



INDEPENDENT SCHOOL DISTRICT

EXPECT → ACHIEVE → EXCEL

ADVANCED ACADEMICS PROGRAM

2020-2021

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Board of Trustees

The La Feria ISD Board of Trustees has primary responsibility for ensuring that the district schools comply with all applicable requirements of state educational programs (TEC§ 7.028).

2020-2021

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W. B. Green Junior High (7-8)

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Noemi Dominguez Elementary (5-6)

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Advanced Academics Program

Philosophy

La Feria ISD is committed to the philosophy that all children can learn and committed to meeting the needs of *all* students, including this special population. Our students have many gifts and talents that range from academics to art, performance, and music. La Feria ISD is dedicated to meeting the needs of all its students through an educational program of quality, equity, and accountability, in compliance with all federal, state, and local requirements.

La Feria ISD also recognizes that children learn in different ways, at various rates, and at different levels of mastery and acknowledges that these children are found in all races, ethnic origins, and in all socioeconomic levels. La Feria ISD accepts the challenge to find and identify those children who require a more challenging, stimulating, and rigorous curriculum.

La Feria ISD is committed to placing G/T students in classes that meet their needs academically, as well as nurture their gifts and talents beyond that which is available in the regular school program thus providing them with opportunity within the Advanced Academic Program to develop to the fullest of their intellectual ability.

Goals

- To develop student behaviors and skills necessary for becoming productive citizens and lifelong learners who interact effectively with peers, community, and society.
- To develop critical, creative, and evaluative thinking process that lead students to produce advanced level products.
- To develop self-directed learners with appreciation for their own abilities as well as those of others.
- To develop an array of learning opportunities in the four core academic areas and when possible out-of-school options relevant to the student's area of strength
- To develop a challenging curriculum of differentiated instruction with depth and complexity.
- To develop a program that involves the community in the education of gifted students.
- To develop a flexible program that involves the community in the education of gifted students.
- To develop a flexible program allowing students to learn at the pace and level appropriate for their abilities and skills.

District Coordinator

The Advanced Academics Coordinator for LFISD is responsible for implementing philosophy, program goals, and placement criteria for LFISD. The Advanced Academics Coordinator is responsible for developing and monitoring the gifted and talented services and assisting principals, campus coordinators, and teachers in implementing the program and conducting program evaluations to remain in compliance with state and local guidelines. The Advanced Academic Coordinator does not have placement authority for students. Campus Selection Committees and Appeal Committees have authority for making placement decisions regarding the gifted and talented program.

Advanced Placement Program

La Feria ISD participants in the College Board's National Advanced Placement (AP) Program. The College Board's AP Program enables students to pursue college-level studies while still in high school. Many AP courses are offered at La Feria High School and students who enroll and complete an AP course will be encouraged to take the AP examination in May. Based on their performance, students can credit, advanced placement, or both, for college. Most United States colleges and universities, and colleges and universities in 21 countries, have an AP policy granting incoming students credits, advanced placement, or both, for qualifying AP examination grades.

La Feria Independent School District also offers Pre-Advanced Placement (PAP) courses at W.B. Green Junior High in the four core content areas of English, math science, and social studies and Pre-Advanced Placement (PAP) 6th grade science at Noemi Dominguez Elementary. Pre-AP courses enable students to build skills and understanding they need for success in AP courses.

Advantages of the Advanced Placement Program

- AP prepares students to succeed in college
- Students save on college tuition
- Graduate early from college
- The credits students earn for their AP achievements enable many students to pursue a double major, to study abroad, or to undertake a combined bachelor's and master's program.
- Students who participate in AP are ultimately given the responsibility to reason,

Advanced Placement Exam

Each May, students who take the AP courses will have the opportunity to take the equivalent AP exam for their subject area(s). The AP exam grade is a weighted combination of the student's score on the multiple-choice section and on the free-response section. The final grade is reported on a 5- point scale. Students who earn AP exam grades of 3 or above are generally considered to be qualified to receive college and/or placement into advanced courses; however, each college or university determines the awarding of credit and placement and it is the student's responsibility to check individual institutions regarding policies.

Advanced Placement and Pre-Advanced Placement Offerings

W. B. Green Junior High School Grades 7-8

7 th Grade	Pre-AP ELAR
	Pre-AP Math
	Pre-AP Science
	Pre-AP Social Studies (Texas History)
8 th Grade	Pre-AP ELAR
	Pre-AP Algebra I
	Pre-AP Science
	Pre-AP Social Studies (U.S. History)

La Feria High School Grades 9-12

English Language Arts	English I Accelerated
	English II Accelerated
	AP Language Arts & Composition III
	AP Language Arts & Composition IV
Mathematics	Pre-AP Algebra I (taken in 8th grade)

	Pre-AP Geometry
	Pre-AP Algebra II
	Pre-AP Pre-Calculus
	AP Calculus
	AP Statistics
Science	Pre-AP Biology
	Pre-AP Chemistry
	AP Chemistry
	AP Physics I
	AP Biology
Social Studies	AP Human Geography
	AP World History
	AP U.S. History
	AP U.S. Government
	AP Economics
Spanish	Pre-AP Spanish I (taken in 8th grade)
	Pre-AP Spanish II
	AP Spanish III
	AP Spanish IV

And any other course as approved by the campus and district administration

Dual Enrollment Program

Dual Enrollment is a program in which a high school student enrolls in a college course and receives simultaneous academic credit for the course from both the college and high school. Dual Enrollment courses may be transferred to all public college/universities in the state of

Texas. All students enrolled in the Dual Enrollment Program will be considered as a college student and all college/university academic policy will apply.

Dual Enrollment courses taught at La Feria High School by an approved LFISD instructor are AP level courses and grades earned in these AP level Dual Enrollment foundation curricular courses will be calculated in the student's grade point average (GPA).

Students must meet with their high school counselor or high school Dual Enrollment representative to determine eligibility. Students planning to participate in a Dual Enrollment Program must meet high school eligibility criteria as well as college/university requirements:

- Graduation Foundation Plus Endorsement or Distinguished Level of Achievement Plan
- 80 or better overall average in high school core subjects (80 or better in subject area for which enrollment is sought)
- Meet 90% attendance requirement
- Meet College/University enrollment criteria to take college level course

Approved Academic Courses

Texas Southmost College (TSC)		Credit
Comp I & II	1301/1302	6
Government	2305	3
History	1301/1302	6
MATH	1314	3
MATH	2412	4
MUSI	1306	3

La Feria High School		Credit
English IV		1
PAP Algebra II		1
PAP/Pre Calculus		1
U.S. History		1

U.S. Government	.05
Music Appreciation	.05

La Feria High School will hold a Fall Orientation for first semester junior enrollees and a Spring Orientation for first time sophomore enrollees. A Dual Enrollment Night will also be offered at the high school for all interested parents and students.

Gifted & Talented Program

A gifted and talented child/student is one 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 exceeds in a specific academic field (TEC § 29.121).

Characteristics of Gifted & Talented Learners

Bright Child

Knows the answer
Is interested
Is attentive
Has good ideas
Works hard
Answers the questions
Top of the group
Listens with interest
Learns with ease
6-8 repetitions for mastery
Understands ideas

Gifted & Talented Learner

Asks the questions
Is highly curious
Is mentally and physically attentive
Has wild, silly ideas
Plays around, yet tests well
Discusses in detail, elaborates
Beyond the group
Shows strong feelings
Already knows
1-2 repetitions for mastery
Constructs abstractions

Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good memorizer	Good guesser
Enjoys straightforward	Thrives on complexity
Is alert	Is keen observant
Is pleased with own learning	Is highly self-critical

Identification Procedures

Criteria to identify gifted/talented students shall be established in the Board approved program and shall be specific to the state definition, and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities.

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)). Data from the most current IOWA assessment will be used in the screening and selection process of nominated students. Data to be considered will be mathematics, reading/language arts, science, and social studies.

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)).

The selection committee is formed of a majority of members who have completed thirty (30) hours of gifted/talented training as delineated in 19 TAC §89.2 (1). The selection committee shall evaluate each nominated student according to the established criteria and shall recommend placement for students whose data indicate placement in a gifted educational setting is most appropriate.

It is the responsibility of the campus GT coordinator or counselor to examine the nomination records, prepare a folder and compile screening data on appropriate forms for each nominated child. Data of students with permission for screening will be kept available in the office for future reference.

Nomination/Referral

Students may be nominated or referred for the gifted and talented program at any time by teachers, counselors, parents or other interested persons. Nomination/referral procedures and forms for assessment of gifted/talented students shall be disseminated and communicated to all parents in English and Spanish. 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)).

Notification

Parents/guardians and students shall be notified in writing upon the selection of the student for the gifted services. The district shall obtain written permission of the parent/guardian before a student is placed in the gifted program. Participation in any program or services provided for gifted students is voluntary.

Student Assessment

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 §89.13 (3)). Assessment opportunities for gifted and talented identification are available

at the elementary and secondary level during the fall for kinder students and during the spring for all other grades.

Contact shall be made with nominated students and their parent/guardian to determine if the students are interested in the program (EHBB LOCAL). Written parental consent shall be obtained prior to conducting any testing or individual assessment as part of the gifted/talented identification process. All student information collected during the screening and identification process is an educational record subject to the protections of the Family Education Rights and Privacy Act (FERPA, 1974).

Assessment of students for gifted/talented program includes measures collected from multiple sources for each area or giftedness served by the district. Access to assessment and, if needed, gifted/talented services are available to all populations of the district (19 TAC§89.1 (3)).

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. Kinder students will be identified by March 1st of the school year. In grades 1-12, qualitative and quantitative data are collected through three (3) or more measures and used to determine whether or not a student needs gifted/talented services. All students are assessed in languages they understand or with non-verbal assessments.

Assessment Instruments

Kinder	Cognitive Abilities Test (CoGAT)	Javits Parent Questionnaire
	IOWA Assessments (on-line)	Javits Teacher Questionnaire
	*Total Reading Battery	Portfolio Activity (K-2)
	* Total Mathematics Battery	Logramos (Spanish Assessment)
	* Total Language Battery	
	* Total Science Battery	
Grades 1-2	* Total Social Studies Battery	
	Cognitive Abilities Test (CoGAT)	Javits Parent Questionnaire
	IOWA Assessments (on-line)	Javits Teacher Questionnaire
	*Total Reading Battery	Portfolio Activity (K-2)
	* Total Mathematics Battery	Logramos (Spanish Assessment)
	* Total Language Battery	
	* Total Science Battery	
	* Total Social Studies Battery	

Grades 3-6	Cognitive Abilities Test (CoGAT) IOWA Assessments (on-line) *Total Reading Battery * Total Mathematics Battery * Total Language Battery * Total Science Battery * Total Social Studies Battery	Javits Parent Questionnaire Javits Teacher Questionnaire Logramos (Spanish Assessment)
Grades 7-8	Cognitive Abilities Test (CoGAT) IOWA Assessments (on-line) *Total Reading Battery * Total Mathematics Battery * Total Language Battery * Total Science Battery * Total Social Studies Battery	Javits Parent Questionnaire Javits Teacher Questionnaire Logramos (7-8) (Spanish)
Grades 9-12	Cognitive Abilities Test (CoGAT) IOWA Assessments (on-line) *Total Reading Battery * Total Mathematics Battery * Total Language Battery * Total Science Battery * Total Social Studies Batter	Javits Parent Questionnaire Javits Teacher Questionnaire Aprenda (Spanish Assessment)

Service Design

Identified gifted and talented students of La Feria ISD are assured an array of learning opportunities that are commensurate with the abilities and that emphasize content in the four (4) foundation curricular areas. Services are available during normal school hours as well as the entire school year. Parents are informed of these options (19TAC§ 89.3(3)). Gifted/talented students are assured 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 (19TAC§ 89.3(1)). La Feria ISD whenever possible, shall provide out-of-school options relevant to the student's area of strength (19TAC§ 89.3(3)).

La Feria ISD shall ensure that no more than 45% of state funding allocated for gifted and talented education programs are spent on indirect costs as defined in Financial Accounting and Reporting Module (Financial Accountability Resource Guide). At least 55% of the funds allocated to gifted education shall be spent on assessments and services for gifted students

(19TAC§ 89.4(1)). Local funding for the gifted/talented education program is used to enhance the state funding formula.

La Feria ISD shall ensure that student assessment and services are in compliance with the Texas State Plan for the Gifted/Talented Students (19TAC§ 89.5).

Curriculum & Instruction

An array of appropriately challenging learning experiences in each of the four (4) foundation curricular areas is provided for gifted/talented students in grades K-12. Parents are informed of the opportunities (19TAC§ 89.3). 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 at www.texaspsp.org (19TAC§ 89.3). Opportunities are provided to accelerate in areas of students strengths (19TAC§ 89.3 (4)). Provisions to improve services to gifted/talented students are included in district and campus improvement plans (TEC§ 11.251-11.253).

Sam Houston Elementary, David G. Sanchez Elementary, and C. E. Vail Elementary

Kinder: Kinder students will be identified for gifted/talented by March 1st of the school year. Kinder students will be served through a pull-out program as scheduled at each campus.

First to Fourth Grade: The gifted/talented students in 1st to 4th grade will be served in the regular classroom in clusters of identified students of like abilities. Teachers could have a mixed ability class but will differentiate instruction for the gifted and talented student. The instruction will emphasize content from the four core academic areas. The students will receive opportunities to accelerate in areas of academic strengths. All K-4th grade gifted/talented students will receive an array of appropriately challenging learning experiences including the completion of a project from the Texas Performance Standards Project (TPSP). Students may choose projects from the TPSP or choose to do a “pursuit of passion” project as approved by their teacher/mentor. Students are encouraged to participate in UIL academic and arts activities as well. Students will be given opportunities to accelerate in areas of academic strengths.

Noemi Dominguez Elementary

Fifth & Sixth Grade: The gifted/talented students will be served in the regular classroom with opportunities to work with students of other abilities and interests as well as their own abilities. The gifted/talented students will be served in the four (4) core academic areas. The classroom teachers may have a mixed ability class but will differentiate instruction for the

gifted and talented student. The instruction will emphasize content from the four core academic areas in which an array of appropriately challenging learning experiences, including the completion of a project from the Texas Performance Standards Project (TPSP). Students may choose projects from the TPSP or choose to do a “pursuit of passion” project as approved by their teacher/mentor. Students are encouraged to participate in UIL academic and arts activities as well. Students will be given opportunities to accelerate in areas of academic strengths.

W.B. Green Junior High

Seventh and Eighth Grade: The gifted/talented program at W.B. Green Junior High will consist of a program in all four (4) core academic areas. All gifted/talented students will be served in Pre-AP classes. The Pre-AP classes may be a mixed ability class but teachers will differentiate instruction for the gifted/talented student. Students are encouraged to participate in UIL academic and arts activities as well. Students will be given opportunities to accelerate in areas of academic strengths.

La Feria High School

Ninth to Twelfth Grade: The gifted/talented program at La Feria High School will consist of a program in all four (4) core academic areas. All gifted/talented students will be served in Pre-AP or AP classes. The Pre-AP and AP classes may be a mixed ability classes but teachers will differentiate instruction for the gifted/talented student. Students may also enroll in Dual enrollment course that award university/college credit. Students are encouraged to participate in UIL academic and arts activities as well. Students will be given opportunities to accelerate in areas of academic strengths.

Professional Development

A person who has 30 hours of staff development in gifted/talented education as required in 19 TAC§89.2(1) is assigned to coordinate district level services for gifted/talented student in K-12 grades.

Administrators and counselors who have authority for service decisions are required to complete minimum of six hours of professional development that includes the nature and needs of gifted and talented students and service options for gifted/talented students (19 TAC§89.3(4)).

A minimum of thirty (30) hours of professional development that includes the nature and needs of gifted/talented students, identification and assessment of gifted/talented students' needs, and curriculum and instruction for gifted/talented students is required for teachers who are assigned to provide instruction and services that are a part of the district's defined

gifted/talented services (19 TAC§89.2(1)) and as related to the state teacher educator standards (19 TAC§89.2(3) and 19 TAC§23.31).

Teachers without the 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)). Each year after the completion of the thirty-hour training, a teacher assigned to provide instruction and services that are part of the district's defined gifted/talented services is required to complete six (6) hours of training on GT updates.

Evaluation of professional development activities for the gifted/talented education in 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)

Family and Community Involvement

Written policies are developed on gifted/talented student identification, approved by the La Feria board of trustee and disseminated to parents (19 TAC §89.1) and community members and that they have an opportunity to develop an understanding of and support for the program. Products and achievements of gifted student are shared with the community.

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

The district provides orientation and periodic updates for parents of gifted/talented students through an informational booth and presentation at the annual parent conference. Written communication is also distributed to all parents during the fall nomination period.

The effectiveness of La Feria ISD gifted/talented services in evaluated annually, and the data is used modify and update district and campus improvement plans. Parents are included in the evaluation process (TEC §§11.251-11.253).

Furlough Procedures

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

A furlough is defined as a period of time (temporary) in which a student participating in the gifted/talented program may take a leave of absence from program services. A furlough for

one semester may be granted to a student when extenuating circumstances prevent the student from being a productive member of the gifted/talented program. Extenuating circumstances might include:

- Death of a family member
- Family separation or divorce
- Illness or injury (student/family)
- Scheduling conflicts
- The placement of student in an alternative setting

Furloughs that do not meet the above extenuating criteria will be reviewed and approved by the campus selection committee. Students will be allowed to take a leave of absence from the gifted and talented program for a specified time without being exited as decided by the campus selection committee. If the student is furloughed from all services provided for the gifted and talented students at his/her grade level, the district will not report (PEIMS) the student as participating in a state approved gifted/talented program.

Students who are unable to maintain satisfactory performance within the structure of the gifted/talented program may be placed on furlough by the selection committee. The purpose of such a furlough is to provide the student with an opportunity to attain performance goals established by the selection committee. At the end of the furlough, the student's progress shall be reassessed, and the student may re-enter the program, be exited from the program, or placed on another furlough not to exceed a school year.

Furlough from the program may be initiated by a partner/guardian (K-12), student (9-12) and/or school personnel. In grades 9-12, the student may request and complete the furlough form, but furlough request must be signed by parent/guardian and a copy mailed to parent/guardian. Final decisions regarding furloughs are made by the campus selection committee. A furlough form can be obtained from the campus gifted/talented coordinator. Furlough forms will be placed in the student's placement file and copied to his/her cumulative folder.

Exit Procedures

Policy related to exiting of students from the gifted/talented program is based on multiple criteria including student performance in the program and is finalized by a committee decision after consultation with the parent(s) and student regarding the most appropriate educational placement.

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, parent or guardian request removal from the program, the selection committee shall meet with the parent/guardian and the student before honoring the request. The following steps should be taken before exiting a student from the gifted/talented program:

1. A teacher should hold a conference with the student to inform him/her of the teacher's concern about the student's performance. The teacher will inform the student of the exact weakness.
2. Two weeks after the conference, the teacher should notify the parent(s) by phone or in person if there has been an increase improvement in the performance of the student. The teacher will state ways in which he/she is working to help the student with his/her deficiencies and will also recommend ways the parent(s) may help their child. The teacher will also explain the student's role in correcting the deficient areas.
3. If after two week from the time of contact with parents, the student has not shown satisfactory improvement in the gifted/talented program, the teacher will inform the building principal. The student, the parent(s), the counselor, and the teacher will have a meeting. The teacher will show in writing areas of deficiencies. All people attending the conference may give input into ways the deficiencies can be improved. At the conclusion of the conference, the student and his/her parent(s) will be informed, in writing of needed improvements in the student's performance or products if he/she wishes to remain in the program.
4. If, following the formal conference, the student does not show a satisfactory improvement in the deficient areas, the teacher will notify the principal. The principal will call a meeting of the gifted/talented selection committee and make a final decision regarding exiting of the student from the gifted/talented program. This decision will be based on the overall educational performance of the student.

Transfer Procedures

Students who transfer into La Feria ISD identified as gifted/talented by a previous Texas public school or out of state school will be placed in the gifted/talented program based on a conditional acceptance until supporting documentation showing previous gifted/talented placement has been received. Student's records shall be reviewed by the gifted/talented selection committee to determine if placement in the District's program for gifted/talented is appropriate for the student.

The campus gifted/talented selection committee shall make its determination within six weeks (30) days of the student's enrollment in the district and shall base its decision on the transferred records or new assessment.

Policy related to transfer students ensures that students are properly assessed and appropriately placed within six-weeks (30 days) of enrollment in the district. When a gifted/talented student withdraws and transfers to another district, La Feria ISD will include information on the student's assessment data.

Appeal Procedures

A parent/guardian or student may appeal any final decision of the gifted/talented selection committee regarding selection, placement or exit from the gifted/talented program within 15 days of receiving notification. The process of all appeals always begins at the individual campus and must be submitted in writing to the campus gifted/talented coordinator and/or campus principal as per FNG (LOCAL)-A Level One:

1. Campus gifted/talented coordinator meets with the parent/guardian and/or student within 10 days after receipt of the written appeal. The campus gifted/talented coordinator will explain the identification process and review the student's products and/or test results and profile.
2. The campus gifted/talented coordinator and the campus gifted/talented committee shall review all testing information/processes, examine additional information provided by the parent/guardian and/or student and make a decision concerning the student's selection, placement, or exit from the gifted/talented program.

3. If the parent/guardian and/or student are not satisfied with the response or explanation, they may ask to appeal to the District gifted/talented coordinator. The campus principal, campus gifted/talented coordinator, and the district gifted/talented coordinator (District Appeal Committee) will set up an appointment to review all testing information/processes, examine additional information provided by the parent/guardian and/or student and make a decision in writing with 10 days concerning the selection, placement, or exit from the gifted/talented program.

Any subsequent appeals shall be made in accordance with FNG (LOCAL)-A beginning at Level Two.

1. If these discussions and consideration do not resolve the concern, the parent will be given a copy of Local Board Policy FNG (LOCAL)-A.
2. The campus and district gifted/talented coordinator will work with the superintendent and board of trustees, if necessary.

If the student or parent did not receive the relief requested at the level two or if the time for a response has expired, the student or parent may appeal to the board FNG (LOCAL)-A Level Three.

