with an advanced level of language development.

I wish to nominate the following student for the Gifted and Talented Program.

Name of Student (Please print): _____

Current Grade Level: _____ Campus: _____

Name of Person submitting the nomination (Please print): _____

Relationship to student: _____

Please return this form to the school G/T Coordinator by _____

If you have any questions, please contact the campus G/T coordinator

MISD Gifted and Talented Program

Parent Information

Dear Parent or Guardian

Date: _____

One of the most frequently asked questions is, “How do you know if a student is gifted and talented?” According to the Texas Education Code (TEC) 29.121, the definition is as follows:

“Gifted and talented student means a child or your 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.”

Gifted and talented students in Millsap ISD are served through a differentiated curriculum. At Millsap Elementary School, students are served through the classroom and through a pull-out program for general intellectual ability. At Millsap Middle School and Millsap High School, students are served in all four core academic areas through Pre-Advanced Placement (Pre-AP), Advanced Placement (AP), and dual credit courses.

Evaluation for the program is conducted in the spring and is based upon multiple assessments and criteria to include standardized achievement tests, a non-verbal ability test, and subjective checklists from teachers and parents on gifted and talented characteristics. These criteria are evaluated by the G/T Identification/Review Committee (a committee of local professional educators trained in the nature and needs of the gifted and talented).

Each campus within MISD conducts a parent information session during the school year, and we encourage you to attend the meeting to find out more information about the Gifted and Talented Program at the respective campus.

If you would like further information about the program, please visit our website at www.millsapisd.net to view our district handbook entitled, “Program for the Academically Gifted and Talented Students”. If you would like more information about a particular campus level program, please contact the campus.

Sincerely,

(Name of campus principal)

Date: _____

Dear Parent/Guardian,

Your child, _____, has been nominated for the Millsap ISD Gifted and Talented Program. Your written permission is required prior to the collection of information for the Gifted and Talented Identification/Review committee to review.

The evaluation process consists of gathering information about your child through the use of an achievement test, non-verbal abilities test, and observational information. The testing component will occur during the school day, and teachers are encouraged to only have students make up essential class work and to reduce the length of all assignments for the time that they are out of class for testing. Students will be allowed extra time to complete any missed assignments.

Once the evaluation items are collected, the G/T Identification/Review Committee will meet to review your child's information. All results are confidential. The results of the committee will be mailed to you. Should your child qualify for participation in the program, you will need to give written approval for participation. Should this situation arise, you will be provided a consent form along with your letter stating the acceptance of your child into the program. No student will be served in the G/T program without parental consent.

We have included an information brochure on the G/T program for your review. If you have any questions, please do not hesitate to contact the campus G/T coordinator by phone or by email. If you give your permission for your child to be evaluated for participation in the MISD Gifted and Talented Program, please sign and circle the appropriate line below. Please return this letter to the campus G/T coordinator no later than _____.

Sincerely,

(Name of Campus Principal)

I GIVE my permission to have my child tested for the GT program

I DO NOT give my permission to have my child tested for the GT program

Parent/Guardian Signature

Date

Printed name of Parent/Guardian

Date: _____

To the Parent/Guardian of: _____,

We want to thank you for giving us the opportunity to evaluate your child for the Millsap ISD Gifted and Talented Program. After careful consideration of all of the data by the Gifted and Talented Identification/Review Committee, we are delighted to inform you that your child has qualified to participate in our program. For grades K-5, G/T students will be served through their regular classroom through differentiated instruction for general intellectual ability. For grade 1-5, G/T students will also participate in a pull-out program with enrichment activities and differentiated instruction for general intellectual ability. At the end of 5th grade, students will be evaluated and identified for specific services in the core content area(s) of their strength. At the secondary level, students will participate in Pre-Advanced Placement (Pre-AP), Advanced Placement (AP), and dual credit classes with differentiated instruction.

Your child has qualified to participate in the following program for this school year.

Millsap Elementary School

Millsap Middle School and Millsap High School - programs are for specific subject areas as per student identification.

English Language Arts

Social Studies

Math

Science

Participation in the Millsap ISD G/T program can be an exciting time for students and parents. Please note that we will not be able to provide services to your child until we have received your written permission on the form attached to this letter. At your earliest convenience, please complete the attached form and return it to the campus G/T coordinator.

We welcome all of your questions as you transition into this new educational experience. Feel free to contact us by phone or by email.

Sincerely,

(Name of Campus Principal)

Acceptance/Denial of Services for Gifted and Talented

As Per Board Policy, EHBB (Local), parents and students shall be notified in writing upon selection of the student for the gifted program. Participation in any program or services provided for gifted students is voluntary. The District shall obtain written permission of the students and the parents before a student is placed in a gifted program.

Please select one of the choices below and return this form to the campus G/T coordinator.

I GIVE my permission for my child to participate in the Millsap ISD Gifted and Talented Program.

I DO NOT give my permission for my child to participate in the Millsap ISD Gifted and Talented Program.

Signature of Parent or Guardian

Date

Printed Name of Parent or Guardian

Please select one of the choices below and return this form to the campus G/T coordinator.

I want to participate in the Millsap ISD Gifted and Talented Program.

I DO NOT want to participate in the Millsap ISD Gifted and Talented Program.

Signature of Student (if applicable)

Date

Printed Name of Student

Grade Level

**** This form must be returned to the campus G/T coordinator before the student is eligible for services and for participation in the Gifted and Talented Program.***

Date:

To the Parent/Guardian of:

We want to thank you for giving us the opportunity to evaluate your child for the Millsap ISD Gifted and Talented Program. After careful consideration by the Gifted and Talented Identification/Review Committee of all of the available data, it has been determined that your child does not qualify for participation in the program at this point in time.

Please know that each of the committee members has gone through training in the nature and needs of Gifted and Talented students and each member brings a wealth of experience to the evaluation of students. The decision was not made lightly and it was made on the preponderance of evidence.

Parents or students may appeal any final decision of the Gifted and Talented Identification/Review committee regarding selection for the gifted and talented program. Should you wish to appeal the decision, you must submit your request in writing within 10 working days of receipt of this letter. Please submit your request to the campus G/T coordinator. You will receive a letter stating the date and time of the G/T Identification/Review Committee meeting to consider your appeal and we welcome you to attend the meeting.

Your child will be eligible for nomination for another evaluation next spring. We want to encourage your child to continue reaching for the stars as we continue supporting his or her journey in every possible way. If you have any further questions concerning the G/T program, please contact the campus G/T coordinator at _____.

Sincerely,

(Name of Campus Principal)

Date:

To the Parent/Guardian of _____ :

This letter is to notify you that the Gifted and Talented identification/Review Committee has received your request for an appeal of their decision for the selection of your child for the Gifted and Talented Program. The committee will meet on _____ (date) at _____ (time) to consider your appeal. We encourage you to attend the meeting and look forward to your participation during the meeting.

Should you be unable to attend the meeting, you will be provided a written notice as to the decision of the G/T Identification/Review Committee. Any subsequent appeal shall be made in accordance with FNG(Local) beginning at Level Two. Please refer to the Millsap ISD Program for the Academically Gifted and Talented Students Handbook for more information. The handbook can be accessed at the campus and at our district website. www.millsapisd.net

Sincerely,

(Name of Campus Principal)

Request for Student Furlough from G/T Program

Student Name : _____

Date: _____

Furloughs are a temporary "leave of absence" from the Gifted and Talented Program designed to meet the individual needs of an identified GT student. Anyone may request a furlough: parent, student, teacher, or administrator. Requests for a furlough will be given to the campus G/T coordinator and members of the Initial/Review (I/R) Committee for consideration. Written parent notification of the I/R committee meeting date and time to consider the furlough will be sent along with a blank Action Plan. A student may be furloughed for a period of time deemed appropriate by the I/R committee. At the end of the furlough, the student's progress shall be reassessed, and the student may re-enter the gifted program, be removed from the program, or be placed on another furlough.

If a student's performance and participation in a G/T class is unsatisfactory for a 6-weeks period (Millsap Elementary School) or for a semester (Millsap Middle and High School) or through notification by the teacher of record, a conference including the student, his/her parent or guardian, the teacher of record, and the G/T coordinator will be held. The purpose of the meeting will be to assess the student's behavior and performance. If it is determined that the G/T Identification/Review Committee needs to consider a furlough for the student, then the campus G/T coordinator will submit this request for furlough to the G/T I/R Committee.

A furlough may not exclude all services for which the student qualifies. It may be for a part or parts of the services or for all of the services. A furlough is arranged to meet the individual needs of the student.

It is request that the above named student be placed on furlough.

Reason for requesting the furlough: _____

Printed name of person requesting furlough

Signature of person requesting furlough

Date of request

For Millsap Elementary School, students placed on a furlough by the G/T I/R Committee will not participate in the general intellectual ability G/T services. For Millsap Middle and High School, the student placed on furlough by the G/T I/R Committee will not receive services in the subject area(s) listed.

Date:

To the Parent/Guardian of _____ :

This letter is to notify you that the Gifted and Talented identification/Review Committee has received a request to place your child on a furlough from the Gifted and Talented Program. The committee will meet on _____ (date) at _____ (time) to consider the request for furlough. The reason for the furlough request is _____
_____. We encourage you to attend the meeting and look forward to your participation.

Should you be unable to attend the meeting, you will be provided a written notice as to the decision of the G/T Identification/Review Committee along with a copy of the Furlough Action Plan. Please refer to the Millsap ISD Program for the Academically Gifted and Talented Students Handbook for more information. The handbook can be accessed at the campus and at our district website. www.millsapisd.net

Sincerely,

(Name of Campus Principal)

**** Attached is a blank Furlough Action Plan. Please bring any suggestions you may have to share with the committee should they chose to develop a Furlough Action Plan.***

G/T Furlough Action Plan

Name of Student: _____ Student ID# _____

Date of Furlough Request _____ Grade _____

Reason for Furlough Request:

Activities to address the reason for the furlough:

Evidence that will be used to determine completion of the above listed activities:

Date for completion of furlough activities listed above: _____

I, _____ (printed name of parent/guardian), understand that in order to remain eligible for the Gifted and Talented program in Millsap ISD, my son/daughter must complete the above activities by the designated date. Should my child be unable to complete the activities, I understand that the G/T I/R committee will meet to consider exiting my child from the program.

Signatures:

Parent/Guardian: _____ Date: _____

Student: _____ Date: _____

Committee Member Signatures (Minimum of 3)

_____ Date: _____

_____ Date: _____

_____ Date: _____

Request for Student Exit from G/T Program

Student Name : _____

Date: _____

A request for exit may be requested at any time. A student shall be removed from the program at any time the G/T Identification/Review (I/R) committee determines it is in the student's best interest. Written parent notification including the date and time of the G/T I/R Committee meeting to review the request will be sent. If a student or parent requests removal from the program, the G/T I/R committee shall meet with the parent and student before honoring the request.

A student will be exited from the Gifted and Talented program based on criteria set by the district. The criteria include instances where...

- the student's overall performance does not meet the expectations of the program;
- the student's products are not sophisticated, advanced and professional as required;
- the student, parent, and/or campus G/T Coordinator does not view the placement as appropriate to meet the needs of the student.

When a parent, guardian, student, or teacher requests that a student exit from the Gifted and Talented program, a conference with the parent, G/T Coordinator, and members of the G/T I/R Committee will be held. At this conference, the most appropriate educational placement for the student will be determined. Once a student is exited from the program, he/she must adhere to the identification procedures to be readmitted.

A student may be exited from a part or parts of the services or from all of the services for which the student qualifies. The exit will vary depending upon the needs of the individual student.

It is requested that the above named student be exited from the Gifted and Talented Program.

Reason for requesting the exit: _____

Printed name of person requesting exit

Signature of person requesting exit

Date of request

Date:

To the Parent/Guardian of _____ :

This letter is to notify you that the Gifted and Talented identification/Review Committee has received a request to exit your child from the Gifted and Talented Program. The committee will meet on _____ (date) at _____ (time) to consider the request for exit. The reason for the exit request is _____
_____. We encourage you to attend the meeting and look forward to your participation.

Should you be unable to attend the meeting, you will be provided a written notice as to the decision of the G/T Identification/Review Committee. Please refer to the Millsap ISD Program for the Academically Gifted and Talented Students Handbook for more information. The handbook can be accessed at the campus and at our district website. www.millsapisd.net

Sincerely,

(Name of Campus Principal)

Date:

To the Parent/Guardian of _____ :

This letter is to inform you of the decision that was reached by the Gifted and Talented Identification/Review Committee that met on _____. After reviewing all relevant information, the G/T I/R committee has decided to exit your son/daughter from the Gifted and Talented Program. To be readmitted to the program, your child will need to be reevaluated during the next evaluation process.

Parent or students may appeal any final decision of the Gifted and Talented Identification/Review committee regarding the removal of the student from the gifted and talented program. Should you wish to appeal the decision, you must submit your request in writing within 10 working days of receipt of this letter. Please submit your request to the campus G/T coordinator. You will receive a letter stating the date and time of the G/T Identification/Review Committee meeting to consider your appeal and we welcome you to attend the meeting.

Your child will be eligible for nomination for evaluation next spring. We want to encourage your child to continue reaching for the stars as we continue supporting his or her journey in every possible way. If you have any further questions concerning the G/T program, please contact the campus G/T coordinator at _____.

Sincerely,

(Name of Campus Principal)

PEIMS Notification of Change

Please make the following data entry/change to the PEIMS record for the following student.

Student Name: _____ Student ID #: _____

Please **ENTER** this student as receiving services through the GT program

Please **REMOVE** this student from receiving services through the GT program

Please use the date of _____ as the date for beginning/ending services.

Printed name of G/T coordinator: _____

Signature of G/T coordinator: _____ Date: _____

Once the change has been made in PEIMS, please sign and date this form and return it to the G/T coordinator to be filed in the student's permanent G/T folder.

Printed name of PEIMS clerk/personnel: _____

Signature of PEIMS clerk/personnel: _____ Date: _____

Request for Independent Book Study for G/T Professional Development

3 Step Program:

1. Secure approval using the Request for Independent Book Study
2. Submit the Millsap ISD Book Study Guide and Reflective Questions
3. Present a 30 minute presentation over the book to the faculty at your campus

This form must be submitted and approved by the campus principal and the district G/T coordinator for a teacher to receive local G/T professional development hours. Once approval has been secured, the teacher will need to complete and submit the Millsap ISD Book Study Guide and Reflective Questions document to the campus principal and to the district G/T coordinator for review. The cumulative component will be a presentation to the campus faculty over the components of the book.

Printed Teacher Name: _____ Campus: _____

Title of Book: _____ Author: _____

Date of Publication: _____ Requested PD Hours: _____

Please state your reason for selecting this book. *(Example: I am looking for ways to differentiate lessons for my G/T students and this book states in the preface that it provides "product" activities specifically designed for gifted and talented student.)*

Signature of Teacher:

Date:

** Please submit this form to your campus principal. After formal review, this document will be returned to you with either an approval or denial of your request for an independent book study.*

Approved

Denied (Rationale) _____

Signature of Campus Principal:

Date:

** Please submit this form to the district G/T coordinator for approval. A copy of this document will be returned to you with either an approval or denial.*

Approved

Denied (Rationale) _____

Signature of District G/T Coordinator: _____ Date: _____

***Upon completion of all 3 steps, the teacher will be issued a local certificate for completion of G/T professional development hours by the district G/T coordinator.**

Millsap Independent School District Gifted and Talented Program

Parent Evaluation

_____ School

The purpose of this questionnaire is to assist the district in evaluating the Gifted and Talented program at each campus. Thank you in advance for completing the evaluation and returning this form to the campus G/T coordinator or to the District Central Office.

I. How would you rate communication between school personnel and you in regard to the G/T program? *(Please check one of the responses below)*

_____ Superior _____ Adequate _____ Inadequate

II. *(Please circle either yes or no to the following questions)*

- | | | |
|--|-----|----|
| 1. Does your child enjoy being in the G/T program? | Yes | No |
| 2. Do you believe that your child is being challenged to think critically? | Yes | No |
| 3. Were the goals of the GT program clearly explained to you? | Yes | No |
| 4. Has your child received instruction that is above his/her grade level? | Yes | No |
| 5. Are you pleased with your child's participation in the G/T program? | Yes | No |
| 6. Does your child accept and work with his/her giftedness? | Yes | No |
| 7. Has your child been able to develop personal interests on a topic? | Yes | No |
| 8. Has your child developed products to share with you or their peers? | Yes | No |
| 9. Does your child manage his/her time appropriately? | Yes | No |
| 10. Do you believe that a positive learning environment has been created? | Yes | No |

If you answered "No" to any of the above questions, please take this opportunity to elaborate on your response. We value your input and will use your responses to assist us as we continuously work towards developing an exemplary G/T program.

Millsap Independent School District Gifted and Talented Program

Teacher Evaluation

_____ School

The purpose of this questionnaire is to assist the district in evaluating the Gifted and Talented program at each campus. Thank you in advance for completing the evaluation and returning this form to the campus G/T coordinator or to the District Central Office.

I. How would you rate communication between campus G/T personnel and you in regard to the G/T program? *(Please check one of the responses below)*

_____ Superior

_____ Adequate

_____ Inadequate

II. *(Please circle either Yes, No, or N/A to the following questions)*

- | | | | |
|---|-----|----|-----|
| 1. Did you attend G/T staff development this year? | Yes | No | N/A |
| 2. Do you believe that G/T students are being challenged to think critically? | Yes | No | N/A |
| 3. Were the goals of the campus GT program clearly explained to you? | Yes | No | N/A |
| 4. Did you receive written identification of your G/T students? | Yes | No | N/A |
| 5. Have you differentiated instruction for your identified G/T students? | Yes | No | N/A |
| 6. Do you know the area(s) of strength for your G/T students? | Yes | No | N/A |
| 7. Did you allow your G/T students to develop personal interests on a topic? | Yes | No | N/A |
| 8. Did your G/T students create products to share with their peers? | Yes | No | N/A |
| 9. Do your G/T students manage their time appropriately? | Yes | No | N/A |
| 10. Do you believe that a positive learning environment has been created? | Yes | No | N/A |

If you answered "No" to any of the above questions, please take this opportunity to elaborate on your response. We value your input and will use your responses to assist us as we continuously work towards developing an exemplary G/T program.

III. Please list suggestions for additional staff development that would help you to deliver an even more effective G/T program to the students next year.

Student – Annual – Report

Name: _____ Grade: _____ Date: _____

** A copy of the report will be mailed to the parent/guardian*

	Not Meeting Expectations for GT Students	Meeting Expectations for GT Students	Exceeds Expectations for GT students
Creative Thinking Skills	Does not depart from traditional ideas to generate unique products. Avoids taking risks	Departs from common ideas and solutions to produce original products.	Consistently and clearly communicates unique ideas. Exhibits ingenious, inventive, lively imagination.
Student			
Teacher			
Critical Thinking Skills	Neglects or misinterprets facts. Formulates illogical decisions or conclusions.	Considers facts and variables. Sees relationships. Organizes information. Bases decisions on logical reasoning.	Clearly demonstrates the use of systematic, analytical approaches in making decisions.
Student			
Teacher			
Quality Work	Uses time inefficiently. Has difficulty following directions. Lacks organizational skills.	Plans and uses time well. Follows directions. Defines the task. Organizes materials. Evaluates products.	Consistently plans and uses time well, follows directions, defines the task. Evaluates all products for quality.
Student			
Teacher			
Problem Solving	Does not initiate problem-solving techniques.	Uses systematic problem-solving techniques: problem-identification and analysis, research, solution formation, validation, and evaluation.	Consistently recognizes the need for and uses systematic problem-solving techniques with competency and proficiency.
Student			
Teacher			
Risk Taking	Seldom asks questions. Shows little interest in intellectual pursuits.	Asks questions. Demonstrates willingness to explore new areas. Questions usual and accepted ways.	Asks penetrating questions. Is thoughtful, analytical and curious. Explores topics in breadth and/or depth.
Student			
Teacher			
Interpersonal Relationships	Is an ineffective participant in group dynamics. Does not act on evaluative input. Is unaware of others' interests, needs, and feelings.	Cooperates in all group settings. Respects other students' right to learn and recognizes their interests, needs, and feelings. Accepts evaluative input.	Accepts and internalizes evaluative input. Sensitive aware of others' interests/needs.
Student			
Teacher			
Self-Discipline	Lacks self-control. Needs continuous reminders of boundaries. Procrastinates.	Uses self-control. Demonstrates respect. Sees task through to completion.	Exhibits appropriate behavior in most situations. Consistently demonstrates respect, responsibility and reliability.
Student			
Teacher			
Motivation	Requires continual redirection. Demonstrates lack of effort. Does not attempt challenging work. Does not follow through to complete a task.	Exhibits self-direction. Demonstrates satisfactory effort. Attempts challenging work. Executes responsibilities on time.	Consistently self-directed. Demonstrates outstanding effort, persistence and application on purposeful tasks.
Student			
Teacher			

Secondary G/T Student Annual Report

While participating in the GT program each student will be evaluated annually. A copy of this report will be mailed home to the parent and/or guardian. Students will only receive an evaluation in their area(s) of giftedness. Thus your student may have one or all of the columns completed.

Student Name (Please Print): _____

Instructions for Teacher: Please complete the following form for the above named GT student. Rate the student on each of the areas explained below by using a scale of 1-3:

- 1 = Outstanding,
- 2 = Satisfactory,
- 3 = Needs improvement.

A completed form for each student is due to the G/T Coordinator on or by _____.

Objective	ELA/ Reading	Math	Science	Social Studies	Additional Teacher Comments
1. Approaches challenging tasks enthusiastically					
2. Understand and works with new ideas					
3. Generates and states ideas and insights					
4. Uses advanced levels of thinking, problem solving, and decision making					
5. Works independently					
6. Uses classroom time wisely					
7. Strives to produce quality work					
8. Follows through on responsibilities in a timely manner					
9. Listens to and shows appreciation for ideas of others					

ELA/Reading Teacher signature: _____ Date: _____

Math Teacher signature: _____ Date: _____

Science Teacher signature: _____ Date: _____

Social Studies Teacher signature: _____ Date: _____

Acceptance of Acceleration

Date:

To the Parent/Guardian of _____ :

As per board policy EHDC (Legal), the student's parent or guardian must give written approval prior to the acceleration of a student. Your student has met the following criterion:

Student not yet 6 years old at the beginning of the school year may be placed initially in first grade if:

1. Scores on readiness test(s) was at or above 90%;
2. A written recommendation was received by the Kindergarten or preschool teacher; and
3. Observed social and emotional development of the student is appropriate for acceleration.

Students in the 1st grade through 5th grade shall accelerate one grade level if:

1. Scores 80 % or above on a criterion-referenced test for the grade level to be skipped in each of the following areas: language arts, mathematics, science, and social studies, and
2. A district representative gives a written recommendation the student be accelerated

Students in grade 6-12 shall receive credit for an academic subject in which the student has received no prior instruction if:

1. Scores 80% or above on a criterion-referenced examination for acceleration for the applicable course.
2. A three or higher on an advanced placement examination for acceleration for the applicable course.
3. A scaled score of 60 or higher on an examination approved by the Board and administered through the College-Level Examination Program.

**If accepted by the parent, the examination score will be entered on the student's transcript.*

Please select one of the choices below and return this form to the campus G/T coordinator.

I GIVE my permission for my child to be accelerated.

I DO NOT give my permission for my child to be accelerated.

Signature of Parent or Guardian

Date

Printed Name of Parent or Guardian

Student Registration for Examination for Acceleration

The district shall administer each exam approved by the Board not fewer than four times each year, at times to be determined by the SBOE unless the exam's administration date is established by an entity other than the District. The days need not be consecutive but shall be designed to meet the needs of all students. The dates must be publicized in the community.

For the 2023-2024 school year, examinations for acceleration will occur on the following dates:

Fall semester

1. October 27, 2022
2. December 1, 2022

Spring semester

1. February 9, 2023
2. June 12, 2023

*A student planning on taking an examination for acceleration shall be required to register with the principal or designee **at least 30 days prior** to the scheduled testing date on which the student wishes to take the test.*

Please complete the following information and submit it to the campus G/T Coordinator.

Printed Student Name: _____ Grade: _____

Testing Date: _____

**For grades 6-12, please indicated the subject area and grade level test you wish to take:

Signature of Student:

Date:

Once this form has been received, you will receive detailed information on the date, time and location of the examination for acceleration from the campus G/T Coordinator.

Sample Checklist for Campus G/T Coordinators:

(This is not an exclusive list of responsibilities, but merely a guideline)

1. Implement procedures and coordinate the process to identify gifted and talented students at all grade levels on campus, including the review of student data and testing of students.
For example:
 - a. Parent Communication
 - b. Collection of Nominations
 - c. Distribution and collection of qualitative components
 - d. Testing of students
 - e. Minutes of G/T I/R meetings
 - f. Furlough requests
 - g. Exit requests
2. Conduct Gifted and Talented Identification/Review Committee meetings as needed.
3. Assist teachers to develop and provide gifted and talented students with alternative course work if needed.
4. Distribute individual G/T student identification information to the teachers of record within the first 3 weeks of school.
5. Distribute, collect and send copies to parents of the Teacher-Student evaluations annually.
6. Notify staff of professional development activities for Gifted and Talented students.
7. Maintain campus records of G/T staff development for 30-hour compliance and the required 6-hour annual professional development for teachers on campus.
8. Conduct annual evaluations of the G/T program and produce reports for campus and district personnel.
9. Consult with parents, administrators, counselors, teachers, and students regarding the gifted and talented students.
10. Plan and conduct campus parent informational meetings
11. Administer the GT budget for the campus and ensure that programs are cost-effective.
12. Compile budget and cost estimates for submission for annual approval.
13. Compile, maintain, and file all physical and computerized reports, records, and other GT documentation as required.
14. Comply with all G/T policies established by federal and state law, State Board of Education rule, and the local board policy