

L.I.F.T.

LEARNING INVOLVEMENT FOR TOMORROW



EARLY INDEPENDENT SCHOOL DISTRICT'S

HANDBOOK

FOR GIFTED/TALENTED STUDENTS

L.I.F.T.

LEARNING INVOLVEMENT FOR TOMORROW

FOR EARLY INDEPENDENT SCHOOL DISTRICT

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.

2018-2019 Selection Committee:

Tonie Contreras
Peggy Morales
Buddie Grooms
Danielle Howard
Kim Horton
Hope Bearden
Reca Godfrey

*TEC 29.123

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Identification Process

Gifted and talented students in the Early Independent School District are identified utilizing multiple criteria in keeping with the Texas State Plan for the Education of Gifted/Talented Students.

A student may be referred by a teacher, administrator, or parent in grades K-12. After a signed permission-to-test form has been received by the L.I.F.T. teacher from the student's parent or guardian, the nominee will be assessed by trained personnel. Both quantitative and qualitative identification instruments must be utilized. These instruments may include standardized achievement tests, a school abilities assessment, a creativity instrument, parent and teacher questionnaires, portfolios, and/or specific work samples.

The data gathered will be recorded on the Identification Matrix for the L.I.F.T. program. Each instrument will be assigned points. The Selection Committee will determine a cutoff score for placement in the program.

The Selection Committee is composed of at least three professional educators who have received training in the nature and needs of gifted students. The Selection Committee will evaluate and/or consider all of the student's pertinent information and will then make a recommendation as to the placement of the student in the L.I.F.T. program. The student and his/her parents will then be notified of the Selection Committee's recommendation. Should a child exit the program, he/she will be returned to the regular classroom with no prejudice; it should be recognized that the purpose of the gifted and talented program is to best serve the needs of the child. If those needs are best met in the regular classroom, that child should participate in the regular curriculum.

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Schedule of Identification Testing

On-going: New students who have been in a gifted program in their previous school will be reviewed by a selection committee and if determined that the student will be served in the LIFT classroom he/she will be placed in that classroom within 30 school days from enrollment.

(Criteria is explained on page 6)

Kindergarten: Fall referrals, testing and identification

Grades 1-11: Late Fall referrals, spring testing and identification

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Program Description

L.I.F.T. (Learning Involvement For Tomorrow) is designed to meet the needs, interests, and learning styles of students within the Early Independent School District who have been identified by a multiple criteria process as gifted. The multiple criteria are explained further in another section of this handbook.

L.I.F.T. will serve identified students daily in grades K-12. The integrated program will provide an array of learning opportunities in critical thinking, creative/productive thinking, problem solving activities, and independent investigations with an emphasis in the four core academic areas. Students will have opportunities to work together in groups, work with other students, and work independently during the school day. A variety of instructional and organizational approaches is used to help students develop their potentials to a fuller degree than is possible in the regular classroom environment.

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Appeals Policy

Parents or guardian who wish to appeal a decision concerning the operation of the L.I.F.T. program that affects their child, should confer with the L.I.F.T. teacher. If the parent or guardian is dissatisfied after this conference, an appeal should be made to the principal, to the superintendent of schools, and then to the Board of Education of the Early Independent School District.

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Transfer Policy

It is the policy of the Early Independent School District that students transferring into the district from another school will be considered and placed into the program within 30 school days of enrollment. Identification measures shall be administered with parent's permission to determine if the student will benefit from the G/T curriculum of Early ISD. A Selection Committee composed of at least three professional educators who have received training in the nature and needs of gifted students will review, evaluate, and/or consider all of the student's pertinent information from his/her previous school and make a recommendation as to the placement of the student into the L.I.F.T. program at Early Independent School District.

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Furlough Policy

Students who are 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 student and/or parent.

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 re-enter the gifted program, be removed from the program or be placed on another furlough.

At the high school level, identified Gifted and Talented students are served by taking advanced courses, Advanced Placement courses, and/or the LIFT elective course. In the event a student declines to take one of these courses, the student will be furloughed for the remainder of the school year. At the end of the furlough, the student may re-enter the gifted program if the student opts to take an advanced course, Advanced Placement course, and/or the LIFT elective course. If the student declines to take one of these courses, the student may be removed from the program or placed on another furlough.

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Exit Procedure

Student performance in the program shall be monitored. A student shall be removed from the program at any time that the Selection Committee determines that it is in the student's best interest based on multiple criteria including student performance in response to services. If a student or parent requests removal from the program, the Selection Committee shall meet with the parents and student before honoring the request. Exiting of a student is finalized by committee decision after consultation with parents and student regarding the student's educational needs.