

Westphalia Independent School District



Gifted and Talented  
Program Plan



# Westphalia Independent School District

## Gifted and Talented Program Plan

### The District's Philosophy

The Westphalia Independent School District believes that each of our students must have the opportunity to develop knowledge, skills, and competencies to achieve at his/her greatest potential. The purpose of education shall be to transmit the social, scientific, and political heritage of America and to assist our students in their development into healthy, wholesome individuals capable of successfully adjusting to the ever-changing global environment, fulfilling their responsibilities as citizens.

The curriculum, in a continuous state of development, should provide for general directions to guide the organization for optimum pupil learning. The curriculum has been created to meet the needs of society and at the same time meet the individual needs and interests of students.

The content of our gifted and talented (GT) program is to be based on variety, broad-based themes, and active learning; using both complex and abstract concepts. The process shall include open-ended activities, higher level thinking skills, and decision-making activities. The identified GT students will be expected and encouraged to produce new information, address real issues and audiences, solve real problems, and present original thoughts.

The methods utilized by professional educators should create motivating interest within each pupil, prompting each one to engage in desirable, constructive activities which are essential for the nourishing development of the whole person and the ultimate benefit of society. We must provide our students with legitimate opportunities to think independently, analytically, and creatively, developing those discriminating thinking skills essential for success in today's emerging global society.

Westphalia Independent School District is aware that there is a group of gifted/talented students who excel or give evidence of high performance capabilities in one or more of the following areas:

- General intellectual ability
- Specific subject matter aptitude
- Creative and productive thinking
- Leadership ability

We understand that in order to more fully advance the promise of these special students, we must furnish services and activities not ordinarily provided by the regular school program. The Westphalia Independent School District is dedicated to providing a well-developed and appropriate program that will serve the identified needs of all of our students.

## Definition of Gifted

“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 exhibits high performance capability in an intellectual, creative, or artistic area, possesses and unusual capacity for leadership, or excels in a specific academic field. (*Education Code 29.121*)

## Student Identification Process

The Westphalia Independent School District Board of Trustees approved policy on student identification will be disseminated to all parents of WISD students. The criteria to identify gifted and talented students shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities.

Students are selected to participate in the Westphalia Gifted and Talented Program through a three step process:

- Nominations
- Screening
- Selection

### Nominations and Parental Consent

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

Written parental consent shall be obtained 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 District policies (FL).

### Assessments

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 not limited to, the following: achievement tests, intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, teacher nominations based on classroom observations, and available student work products.

### Selection

The Selection Committee shall evaluate each nominated/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. Parents and students shall be notified in writing upon selection of the student for the GT program. The committee shall be

composed of at least three professional educators who have received training in the nature and needs of gifted students and shall be established for the District.

### Notification

Parents and students shall be notified in writing of selection for the gifted program. Participation in any program or services provided for gifted students is voluntary. The District shall obtain written permission from the parents before placing a student in a gifted program.

### Reassessment

The District shall not perform routine reassessments

### Transfer Students

When a student identified as gifted by a previous school district enrolls in the District, the District shall place the student in the District's program for gifted and talented students for the remainder of the current school year. The District shall assess the student during the next annual screening period using the District's established identification criteria, and the selection committee shall determine if continued placement in the District's program for gifted and talented students is appropriate.

### Furloughs

A student who is unable to maintain satisfactory performance within the structure of the gifted and talented program may be placed on furlough by the selection committee. The purpose of such a furlough is to provide the student an opportunity to attain performance goals established by the selection committee. A furlough also may be granted at the request of the District, the parent, or the student.

A student may be furloughed for a period of time deemed appropriate by the selection committee. At the end of the furlough, the student's progress shall be reassessed, and the student may reenter the gifted program, be removed from the gifted program, or be placed on another furlough.

### Exit Provisions

Student performance in the program shall be monitored. A student shall be removed from the program at any time the selection committee determines it is in the student's best interest. If a student or parent requests removal from the program, the selection committee shall meet with the parent and student before honoring the request.

## Appeals

A parent or student may appeal any final decision of the selection committee regarding selection for or exit from the gifted 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 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.

## 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.



## Westphalia ISD

124 County Road 3000, Lott TX 76656-3897 \* 254.584.4988 \*  
www.westphaliaisd.org

Student Name \_\_\_\_\_

Grade \_\_\_\_\_

Please indicate your choice below:

\_\_\_\_\_ I wish for my child to be screened/tested for the Westphalia I. S. D. Gifted and Talented Program

\_\_\_\_\_ I wish for my child to attempt to transfer Gifted and Talented status from a previously attended school.

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

\_\_\_\_\_  
Date



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## Gifted and Talented Program Nomination Form

Date \_\_\_\_\_

I believe that \_\_\_\_\_ of \_\_\_\_\_  
(Name of student nominee)

School exhibits exceptional ability or the potential to excel in one or more of the following areas:

- |          |                              |       |                                   |
|----------|------------------------------|-------|-----------------------------------|
| _____    | General Intellectual Ability | _____ | Leadership                        |
| _____    | Specific Academic Aptitude:  | _____ | Creative/Productive               |
| a. _____ | Language Arts                | _____ | Visual/Performing Arts            |
| b. _____ | Mathematics                  | _____ | Psychomotor or Mechanical Ability |
| c. _____ | Science                      |       |                                   |
| d. _____ | Social Studies               |       |                                   |

Statement of Evidence Observed in Student:

(Statement may include superior academic strength observed in the classroom performance, home/community, or hobbies related to the student's gifts and talents.)

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\_\_\_\_\_  
Person Nominating (Please print)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Person Nominating

\_\_\_\_\_  
Title or Relationship to Student





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## Gifted and Talented Program Parent and Teacher Rating Scale Creativity, Learning, and Motivational Characteristics

Student \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_

Teacher \_\_\_\_\_ Form Completed By \_\_\_\_\_ Date \_\_\_\_\_

The qualities included in this survey are often demonstrated by gifted and talented children. A child may show these characteristics to a greater or lesser extent. Please complete each of the items to describe this student. Consider each item separately and indicate the degree to which you have observed each characteristic. Please read the statements carefully and place an X in the appropriate box.

You have **seldom** observed this characteristic.  
 You have observed this characteristic **occasionally**.  
 You have observed this characteristic **frequently**.  
 You have observed this characteristic **almost always**.

|   | Seldom | Occasionally | Frequently | Almost Always |
|---|--------|--------------|------------|---------------|
| 1. Is curious; wants to know the reasons and causes of things.<br>Example: _____        |        |              |            |               |
| 2. Makes up creative stories.<br>Example: _____   |        |              |            |               |
| 3. Enjoys hearing and/or reading stories.<br>Example: _____                             |        |              |            |               |
| 4. Sticks to an activity once it is begun.<br>Example: _____                            |        |              |            |               |
| 5. Finds many different ways of solving problems.<br>Example: _____                     |        |              |            |               |
| 6. Notices details in the environment.<br>Example: _____                                |        |              |            |               |
| 7. Has interests of older children or adults in games and/or reading.<br>Example: _____ |        |              |            |               |
| 8. Is sensitive to problems others may not notice.<br>Example: _____                    |        |              |            |               |
| 9. Is able to plan, organize, and carry out activities.<br>Example: _____               |        |              |            |               |

You have **seldom** observed this characteristic.  
 You have observed this characteristic **occasionally**.  
 You have observed this characteristic **frequently**.  
 You have observed this characteristic **almost always**.

|   | Seldom | Occasionally | Frequently | Almost Always |
|---|--------|--------------|------------|---------------|
| 10. Is mature beyond his/her years either physically, mentally, socially, or emotionally.<br>Example: _____ |        |              |            |               |
| 11. Chooses challenging/complex problems or projects.<br>Example: _____                                     |        |              |            |               |
| 12. Reads books independently.<br>Example: _____  |        |              |            |               |
| 13. Enjoys working with numbers.<br>Example: _____  |        |              |            |               |
| 14. Learns rapidly; see patterns or relationships quickly.<br>Example: _____                                |        |              |            |               |
| 15. Displays a mature and keen sense of humor; enjoys the unusual, clever, and unique.<br>Example: _____    |        |              |            |               |
| 16. Is confident about own ideas and opinions; is not afraid to express or defend them.<br>Example: _____   |        |              |            |               |
| 17. Develops original ideas; is able to put two or more ideas together to get a new idea.<br>Example: _____ |        |              |            |               |

Primary language spoken at home \_\_\_\_\_

Additional Comments \_\_\_\_\_

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### Gifted and Talented Program

Please check the **ten** items that describe your child or student the most:

- |  |  |
|--|--|
| <input type="checkbox"/> Knows the answer                    | <input type="checkbox"/> Completes assignments                           |
| <input type="checkbox"/> Is interested                       | <input type="checkbox"/> Prefers adults                                  |
| <input type="checkbox"/> Asks the questions                  | <input type="checkbox"/> Draws inferences                                |
| <input type="checkbox"/> Is highly curious                   | <input type="checkbox"/> Is receptive                                    |
| <input type="checkbox"/> Is attentive                        | <input type="checkbox"/> Copies accurately                               |
| <input type="checkbox"/> Have good ideas                     | <input type="checkbox"/> Initiates projects                              |
| <input type="checkbox"/> Is mentally and physically involved | <input type="checkbox"/> Is intense                                      |
| <input type="checkbox"/> Have wild, silly ideas              | <input type="checkbox"/> Enjoys school                                   |
| <input type="checkbox"/> Works hard                          | <input type="checkbox"/> Absorbs information                             |
| <input type="checkbox"/> Answers the questions               | <input type="checkbox"/> Creates a new design                            |
| <input type="checkbox"/> Plays around, yet tests well        | <input type="checkbox"/> Enjoys learning                                 |
| <input type="checkbox"/> Discusses in detail, elaborates     | <input type="checkbox"/> Technician                                      |
| <input type="checkbox"/> Top group                           | <input type="checkbox"/> Good memorizer                                  |
| <input type="checkbox"/> Listens with interest               | <input type="checkbox"/> Manipulates information                         |
| <input type="checkbox"/> Beyond the group                    | <input type="checkbox"/> Inventor  |
| <input type="checkbox"/> Shows strong feelings and opinions  | <input type="checkbox"/> Enjoys straightforward, sequential presentation |
| <input type="checkbox"/> Learns with ease                    | <input type="checkbox"/> Is alert  |
| <input type="checkbox"/> 6-8 repetitions for mastery         | <input type="checkbox"/> Good guesser                                    |
| <input type="checkbox"/> Already knows                       | <input type="checkbox"/> Thrives on complexity                           |
| <input type="checkbox"/> 1-2 repetitions for mastery         | <input type="checkbox"/> Is pleased with own learning                    |
| <input type="checkbox"/> Understands ideas                   | <input type="checkbox"/> Is keenly observant                             |
| <input type="checkbox"/> Enjoys peers                        | <input type="checkbox"/> Is highly self-critical                         |
| <input type="checkbox"/> Constructs abstractions             |  |
| <input type="checkbox"/> Grasps the meaning                  |  |