

Mission Statement

Our mission at AISD is to provide every student the opportunity to be academically successful and to work with parents and community members to create an environment for learning.

Philosophy

The statewide goals and objectives adopted by Aubrey Independent School District Board of Trustees state that; “All students should have access to an education of high quality that will prepare them to participate currently, and in the future, in the social, economic, and educational opportunities available in Texas.” Additionally, the goals state that the district will provide a well-balanced and appropriate curriculum for all students.

In keeping with these goals, we recognize that academically gifted and talented students are a very important resource in our total society. We recognize that extremely able students require a flexible, differentiated curriculum in which the pace, process, and the content are adapted to individual abilities. These individuals deserve a full opportunity to discover, develop, and fulfill their potential.

Our commitment to the future necessitates fostering and developing the abilities of gifted and talented youth. To this end, the Aubrey Independent School District seeks to provide educational environment for gifted and talented students which encourages the individual to develop, achieve, and produce to the fullest potential in order to contribute to the world in which we live.

The State’s Definition of Gifted and Talented

“Gifted and talented students” 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; possess an unusual capacity for leadership; or excels in a specific academic field.

Source: Texas Education Agency, Texas State Plan for the Education of Gifted / Talented Students, Austin, TX: Texas Education Agency

Local Definition of Gifted and Talented

Gifted /Talented students are those who excel consistently or who show the potential to excel in general intellectual ability, specific subject matter aptitude, and/or creative and productive thinking. The district recognizes that students identified as gifted and talented can come from all ethnicity, socioeconomic groups, geographic locales, and environments.

- Increase awareness of the affective domain through a better understanding of

our own self and others, greater self-confidence, and appreciation of the uniqueness, worth, and contributions of other people.

- Be exposed to a wide variety of learning experiences in and out of the formal classroom setting.
- Have experiences of learning with other identified gifted students from neighboring districts.
- Develop a sense of responsibility to the school, community, and to a changing society.
- Value success as well as develop the persistence required to continue after failure.
- Experience the joy of learning and being challenged.
- Develop into capable, productive, and compassionate human beings.

Aubrey Elementary, Middle, and High School

Aubrey Gifted/Talented Program provides a sequential, differentiated program for all identified students. Program designs vary somewhat depending on the grade, with the overall goal being to develop higher level thinking skills within the students.

Grades K-2

Students in grades K-2nd, are observed with the KOI inventory which allow all teachers to observe G/T characteristics across the four core content areas over a six-week period. Observations are documented, collaboration among the team is ongoing, and enriched curriculum and acceleration of activities are differentiated depending on the needs of individual students. These students are additionally supported by teachers who have, or are currently working on their G/T 30-hour certification, which is mandated by the state.

Grades 3-8

Students in grades 3rd-8th, identified as G/T are currently served in a G/T pull-out program and are additionally supported by teachers who have, or are currently working on their G/T 30-hour

certification, which is mandated by the state.

Grades 9-12 Students grades 9th-12th, identified as G/T, and who meet the curriculum requirements are served through accelerated curriculum, pre-AP and AP classes, dual college credit classes, and the distance learning center provided through the Region Service Center. These students are additionally supported by teachers who have, or are currently working on their G/T 30-hour certification, which again is also mandated by the state.

Identification

The following identification procedures meet the state requirements and will not discriminate against any person or group for reason of sex, race, creed, ethnic origin, or religious preference. Written policies on student identification will be disseminated to all parents. Identification will include a three-step process of nomination, screening, and assessment.

- I. Nominations:
 - A. All students in Aubrey ISD are eligible for nomination for the Gifted/Talented Program.
 - B. Aubrey ISD will offer an awareness session in October prior to the nomination period for families and community members to receive an overview of services for the gifted and talented and of assessment procedures. Assessment of potential students, grades K-8, will be on ongoing process.
 - C. A formal nomination period will be in November of each year for grades 2nd-7th.
 - D. Students may be nominated by one of the following methods:

1. Teacher/Staff Nomination: Any professional educator in the school district may nominate students. The staff member will complete the nomination form and submit it to the G/T coordinator.
2. Parent Nomination: Parents may nominate their child by obtaining a nomination form from the office and submitting the form back to the office or to the G/T coordinator.
3. Community Member: Any person acquainted with the student may place the student's name for nomination by obtaining a nomination form from the office and submitting the form back to the office or to the G/T coordinator. The community will be notified of the nomination period through newspaper articles, notes sent home, and by announcements at school.
4. All students nominated make up a pool from which data is gathered during the screening process. Nomination does not constitute placement in the program. Students who are nominated but do not qualify may be re-tested after two years.

II. Screening

- A. The screening phase and procedures will provide access for all students who might benefit from the Gifted/Talented Program. The process and procedures will not discriminate against any students for reason of sex, race, creed, ethnic origin, or religious preference.
- B. All information collected on the nominated students during the screening phase will conform to legal standards regarding the privacy rights of the individuals. The students' files for collecting screening data will be maintained by the G/T coordinator who will assure its security for seven years after nomination.
- C. The campus screening committee will coordinate activities during the screening process. The campus screening committee will be composed of members who have training in nature & needs, identification & assessment, and

characteristics of gifted students. The committee shall consist of the following:

1. G/T Coordinator
2. Principal
3. Counselor
4. Assistant Principal
5. Grade Level Team Member

D. Each student nominated will be required to have a parent/guardian sign permission for assessment form before any screening can begin.

III. Assessment

A. The following measures will be used to determine placement in the G/T Program at Aubrey ISD. These measures are both qualitative and quantitative.

1. Parent Evaluation
2. Renzulli Motivational and Leadership Scale
3. SAGES IQ Test
4. Iowa Test of Basic Skills (ITBS): Reading/Math
5. Torrence Test of Creative Thinking
6. Portfolio if needed (optional)

B. The data sources will be evaluated by means of a profile sheet. The selection committee will then evaluate the criteria and determine eligibility.

C. The parent/guardian will be notified in a timely manner of acceptance or non-acceptance into the G/T Program. Written consent and verbal communication from the parent/guardian will be obtained before the student begins active involvement in the program.

D. The staff will be informed of all G/T students at the beginning of the school year and will be kept notified of any students identified after that date.

E. Any parent who questions the decisions of the screening selection committee may go through the appeals procedure.

Appeals

Parents, teachers, and/or students may appeal any final decision regarding selection or exiting from the Gifted/Talented Program. All appeals shall be in writing. Appeals shall be sent first to the principal using the following procedure:

- A. The parent, teacher, or student will send a written appeal to the principal within ten working days from the date of notification.
- B. The G/T teacher will send a written response to the parent scheduling appeals committee review, within ten working days upon receipt of the appeal.
- C. The screening selection committee will review the information. Parents are invited to attend this meeting.
- D. A letter will then be sent to the parents and to the superintendent regarding the decision.

Reassessment

Aubrey Schools shall not perform routine assessments. Full participation in the Gifted/Talents program will continue in the program from grade to grade.

Probation

A teacher, counselor, or administrator may request a student be placed on probation if he/she refuses to follow the guidelines of the Gifted/Talented program. The student will stay in the program and will be assessed for one grading period. After the assessment period, a decision will be made by the selection screening committee either to remove the student from probation or exit the student from the program.

Furlough

A student, parent, teacher, counselor, or administrator may request a student be furloughed from the program for a specified length of time. The decision to furlough shall be made by a committee comprised for the student (when age appropriate), parents, and the selection committee. If the student is granted a furlough, the date of reentry to the program shall be stated. Furloughs will not be considered based upon rescheduling conflicts. 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 program, or placed on another furlough. If the student is exited from the program at the end of the furlough, the Exit Policy procedures shall be followed.

Exiting from the Program

A student may be exited from the program based on the student's overall performance, products, behavior, attitude, and attendance. At any time, the parents, G/T coordinator, counselor, or teacher may request a meeting to review a student's placement in the G/T program. For a student to exit from the program, a meeting consisting of the student, student's parent(s), and the selection committee will be held to discuss the student's educational needs. Any student exited from the program cannot reenter the program during that school year. The student may be re-nominated for screening to enter the program the following year.

Exiting Appeal

If a parent is not satisfied with the decision to exit a student from the program, he/she may request an opportunity to appeal the decision. An additional meeting between the parent and the committee will be scheduled, and at that time may present the reasons for the appeal. The committee will then take these reasons under consideration and reevaluate the student's exit from the program. The decision of the committee is final.

Transfer Students

Students who enroll in the district and have documentation proving their inclusion in the gifted and talented program in their previous

school will be placed in the districts G/T program. This placement will occur within six weeks of the students record's being received. When a G/T student withdraws and transfers to another district, the sending district will include information on the student's assessment data.

Parent Orientation

At least once a year Aubrey ISD will hold an orientation meeting for the parents of the gifted and talented students. Program goals and curriculum will be discussed as well as general characteristics of gifted and talented students. Information concerning special opportunities (contests, academic recognition, camps, community programs, volunteer opportunities, etc.) will be discussed as well.

Professional Development

Teachers who provide instruction and services that are a part of the program for the gifted students have a minimum of thirty (30) clock hours of staff development that includes nature and needs of gifted/talented students, assessing students needs, and curriculum and instruction for gifted students.

Teachers who provide instruction and services that are a part of the program for the gifted students receive a minimum of six (6) hours annually of professional development in gifted education.

Evaluation Criteria

Aubrey ISD will evaluate the effectiveness of the program annually and use the data to modify and update district and campus improvement plans. Parents are included in the evaluation process. The annual evaluation activities are conducted for the purpose of assessing student's abilities and performances in an ongoing continuum. The Site-Based Decision Making Committee along with a G/T staff member will meet to review the recommend program policies and procedures to the district. The campus improvement plans at each campus will reflect any changes that need to be made.

Family and Community Involvement

The school district will provide an array of learning opportunities for gifted and talented students in grades K-12 and will inform parents of these opportunities. A well-informed and supportive community is essential for a successful G/T program. Parents and community members will be encouraged to get involved and know what is going on with the schools by means of letters coming home, newspaper articles, samples of student work displayed in the buildings, and a district-wide orientation and awareness session.

