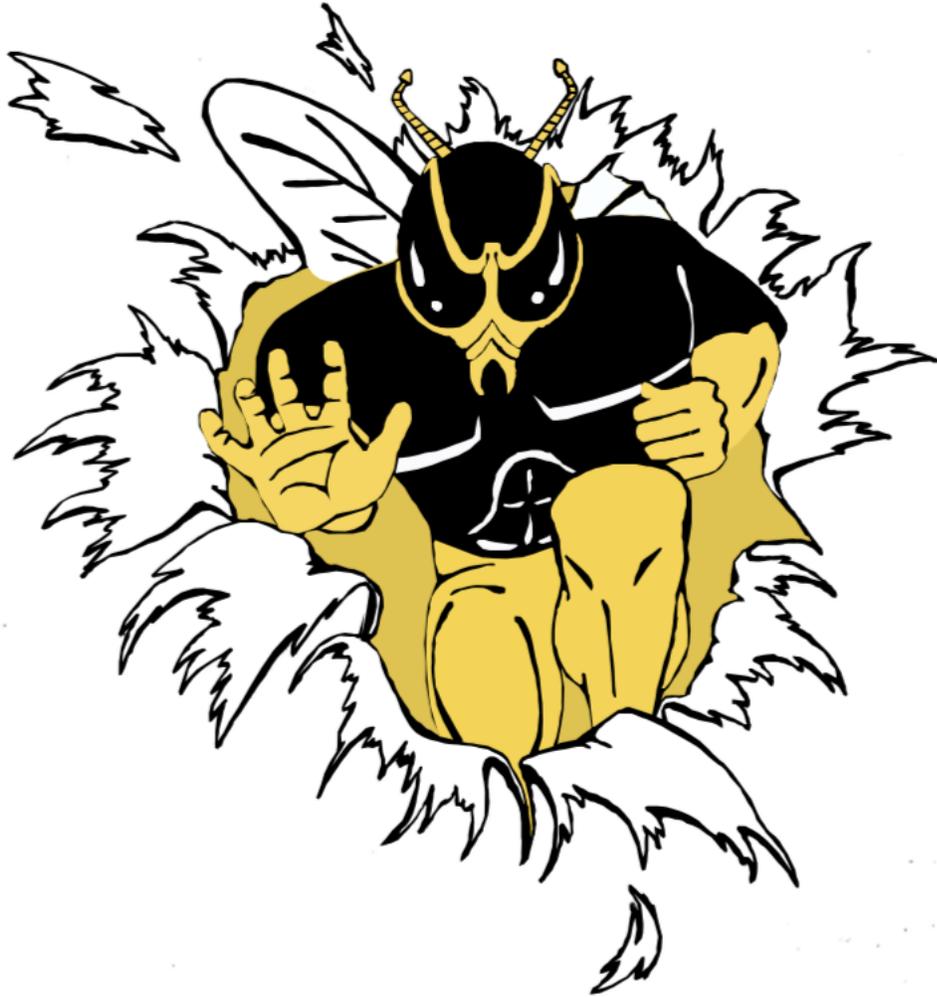


**SUDAN INDEPENDENT SCHOOL DISTRICT**  
***PROGRAM GUIDE***  
***FOR GIFTED/TALENTED STUDENTS***



## Nondiscrimination

*Sudan ISD does not discriminate on the basis of race, religion, color, national origin, economic status, sex, or disability in providing education services, activities, and programs, including vocational programs in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section of the Rehabilitation Act of 1973, as amended.*

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## **STATE GOAL FOR SERVICES FOR GIFTED/TALENTED STUDENTS**

Students who participate in services designed for gifted/talented 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/talented students will have produced products and performances of professional quality as part of their program services.

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

## **STATE DEFINITION OF GIFTED/TALENTED STUDENT**

A gifted/talented student is a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who

- exhibits high performance capability in an intellectual, creative, or artistic area;
- possesses an unusual capacity for leadership; or
- excels in a specific academic field. (Texas Education Code [§29.121](#))

**SUDAN INDEPENDENT SCHOOL DISTRICTS  
MISSION STATEMENT FOR GIFTED/TALENTED SERVICES**

The mission of Sudan Independent School District's Gifted/Talented Educational Program is to develop each student's unique intellectual, artistic, and creative abilities while helping them to build their social/emotional skill sets to become effective communicators and productive citizens. Students who participate in services designed for gifted/talented 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.

**SUDAN INDEPENDENT SCHOOL DISTRICT  
GIFTED/TALENTED PROGRAM CONTACTS**

Scott Harrell, Superintendent

Gordon Martin, High School Principal

DeAnn Wilson, Elementary Principal

Kayela Harrell, Gifted/Talented Director, High School Campus Coordinator

Meagan Sowder, Elementary Campus Coordinator

## IDENTIFICATION PROCEDURES AND PROCESSES

Sudan Independent School District has board approval on the identification procedures and processes of students K-12 for the services of the Gifted/Talented Program. These procedures meet state requirements (§29.121 & TAC 89.1) and have been designed to ensure the identification of any student who demonstrates educational need for the services of the program under the established guidelines.

### **Texas Administrative Code §89.1: Student Assessment.**

School districts shall develop written policies on student identification that are approved by the local board of trustees and disseminated to parents. The policies must:

- (1) Include provisions for ongoing screening and selection of students who perform, or show potential for performing, at remarkably high levels of accomplishment in the areas defined in the Texas Education Code, §29.121;
- (2) Include assessment measures collected from multiple sources according to each area defined in the Texas State Plan for the Education of Gifted/Talented Students;
- (3) Include data and procedures designed to ensure that students from all populations in the district have access to the assessment process and, if identified as having significant educational need for advanced academics, services for the gifted/talented program;
- (4) Provide for final qualification of students (through a blind process) to be made by a committee of at least three local district educators who have received training in the nature and needs of gifted students; and
- (5) Include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.

### District Identification Timeline:

Referral procedures published	August
Referrals accepted from parents, teachers, community members	October-December
Gifted/Talented committee meets on grade K-12 screenings	December
Written parental permission for services obtained for identified students in grades K-12	January
Services begin for identified students	Year Round

### DISSEMINATING INFORMATION

Written policies on student identification for gifted/talented services are approved by the district board of trustees and disseminated to all parents (19TAC 89.1). Referral procedures and forms 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 to the extent possible. Parents are informed of the identification policies through the district or campus handbook, and/or the district website, and/or by request of the written policy and procedures for the Gifted/Talented program.

An awareness session providing an overview of the assessment procedures and services for gifted/talented students is offered for families by the district at Back to School Night annually, and mailed home to families after the first 6-weeks of school.

Referral forms are available in each campus office and may be submitted to the campus office during the time period of referral acceptance.

## **School Board Approved 11/18/2019**

### **REFERRAL PROCESS**

Students may be referred for the gifted and talented program at any time by teachers, counselors, parents, or other interested persons.

### **SCREENING & IDENTIFICATION PROCESS**

The District shall provide assessment opportunities to complete the screening and identification process for referred students at least once per school year.

The District shall schedule a gifted and talented program awareness session for parents that provides an overview of the assessment procedures and services for the program prior to beginning the screening and identification process.

### **PARENTAL CONSENT**

The District shall obtain written parental consent before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies at FL.

### **IDENTIFICATION CRITERIA**

The Board-approved program for the gifted and talented shall establish criteria to identify gifted and talented students. The criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities.

### **ASSESSMENT**

Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but are not limited to, the following: achievement tests, intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, student/parent conferences, and available student work products.

### **SELECTION**

A selection committee shall evaluate each referred student according to the established criteria and shall identify those students for whom placement in the gifted and talented program is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students, as required by law.

## **NOTIFICATION**

The District shall provide written notification to parents of students who qualify for services through the District's gifted and talented program. Participation in any program or services provided for gifted students shall be voluntary, and the District shall obtain written permission from the parents before placing a student in a gifted and talented program.

## **REASSESSMENT**

If the District reassesses students in the gifted and talented program, the reassessment shall be based on a student's performance in response to services and shall occur no more than once in elementary grades, once in middle school grades, and once in high school grades.

## **TRANSFER STUDENTS**

When a student identified as gifted by a previous school district enrolls in the District, the selection committee shall review the student's records and conduct assessment procedures when necessary to determine if placement in the District's program for gifted and talented students is appropriate.

[See FDD(LEGAL) for information regarding transfer students and the Interstate Compact on Educational Opportunities for Military Children]

## **FURLOUGHS**

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

In accordance with the Board-approved program, a furlough shall be granted for specified reasons and for a specified period of time. At the end of a furlough, the student may reenter the gifted and talented program, be placed on another furlough, or be exited from the program.

## **EXIT PROVISIONS**

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

## **APPEALS**

A parent, student, or educator may appeal any final decision of the selection committee regarding selection for or exit from the gifted and talented program. Appeals shall be made first to the selection committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.

## **PROGRAM EVALUATION**

The District shall annually evaluate the effectiveness of the District's gifted and talented program, and the results of the evaluation shall be used to modify and update the District and campus improvement plans. The District shall include parents in the evaluation process and shall share the information with Board members, administrators, teachers, counselors, students in the gifted and talented program, and the community.

The District's gifted and talented program shall address effective use of funds for programs and services consistent with the standards in the state plan for gifted and talented students.

The District shall annually report to the Texas Education Agency (TEA) regarding funding used to implement the District's gifted and talented program. The District shall annually certify to TEA:

1. The establishment of a gifted and talented program by the District; and
2. That the District's program is consistent with the state plan for gifted and talented students.

## **COMMUNITY AWARENESS**

The District shall ensure that information about the District's gifted and talented program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program.

## **PROVISION OF STUDENT SERVICES**

Sudan Independent School District offers a variety of learning experiences and opportunities for Gifted/Talented students in grades K-12 which meet the mandates of the Texas Administrative Code. These services include, but are not limited to, integrating depth and complexity into the curriculum, requiring advanced level products and performances, and allowing identified Gifted/Talented students the opportunity to work with other identified students.

### **SUDAN ELEMENTARY STUDENT SERVICES**

Sudan Elementary students are offered a variety of learning opportunities both in and out of the classroom that meet the many diverse needs of gifted and talented students. G/T opportunities in the regular classroom focus on creative, productive thinking skills as well as critical thinking skills. Students are offered enrichment opportunities in the classroom that provide higher-level learning opportunities integrated in the four core subjects (English/language arts, math, science, and social studies). Additionally, elementary students participate in a weekly pull-out program utilizing curriculum from a variety of sources, including projects based on the Texas Performance Standards Project (TPSP) (19 TAC 89.3(2), Science, Technology, Engineering, and Math (STEM) activities, and literary studies. These educational opportunities provide students with advanced level experiences in the four core areas while also encouraging them to work in groups with other identified gifted/talented students throughout the school year

### **SUDAN HIGH SCHOOL STUDENT SERVICES**

Identified gifted/talented students are assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four foundation curricular areas. Educators adapt and/or modify the core or standard curriculum to meet the needs of gifted/talented students. Services are available during the school day through a content-based program and are provided learning experiences that lead to advanced-level products through the Texas Performance Standards Project (TPSP) (19 TAC 89.3(2)). Information concerning special opportunities, such as out-of-school opportunities, contests, academic recognition, summer camps, community programs, and volunteer opportunities are available. Students are also provided the opportunity to earn credit by exam (19 TAC 89.3(3)). Acceleration and flexible pacing, along with scheduling modifications, are employed, that allow students to learn at the pace and level appropriate for their abilities and skills (i.e. advanced math courses, advanced placement options, AP, CBE, CLEP, and Dual Credit). Students are also encouraged to participate in advanced academic programs and leadership organizations, and dual credit opportunities at the completion of their 8<sup>th</sup> grade year.

## **PROFESSIONAL DEVELOPMENT AND ONGOING TRAINING IN GIFTED EDUCATION**

Sudan Independent School District is committed to providing its staff with appropriate and meaningful professional development which enables the staff to meet the unique and individual educational needs of all students including services for gifted/talented students. It is important that all staff who are responsible for formally servicing these students obtain appropriate training for educating the gifted/talented student. The district will require at least the minimum hours of training as mandated by the state:

### **Texas Administrative Code §89.2. Professional Development**

1. Prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students;
2. Teachers without training required in paragraph (1) of this section who provide instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement within one semester;
3. Teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education; and
4. Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

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

### **PROGRAM EVALUATION**

Sudan ISD will annually evaluate the Gifted/Talented program by surveying all stakeholders including students, parents/guardians, and teachers. 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).

## **FAMILY/COMMUNITY INVOLVEMENT**

Input from family and community representatives on gifted/talented identification and assessment procedures is invited annually. Information is shared annually requesting parent and community recommendations regarding students who may need gifted/talented services. Parents of students who are identified will be provided an orientation of gifted/talented services.

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*Through the combined efforts of the TEA, the Education Service Centers, local district personnel, colleges and universities, and the communities they service, all children will experience an academically challenging education that enables them to maximize their potential.*

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

## **ADDITIONAL PROGRAM RESOURCES**

*The Texas State Plan for the Education of Gifted/Talented Students (State Plan) - revised 2019*

[https://tea.texas.gov/sites/default/files/GT\\_State\\_Plan\\_2019\\_1.pdf](https://tea.texas.gov/sites/default/files/GT_State_Plan_2019_1.pdf)

TEA GIFTED/TALENTED FAQ

[https://tea.texas.gov/sites/default/files/GT\\_FAQ\\_02-2012.pdf](https://tea.texas.gov/sites/default/files/GT_FAQ_02-2012.pdf)