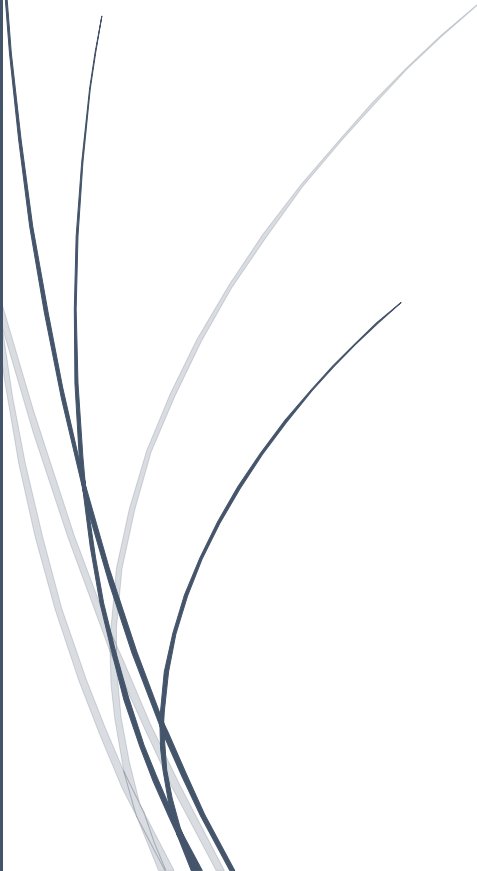




8/10/2020

# VISD DISTRICT GT PLAN AND COMPREHENSIVE MANUAL



## 1. Program Design 3.1

Identified gifted/talented students are assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas. Services are available during the school day as well as the entire school year. Parents are informed of these options (19 TAC §89.3(3)).

- a) Definition of gifted/talented (Developed from State Definition)  
**Vysehrad 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 and creativity.**
  
- b) Description of gifted students' services 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9
  - i. Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas.  
**Vysehrad ISD employs the TPSP which is a comprehensive, structured, sequenced, and appropriately challenging program.**
  
  - ii. Gifted/talented students are ensured opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year as a direct result of gifted/talented service options (19 TAC §89.3(1)).  
**Vysehrad ISD gifted students are served in the regular classroom as well as in a pullout program. In the pullout program, students participate in the TPSP projects, working independently and in groups.**
  
  - iii. Flexible grouping patterns and independent investigations are provided in at least one of the four (4) foundation curricular areas.  
**Students conduct research using TPSP standards which provide projects which meet the TEA TEKS in the four foundational curricular areas.**

Out-of-school options relevant to the students' areas of strength are provided by school districts whenever possible (19 TAC§89.3(3)).

**Vysehrad ISD will provide out of school options whenever possible.**

Acceleration and flexible pacing is employed, allowing students to learn at the pace and level appropriate for their abilities and skills are actively facilitated by district administrators, counselors, and teachers.

**Vysehrad ISD requires teachers to pace the learning of the GT students based on their abilities. District administrators and teachers will meet once every six weeks to discuss the acceleration and pacing of GT students.**

Local board policies are developed that enable students to participate in dual/concurrent enrollment, distance learning opportunities, accelerated summer programs.

**Vysehrad ISD has school board policies that address the needs of GT students through distance learning and accelerated summer programs as available in our area.**

Local board policies are developed that are consistent with State Board of Education rules on credit by examination (19 TAC §74.24) and early high school graduation opportunities (TEC §56.203).

**Vysehrad ISD school policy offers credit by examination for students who qualify. See board policy.**

## **2. Program Options**

a) Describe the types of services provided at the various levels

i. Kindergarten

**Kindergarteners will be served with in class differentiation.**

ii. 1st – 8th Grades

**Students in 1st-8th grades will participate in a pullout program which includes the TPSP projects and attend a minimum of 90 minutes per week. Classroom teachers provide differentiation services in the classroom**

b) Describe the out-of-school options 3.2, 3.

i. Information concerning special opportunities (i.e. contests, academic recognition, summer camps, community programs, volunteer opportunities, etc.) is available and disseminated to parents and community members.

**Vysehrad ISD informs students and parents about information concerning contests, summer camps, community programs and volunteer opportunities as they become known. Academic recognition takes place at the end of the school year.**

- ii. Out-of-school options relevant to the students' areas of strength are provided by school districts whenever possible (19 TAC §89.3(3)). **Vysehrad ISD provides out of school options that are relevant to GT students' areas of strength or interest whenever possible.**

### **3. Identification and Assessment 2.1, 2.16**

Written policies on student identification for gifted/talented services are approved by the district board of trustees and disseminated to all parents (19 TAC §89.1). Students in grades K–12 shall be assessed and, if identified, provided gifted/talented services (TEC §29.122 and 19 TAC §89.1(3)).

- a) Communicate the Process to Parents and Community 2.2, 2.3, 2.4, 2.5, 2.6
  - i. Referral procedures for assessment of gifted/talented students are communicated to families in a language and form that the families understand or a translator or interpreter is provided. **Vysehrad ISD has all procedures in languages that are represented in the district. Whenever possible a translator or interpreter is provided.**
  - ii. Referral forms for assessment of gifted/talented students are provided to families in a language and form that the families understand, or a translator or interpreter is provided to the extent possible. **Vysehrad ISD has all forms in languages that are represented in the district. Whenever possible a translator and interpreter are provided.**
  - iii. Families and staff are informed of individual student assessment results and placement decisions as well as given opportunities to schedule conferences to discuss assessment data. **In VISD, families are informed of individual results within 10 days of the placement decision committee meeting and are given opportunities to schedule conferences to discuss assessment data. All staff are notified of placement decisions. At the first staff meeting following**

- iv. An awareness session providing an overview of the assessment procedures and services for gifted/talented students is offered for families by the district and/or campus prior to the referral period. **Prior to the referral period, VISD offers an awareness session which provides an overview of the assessment procedures and services for GT students for families prior to the referral period. This session will take place during the first six weeks PTO meeting.**
- v. All family meetings are offered in a language that families can understand or a translator or interpreter is provided to the extent possible. **VISD will provide language assistance at all GT family meetings offering a translator or interpreter whenever possible.**

**b) Referral Process 2.14**

Provisions for ongoing identification of students who perform or show potential for performing at remarkably high levels of accomplishment in each area of giftedness served by the district are included in board-approved policy (19 TAC §89.1(1)).

Referral procedures published in local newspaper and on district website	October
Referrals accepted from parents, teachers, community members	October
Screenings, assessments and reassessments conducted after written parental permission obtained	November-December
Gifted/Talented committee meets on kindergarten screenings	November
Written parental permission for services obtained for identified students in grades K-8	January
Services begin for identified students	January

**c) Assessment 2.15, 2.17, 2.19**

- i. Assessment opportunities for gifted/talented identification are made available to students at least once per school year. **See above.**
- ii. Data collected from multiple sources for each area of giftedness served by the district are included in the assessment process for gifted/talented services (19 TAC §89.1(2)). The assessment process allows for student exceptionalities to the extent possible.

**See district profile for multiple sources used. Twice exceptional students are looked at individually and assessed according to their individual needs.**

- iii. Students are assessed in languages they understand or with nonverbal assessments.

**VISD uses nonverbal assessments such as the CogAt.**

1. Kindergarten 2.20, 2.21

- a. All kindergarten students are automatically considered for gifted/talented and other advanced level services.

**All kindergarteners are given a non-verbal abilities test in the Fall. The top 25% scoring students are automatically referred for further GT testing.**

- b. At the kindergarten level, as many criteria as possible, and at least three (3), are used to assess students who perform at remarkably high levels of accomplishment relative to age peers.

**VISD uses Cogat, Iowa, and Torrance Test.**

2. 1st – 8th Grades 2.22

- a. In grades 1 – 8, qualitative and quantitative data are collected through three (3) or more measures and used to determine whether a student needs gifted/talented services.

**VISD uses the following qualitative and quantitative data to determine a student's needs for GT services: ITBS, Torrance,- Test of Creativity, CoGat, Renzulli-Hartman and a Parent Rating Scale. See profile**

d) Review of Measures

**Annually, the GT testing coordinator refers to the TEA website to see if assessments used are approved.**

e) Determination of Placement 2.18, 2.28

- i. Based on a review of information gathered during the assessment process, students whose data reflect that gifted/talented services will be the most effective way to meet their identified educational

needs are recommended by the selection committee for gifted/talented services.

- ii. A balanced examination of all assessment data collected through the district's gifted/talented assessment process is conducted and used by the selection committee in making identification decisions.  
**VISD GT committee will meet and review student GT assessments. The committee will place students whose data reflects that GT services will be the most effective way to meet the identified educational needs.**

f) Appeal Process for Identification 2.13

- i. Policy related to appeals allows parents, students, and educators to appeal placement decisions in a timely manner and to present new data, if appropriate.

**See Board Policy**

g) Student Progress/Performance 2.29

- i. Student progress/performance in response to gifted/talented services is periodically assessed using standards in the areas served and identified in the written plan. Results are communicated to parents or guardians

**VISD will send home a GT report card communicating the progress and performance of their student every six weeks**

#### **4. Gifted/Talented Committee**

a) Composition of Membership 2.27

- i. The selection committee is formed of members who have completed training by 19 TAC §89.2.

**The selection committee of VISD is formed of members who have their 30 hours of training as well as their 6 hour updates. Administrators and counselors will have had their appropriate training.**

b) Responsibilities and Training 2.26

- i. Final determination of students' need for gifted/talented services is made by a committee of at least three (3) local district or campus educators who have received training in the nature and needs of gifted/talented students and who have met and reviewed the individual student data (19 TAC §89.1(4)).

**VISD campus will maintain a list of a district committee. The GT coordinator will maintain records of the training of all committee members.**

## 5. District/Campus Procedures 2.7

Provisions regarding transfer students, furloughs, reassessment, exiting of students from program services, and appeals of district decisions regarding program placement are included in board approved policy (19TAC §89.1(5)).

### a) Reassessment 2.11

Policy related to reassessment of gifted/talented students is based on performance in response to gifted/talented services and if reassessment occurs at all, it is no more than once in grades 1-8.

**VISD will only reassess if a student's performance comes into question.**

### b) Furlough 2.10

Policy is adopted allowing student furlough (the opportunity for students to have a leave of absence from gifted/talented program services) for specified reasons and for a certain period of time without being exited.

**A furlough is a temporary "leave of absence" from the Gifted/Talented Program designed to meet the individual needs of an identified student. Anyone may request a furlough: parent, student, teacher, or administrator. Requests for a furlough will be given to the campus administrator and members of the Gifted/Talented committee for consideration. A student may be furloughed for a period of time deemed appropriate by the Gifted/Talented committee. At the end of the furlough, the student's progress shall be reassessed, and the student may re-enter the Gifted/Talented program, be removed from the program, or be placed on another furlough. Furloughs are designed to be short-term and temporary and should never be used for an entire school year.**

**A furlough does not indicate a permanent exiting of the program. Furloughs could be utilized for a variety of extenuating circumstances. Any student may be granted a furlough from the program for various issues such as over commitment, family concerns, serious illness, or any other circumstances which would inhibit or curtail the student's performance in the program. 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/Talented program. A furlough might also provide the student an opportunity to attain performance goals established by the Gifted/Talented committee. A furlough is arranged to meet the individual needs of the student.**



c) Transfers 2.8, 2.9

- i. Policy ensuring that transfer students are properly assessed and appropriately placed following notification of enrollment in the district is included in board-approved policy.
- ii. When a gifted/talented student transfers to another district either in or out of Texas, that district is provided with the student's assessment data by the sending district.

**Because VISD has only one campus, transfer from campus to campus is not applicable. In VISD, when a student transfers to another district if the district assessment data does not come from other district, VISD will request the data from the sending district. If the data is in alignment with VISD assessment criteria, the student will automatically be placed in the GT program. Students coming from a district outside Texas assessment data will be reviewed and the GT committee will recommend placement or additional testing. If the GT committee does not recommend placement the student will be tested during the next testing cycle.**

d) Exiting 2.12

Policy related to exiting of students from gifted/talented services is based on multiple criteria including student performance in response to services. Exiting of a student is finalized by committee decision after consultation with parents and student regarding the student's educational needs.

**VISD campus GT committee will look at multiple criteria including student performance and response to services when determining exiting from the GT program. Before exiting is finalized, parent and student a representative from the GT committee will meet with parents and students to finalize GT decision. If parent requests their student be exited from program, the student will be exited. Students who have been exited must complete the assessment process before reentering the program if it is the most effective educational placement.**

e) Appeal Process for Services 2.13

Policy related to appeals allows parents, students, and educators to appeal placement decisions in a timely manner and to present new data, if appropriate.

**See board policy.**

**6. Curriculum and Instruction 3.1, 4.1,**

Identified gifted/talented students are assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas. Services are available during the school day as well as the entire school year. Parents are informed of these options (19 TAC §89.3(3)).

**a) Learning Experiences 3.2, 4.2, 4.4**

- i. Information concerning special opportunities (i.e. contests, academic recognition, summer camps, community programs, volunteer opportunities, etc.) is available and disseminated to parents and community members

**Whenever faculty of VISD are aware of special opportunities that are available to GT students, information will be disseminated to parents and community members.**

- ii. Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research. **TPSP provides the opportunity for students to pursue areas of interest and stresses guided and independent research.**

- iii. Participation in the Texas Performance Standards Project (TPSP), or other experiences that result in the development of sophisticated products and/or performances that are targeted to an audience outside the classroom, is available through gifted/talented curricula. **The products that are created by VISD GT students are presented to parents and school board members during a spring school board meeting.**

**b) Acceleration 4.5, 4.6,**

- i. Opportunities are provided to accelerate in areas of student strengths (19 TAC §89.3(4)).
- ii. Flexible pacing is employed, allowing students to learn at the pace and level appropriate to their abilities and skills.

**VISD will provide accelerated curriculum in areas of student strength in the 4 core curriculum areas. Students will be able to learn at the pace and level appropriate to their abilities.**

**c) Curriculum Alignments 3.3 4.3**

- i. Services for gifted/talented students are comprehensive, structured, sequenced, and challenging, including options in foundation curricular areas.

- ii. A continuum of learning experiences is provided that leads to the development of advanced-level products and/or performances such as those provided through the Texas Performance Standards Project (TPSP) (19 TAC §89.3(2)).

**TPSP is a comprehensive, structured sequenced and challenging program that leads to the development of advanced-level products and or performances and is the primary instructional learning experience used with the students.**

**d) Modifications/Accommodations 4.7, 4.9**

- i. Scheduling modifications are implemented in order to meet the identified needs of individual students.
- ii. Educators adapt and/or modify the core or standard curriculum to meet the needs of gifted/talented students and those with special needs such as twice-exceptional, highly gifted, and English learners.

**VISD will modify the schedule as needed to meet the needs of the individual student. VISD will modify the curriculum in order to meet the needs of twice exceptional, highly gifted, and English learners.**

## **7. Professional Learning**

### **a) Requirements**

- i. **School Board 5.10**

Local district boards of trustees are trained to ensure program accountability based on the Texas State Plan for the Education of Gifted/Talented Students. (19 TAC §89.5)

**VISD school board will receive training from Region 3 on program accountability during each school year.**

- ii. **Administrators 5.8**

Teachers as well as administrators who have supervisory duties for service decisions and teachers are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students and service options for gifted/talented students (19 TAC §89.2(4)).

**All administrators as well as teachers with supervisory duties will take nature and needs for administrators and documentation of training will be retained at the district level.**

iii. **Counselors** 5.9

Counselors who work with gifted/talented students are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students, service options for gifted/talented students, and social emotional learning (19 TAC §89.2(4)).

iv. **Coordinators** 5.4, 5.5

A written plan for professional learning in the area of gifted/talented education that is based on identified needs is implemented and updated annually. Opportunities for professional development in the area of gifted/talented education are provided on a regular basis, and information on them is disseminated to professionals in the district.

**Using information from comprehensive needs assessment the district shall include in the district improvement plan an identified area of need in the CIP. The district GT coordinator will email on a regular basis information on professional development to teachers as received from Region 3.**

v. **Teachers** 5.1, 5.2, 5.3, 5.6, 5.8

a. A minimum of thirty (30) clock hours of professional learning that includes nature and needs of gifted/talented students, identification and assessment of gifted/talented students, and curriculum and instruction for gifted/talented students is required for teachers who provide instruction and services that are a part of the district's defined gifted/talented services. Teachers are required to have completed the thirty (30) hours of professional learning prior to their assignment to the district's gifted/talented services (19 TAC §89.2(1)).

**VISD requires all teachers to have their 30 hours mandated G/T training.**

b. Teachers without required training who are assigned to provide instruction and services that are part of the district's defined gifted/talented services are required to complete the thirty (30) hour training within one semester (19 TAC §89.2(2)).

**VISD GT coordinator will maintain comprehensive records for GT training of teachers. Teachers without 30 hours of training will need to complete 30 hours of training within a semester.**

c. Teachers are encouraged to obtain additional professional development in their teaching discipline and/or in gifted/talented education.

**VISD encourages teachers to obtain professional development in their discipline as well as in gifted and talented education.**

d. Teachers who provide instruction and services that are a part of the district's defined gifted/talented services receive a minimum of six (6) hours annually of professional development in gifted/talented education that is related to state teacher education standards (19 TAC §89.2(3) and TAC §233.1).

**The GT coordinator will verify that teachers who are part of the districts defined GT services will receive their certificate for 6 hours and the district will maintain records.**

e. Annually, each teacher new to the district receives an orientation to the district's gifted/talented identification processes and the district's services for gifted/talented students.

**VISD will have new teacher orientation to ensure that each teacher receives training on the district identification processes and services.**

f. Teachers as well as administrators who have supervisory duties for service decisions and teachers are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students and service options for gifted/talented students (19 TAC §89.2(4)).

**Teachers and Administrators of VISD will have nature and needs of GT students training and will be made aware of service options for GT students.**

**b) Professional Learning Accountability 5.11, 5.12**

i. Evaluation of professional development activities for gifted/talented education is ongoing and related to state teacher education standards, and the results of the evaluation are used in making decisions regarding future staff development plans (19 TAC §89.5 and TAC §233.1).

**Professional development opportunities are provided by Region III ESC and comply fully with state standards.**

- ii. Gifted/talented services staff are involved in planning, reviewing, and/or conducting the district's gifted/talented training.

**VISD GT committee will plan, review and/or conduct district's GT training.**

## **8. Family and Community Connections and Communications**

### **a) Dissemination of Information 6.1, 6.5**

- i. Written policies are developed on gifted/talented student identification, approved by the local board of trustees and disseminated to parents (19 TAC §89.1).

**VISD parents will complete the district form yearly to document that they have access to the GT plan.**

- ii. An array of learning opportunities is provided for gifted/talented students in grades K–12, and parents are informed of all gifted/talented services and opportunities (19 TAC §89.3).

**These opportunities have been documented in the GT plan and parents have received information at the beginning of the year.**

### **b) Community/Family Input 6.2, 6.3**

- i. Input from family and community representatives on gifted/talented identification and assessment procedures is invited annually.

**VISD will use its SHAC committee as the District G/T Family and Community committee. During the spring meeting the committee will review and make recommendations on the identification and assessment procedures.**

- ii. Information is shared or meetings are held annually requesting parent and community recommendations regarding students who may need gifted/talented services.

VISD VISD will use its SHAC committee as the District G/T Family and Community committee. During the fall meeting the committee will make recommendations regarding students who may need gifted/talented services .

### **c) Family and Community Involvement 6.6, 6.7, 1.2**

- i. Products and achievements of gifted/talented students are shared with the community.

**GT students are provided the opportunity to present their project to the school board and family members during a school board meeting.**

- ii. Orientation and periodic updates are provided for parents of students who are identified as gifted/talented and provided gifted/talented services.

**VISD will provide a parent orientation after students have been identified and GT report cards will go home every 6 weeks. This meeting will take place during the fourth week of school.**

- iii. Gifted/talented education policies and procedures are reviewed and recommendations for improvement are made by an advisory group of community members, parents of gifted/talented students, school staff, and gifted/talented education staff, who meet regularly for that purpose.

District G/T Family and Community committee. Will regularly to review policies and procedures and make recommendations for improvement during their spring meeting.

**d) Parent Groups/Associations 6.4**

- i. Orientation and periodic updates are provided for parents of students who are identified as gifted/talented and provided gifted/talented services.

**This meeting will take place during the fourth week of school where a parent orientation of newly identified students will take place. GT report cards will go home every 6 weeks.**

**e) G/T Program Comprehensive Guide 1.10**

- i. Develop a comprehensive manual or program guide describing all gifted/talented programs, services, assessments, and communication which is accessible to parents, community and students including district G/T contact information.

**VISD GT plan is considered the comprehensive guide describing all programs and services, assessments and communication for the district.**

**9. Evaluation of Services 6.8, 1.5, 1.6, 1.8, 1.9, 4.8**

- a) The effectiveness of gifted/talented services is evaluated annually, shared with the board of trustees, and the data is used to modify and update district and campus improvement plans. Parents are included in the evaluation process, and the outcomes and findings of the evaluation are shared with parents (TEC §§11.251–11.253).

**Annually, in July, the GT district coordinator will present to the board of trustees the GT evaluation. Included in this evaluation are parent, student, and teacher surveys results. This evaluation is**

**available online as well as on campus. The annual evaluation will be used to modify the comprehensive needs assessment, district improvement plan, and campus improvement plan.**

- b) Annual evaluation activities are conducted for the purpose of continued service development.  
**Annually, evaluations will be given to parents, students and teachers and the results will be used to develop services.**
- c) Long-range evaluation of services is based on evidence obtained through gifted/talented appropriate performance measures such as those provided through the Texas Performance Standards Project (TPSP).  
**The district GT coordinator and district GT committee will examine TPSP rubrics to determine the evaluation of services at each campus.**
- d) District guidelines for evaluation of resources used to serve gifted/talented students are established and used in selecting materials that are appropriate for differentiated learning.  
**VISD will create and maintain a criteria list for materials appropriate for learning.**
- e) Curriculum for gifted/talented students is modified based on annual evaluations.  
**Annual evaluations will be the driving force in curriculum modification for GT students.**
- f) Provisions to improve services to gifted/talented students are included in district and campus improvement plans (TEC §§11.25111.253).  
**See improvement plans.**

## **10. Standards of Service Compliance and Funding**

- a) Services and Policies 1.1, 1.2, 1.7
  - i. Student assessment and services are in compliance with the Texas State Plan for the Education of Gifted/Talented Students (19 TAC §89.5).  
**VISD follows all student assessment criteria set forth by Texas State Plan for the Education of Gifted/Talented Students. Services are provided using the TPSP GT curriculum projects.**
  - ii. Gifted/talented education policies and procedures are reviewed and recommendations for improvement are made by an advisory group of community members, parents of gifted/talented students, school



staff, and gifted/talented education staff, who meet regularly for that purpose.

**District G/T Advisory Committee will meet yearly in the spring, to review GT education policies and procedures and make recommendations for improvement.**

- iii. The development and delivery of curriculum for gifted/talented students is monitored regularly by trained administrators.

**At the 6 weeks staff meetings, teachers of GT students will share about their development and delivery of GT curriculum for GT students.**

***b) Funding Compliance 1.3, 1.4, 1.12***

- i. To the extent that state funding is provided for gifted/talented student education, local funding for gifted/talented education programs is used to supplement the state funding.
- ii. Funds used for programs and services must be determined effective and consistent with the standards set forth in this document.

***c) Access to Services 2.24, 2,25***

- i. Access to assessment and, if needed, gifted/talented services is available to all populations of the district (19 TAC §89.1(3)).  
**All student populations are considered for the GT program. Referral forms are available for anyone to refer a student for services. All referred students are assessed and if needed, provided GT services.**
- ii. The population of the gifted/talented services program is closely reflective of the population of the total district and/or campus.  
**VISD will annually review the district GT population demographics data in the fall of each year. The principal will examine special programs demographic data to determine if the GT population is closely reflective of the total district.**

***d) Non Compliance Plan 1.11***

- i. For any standard of service for which the district is out of compliance, a written plan specifying actions and timelines for achieving compliance.  
**The VISD GT coordinator will provide a written plan with specific actions and timelines to bring into compliance any standard of service which is out of compliance.**



# Vysehrad ISD

## Public Announcement for G/T Referral

**Vysehrad ISD** is beginning the referral process on October 1, 2020, for Gifted/Talented (G/T) services for the 2020-2021 school year. We are committed to providing challenging learning experiences for students with exceptional intellectual and creative thinking abilities. A general information meeting about the district's G/T services and assessment procedures for gifted/talented students will be held during the first six weeks PTO meeting scheduled for \_\_\_\_\_.

Anyone wishing to refer a student attending **Vysehrad ISD** in kindergarten through 8th grade can pick up or request a copy of the referral form at the school office during the month of October. This form must be returned to the school by October 30, 2020. Those unable to go by the school office should call and request a form to be sent to them.



## Vysehrad ISD

### Gifted/Talented Services Referral Form

I, \_\_\_\_\_, as parent/guardian/teacher/community  
(Please print) (Please circle)

member, would like to refer \_\_\_\_\_ for the  
(Print student's name)

Gifted/Talented screening and assessment process. I believe this child has an extraordinarily high level of intellectual or academic ability and that his/her educational needs can best be met by participation in Gifted/Talented Services. I understand the school district will make every effort to determine the best possible educational services based on the student's educational needs. This child is currently in grade \_\_\_\_\_.

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Signature of person making referral

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Date

## VYSEHRAD INDEPENDENT SCHOOL DISTRICT

Dear Parent/Guardian,

Your child, \_\_\_\_\_, has been referred for testing to see if he/she would benefit from Gifted and Talented Services for Vysehrad ISD. To receive proper services, your child will need to be assessed. The Gifted/Talented Committee will look at numerous pieces of information before eligibility for services can be established. After the student is tested and the Gifted/Talented Committee has evaluated all information by a blind process, the Committee will determine what is best for your child based on your child's assessment data. You will receive written notification of the decision made by the committee.

Please return this form to your child's teacher as soon as possible if you would like the school to assess your child. Thank you for your cooperation.

Sincerely,

Vysehrad ISD GT Coordinator

Child's Name: \_\_\_\_\_

\_\_\_\_\_ Yes, I give my permission for you to assess my child for Gifted/Talented Services.

\_\_\_\_\_ No, I do not wish to have my child tested at this time.

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## Vysehrad ISD

### Parent Permission Form for G/T Services

Student's Name: \_\_\_\_\_

Address: \_\_\_\_\_

Home/Cell phone: \_\_\_\_\_ Work phone: \_\_\_\_\_

Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_

Your child has met the qualifications to receive Gifted/Talented services. Before we can officially offer your child these services, we must have your written approval for your child to participate. Please complete this form and return it to school as soon as possible.

Please check the appropriate space:

\_\_\_\_\_ YES, we give permission for our son/daughter to receive Gifted/Talented services.

\_\_\_\_\_ NO, we do not want our son/daughter to receive Gifted/Talented services.

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## **Vysehrad ISD**

Dear \_\_\_\_\_,

The purpose of this letter is to inform you about the results of Vysehrad ISD's gifted/talented (G/T) screening. The committee reviewed quantitative and qualitative data collected on your child.

As defined by the Texas Education Code, a gifted and/or talented student is "a child who performs or shows the potential for performing at remarkably high levels of accomplishment when compared with others of the same age, experience, or environment." Our G/T services serve the needs of the academically advanced student in General Intellectual Ability in the four core areas: math, science, social studies, and English language arts and creativity.

At this time, our screening indicates that \_\_\_\_\_ has not qualified to receive Vysehrad ISD G/T services. As a parent, you have the right to appeal this decision. If you would like to discuss this decision further, please contact the school principal for a personal conference to look over the screening process records on your child.

Sincerely,



## **Vysehrad ISD**

### **G/T Furlough Policy**

A furlough, or temporary "leave of absence," from receiving Gifted/Talented (G/T) services is designed to meet the individual needs of an identified student. Anyone may request a furlough: parent/guardian, student, teacher, or administrator. A furlough request form can be obtained from the principal.

Please return the furlough request to the principal. The principal will present the furlough request to the members of the G/T committee for consideration. A student may be furloughed for a period of time deemed appropriate by the G/T committee. Furloughs are temporary and will not be longer than one semester.

At the end of the furlough, the student's progress shall be reassessed, and the student may begin receiving G/T services, exited from services, or be placed on another furlough. Furloughs can be granted for a variety of extenuating circumstances such as: family problems, illness, emotional problems, or anything that would inhibit a child's performance while receiving G/T services. Furloughs will not be used as a disciplinary tool.



## Vysehrad ISD G/T Furlough Referral Form

Date: \_\_\_\_\_

Requested by: \_\_\_\_\_

Check here if you have read and understand the **Vysehrad ISD** Furlough policy.

Requested for (student's name): \_\_\_\_\_

Date: \_\_\_\_\_ Length of time requested: \_\_\_\_\_

Reason(s) for request: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ Furlough granted      \_\_\_\_\_ Furlough denied

Date: \_\_\_\_\_ Length of time granted: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

### Committee Members

\_\_\_\_\_  
G/T Coordinator/Teacher

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Principal/Counselor

\_\_\_\_\_  
Other (specify)





# Vysehrad ISD

## Exit Committee Report

Date: \_\_\_\_\_

Student name: \_\_\_\_\_ Campus: \_\_\_\_\_

Grade level: \_\_\_\_\_ Person initiating request: \_\_\_\_\_

List previous classroom/campus interventions for student:

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### Committee Decision

\_\_\_\_\_ Exit granted      \_\_\_\_\_ Exit denied      \_\_\_\_\_ Additional Intervention(s)

Rationale for exit or denial: \_\_\_\_\_

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### Committee Members

\_\_\_\_\_  
Student

\_\_\_\_\_  
Parent(s)/Guardian(s)

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Principal/Counselor

\_\_\_\_\_  
Other (Specify)

\_\_\_\_\_  
Other (specify)



## G/T Lesson Plan Template

Vysehrad ISD teachers will assure that all the TEKS are being taught at all levels to *all* students, including the gifted. To extend the curriculum for the advanced student, teachers will use the following format to plan for advanced curriculum needs. This template was based on the Continuum of Learning Experiences Framework (COLEF) and the TEA state initiative The Texas Performance Standards Project for gifted students. Please refer to your grade level/content COLEF at <http://www.texaspsp.org/resources/colef.php>.

<b>Unit of Study:</b>
<b>Length of time:</b>
<b>In what ways am I extending this unit to help students define a problem or topic and develop research questions?</b>
<b>In what ways am I extending this unit to review sources of information/data?</b>
<b>In what ways am I extending this unit to help students refine research questions?</b>
<b>In what ways am I extending this unit to help students gather information/data?</b>
<b>In what ways am I extending this unit to help students analyze and interpret data?</b> <b>Synthesis:</b> <b>Evaluate:</b> <b>Develop personal viewpoints:</b>
<b>In what ways am I ensuring students can share their findings through a product or presentation?</b>

**VISD Curriculum Framework**  
**Scope and Sequence of Skills—K–8**

Skills	K	1	2	3	4	5	6	7	8
<b>1. Development of Questions</b>									
Brainstorming research questions	I	I	D	D	D	D	D	D	D
<b>2. Sources of Information</b>									
Primary sources	I	I	D	D	D	D	D	D	D
Secondary sources	I	I	D	D	D	D	D	D	D
<b>3. Collection of Data</b>									
Note taking	I	I	I	D	D	D	D	D	D
Paraphrasing	I	I	I	D	D	D	D	D	D
Valid and reliable sources	I	I	I	D	D	D	D	D	D
Reference materials	I	I	I	D	D	D	D	D	D
<b>4. Analysis &amp; Interpretation of Data</b>									
Conclusions and generalizations	I	I	I	D	D	D	D	D	D
Compare and contrast	I	I	D	D	D	D	D	D	D
Patterns and relationships	I	I	D	D	D	D	D	D	D
Fact and opinion	I	I	I	D	D	D	D	D	D
Predicting consequences	I	I	I	D	D	D	D	D	D
<b>5. Product Development</b>									
Written presentation	I	I	I	D	D	D	D	D	D
Oral presentation	I	I	I	I	D	D	D	D	D

Gifted/Talented (G/T) curriculum in Vysehrad ISD’s elementary school will assure that identified gifted students will have a foundation that will lead to the development of advanced-level products and/or performances.

I-Introducing      D-Developing

# Gifted/Talented Program

## Elementary Student Survey

Please complete the following information by marking the appropriate box for each question. Return this form to your teacher as soon as possible.

	<b>Most of the time</b>	<b>Sometimes</b>	<b>Not at all</b>
1. In G/T, I am learning to solve problems.			
2. In G/T, it is okay to ask questions.			
3. The work I am expected to do in this class is challenging.			
4. I work on my own in G/T.			
5. In G/T, I can learn about topics that I'm interested in.			
6. In G/T, I can work at my own speed.			
7. In G/T, I understand why I did well or poorly.			
8. I am encouraged to talk about really unusual ideas.			
9. The G/T teacher(s) help(s) me outside of class time if I need it.			
10. I feel it is important to have at least part of the day only with other gifted students.			
11. In G/T I learn about differences in people and what it means to be gifted.			
12. I have to do work in G/T and make up work I have missed in my regular class.			
13. The time I spend in G/T is time well spent.			

Name the last topic you researched. Did your teacher choose the topic?

What do you like best about G/T?

What do you like least about G/T?

**Vysehrad ISD**  
**G/T Services**  
**Parent Survey**

Please take a few moments to complete and mail this anonymous survey in the self-addressed, stamped envelope provided.

Student's grade level: \_\_\_\_\_

Please check the answer that best represents your opinion in response to the following questions:

	Agree	Disagree	Don't Know
1. The G/T services my child receives have had a positive influence on my child's attitude toward school.			
2. My child's G/T teacher(s) understands the characteristics and needs of gifted children.			
3. My child's G/T teacher(s) adjusts assignments in order to meet his/her learning needs.			
4. The G/T services my child receives provide many opportunities for my child to work with other children who have similar interests and abilities.			
5. The G/T services my child receives provide learning opportunities that are challenging to my child.			
6. The G/T services my child receives provide many opportunities for my child to pursue his/her passions and develop new topics of his/her personal interest through independent learning.			
7. The amount of work my child completes in the G/T classroom is appropriate for their learning level.			
8. My child's G/T teacher provides assignments based on my child's learning needs that are different from what the other students are learning.			
9. The G/T services my child receives have been effective in improving my child's academic achievement.			
10. My child's G/T teacher communicates and collaborates with me about my child's learning needs.			
11. The G/T services my child receives overall have been very beneficial.			

**What aspects do you like about the G/T services Vysehrad ISD provides?**

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**What should be done to improve G/T services provided by Vysehrad ISD?**

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**Vysehrad ISD**  
**General Teacher Survey**  
**G/T Services Evaluation**

Please complete the following information by marking the appropriate box for each question.  
 Return this form to your principal as soon as possible.

	YES	NO	N/A
1. I know the district's criteria for selecting gifted students.			
2. I have referred one or more students to receive G/T services.			
3. I feel confident in my student referrals for gifted services.			
4. I have had the opportunity to conference with the G/T teachers in regard to how identified students are enriched and challenged.			
5. More information is needed on recognizing and meeting the needs of gifted children.			
6. I can explain to parents or other members of the community the G/T services on my campus.			
7. I have observed gifted students sharing their products and performances.			
8. I understand the importance of differentiation in the regular classroom to meet the needs of gifted students.			
9. I provide the opportunity for eager students to share knowledge learned from activities with gifted services.			
10. My expectations change for the child who has been identified as being gifted.			
11. Information on gifted services is made available to all parents.			
12. Gifted services are viewed as an elitist program by other parents or the staff.			
13. Gifted services blend in with the overall mission of our campus.			

Please add any additional comments on ways we can improve our gifted service



## CONTACT INFORMATION

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Superintendent: Jason Appelt  
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