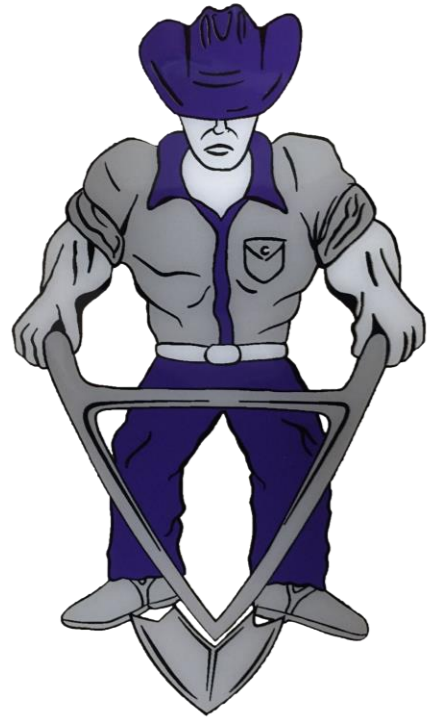


ROSCOE COLLEGIATE ISD



Gifted & Talented Program Handbook

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Nondiscrimination

Roscoe CISD 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 PLAN FOR GIFTED EDUCATION AND SERVICES

STATE DEFINITION OF GIFTED/TALENTED STUDENT

According to Sec 29.121 of the Texas Education Code, a "gifted and 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.

STATE GOAL FOR SERVICES FOR GIFTED STUDENTS

Students who participate in services designed for gifted 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 reflect individuality and creativity. High school graduates who have participated in services for gifted 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

ROSCOE PROGRAM GOALS FOR THE GIFTED/TALENTED SERVICES K-12

IDENTIFICATION - Identify students in grades K-12 who demonstrate an academic need for gifted services using the criteria established by the district, approved by the board, & in compliance with the state.

SELF-DIRECTED LEARNERS - Develop the students' capacities to become self-directed and to be confident in their ability to research and process information and to create and communicate their findings as they produce and present advanced-level products or performances as well as products and performances of professional quality at the high school exit level.

COMPLEX THINKING SKILLS - Enhance and refine the abstract and complex thinking and reasoning of these students through more sophisticated creative and critical thinking activities as they reflect and refine their own thinking processes.

APPROPRIATE INSTRUCTIONAL STRATEGIES - Provide students with multiple opportunities to participate in learning experiences using advanced content (within the four core areas) which are defensibly differentiated in depth, complexity and range through modification to content and/or process and/or product. Students will be able to work independently, with groups of other gifted students, and with groups

STATE PLAN FOR GIFTED EDUCATION AND SERVICES

of non-gifted peers.

TEXAS STATE PLAN FOR THE EDUCATION OF GIFTED/TALENTED STUDENTS

The Texas State Plan, pursuant to Section 29.123 of the Texas Education Code, forms the basis of GT services and accountability. Districts are accountable for services as described in the State Plan where performance measures are included for six aspects of GT service design. The accountability standards reflect actions required in state law and/or State Board of Education rule. The plan also offers guidance to reach “exemplary” performance for districts seeking excellence in gifted services.

- **ASPECT 1: FIDELITY OF SERVICE**
 - School districts comply with gifted/talented accountability standards and monitor the effectiveness of assessment and services for gifted/talented students.
- **ASPECT 2: STUDENT ASSESSMENT**
 - Gifted/talented identification procedures and progress monitoring allow students to demonstrate and develop their diverse talents and abilities.
- **ASPECT 3: SERVICE DESIGN**
 - A flexible system of viable service options provides a research-based learning continuum that is developed and consistently implemented throughout the district to meet the needs and reinforce the strengths and interests of gifted/talented students.
- **ASPECT 4: CURRICULUM AND INSTRUCTION**
 - Districts meet the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school.
- **ASPECT 5: PROFESSIONAL LEARNING**
 - All personnel involved in the planning, creation, delivery and administration of services to gifted/talented students possess the knowledge required to develop and provide differentiated programs and services.
- **ASPECT 6: FAMILY/COMMUNITY INVOLVEMENT**
 - The district involves family and community members in services designed for gifted/talented students throughout the school year.

STATE PLAN FOR GIFTED EDUCATION AND SERVICES

ASPECT 1: FIDELITY OF SERVICE

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 relevant stakeholders in the evaluation process.

The GT Coordinator shall distribute surveys to teachers, GT students, and parents of GT students at least once per school year and then analyze and communicate the results of those surveys to the campus Site Based Decision Making committees.

The development and delivery of curriculum for GT students is monitored regularly by trained administrators.

IDENTIFICATION AND ASSESSMENT

ASPECT 2: STUDENT ASSESSMENT AND IDENTIFICATION

Roscoe 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.

PROGRAM AWARENESS

Parents are informed of the GT policies and procedures through the district or campus handbook, the district website, and/or by request of the written policy and procedures for the Gifted/Talented program.

An overview of the assessment procedures and services for gifted/talented students will be provided for families in the fall, prior to the advertised fall referral period. Information on the referral process and on the characteristics of gifted/talented students will also be provided throughout the referral period, online and/or in paper form. Information and forms will be offered in a language families can understand or a translator or interpreter will be provided to the extent possible. Information and forms will be routinely offered in Spanish; other languages will be offered as the need arises, to the extent possible.

REFERRAL PROCESS

During the last part of the fall semester (October/November), parents, teachers, and community members may refer students in grades Kindergarten through 12th grade for the G/T program. A secondary referral period will open in January for students in 7th-12th grades. Referral forms will be available during the referral periods in each campus office, on the district website, and/or on the campus Facebook page. They will also be emailed/mailed upon request from the GT Coordinator.

Referral window advertisements and referral forms will be offered in a language families can understand or a translator or interpreter will be provided to the extent possible.

Referral forms are accepted throughout the year, with assessments and review meetings occurring during specific assessment windows. If the need arises for out-of-cycle assessment, the GT Committee will consider that on a case-by-case basis.

In addition to referrals, campus principals may opt to screen an entire grade level (for example, first grade). Student Performance Tasks and MAP scores can also be used to identify students for further assessment.

Written parent or guardian permission is required to assess a student for the GT program. If a parent does not want his/her child to be assessed for the GT program, this information will be documented. All student information collected during the screening and identification process shall be an educational record, subject to the protections set under federal law..

IDENTIFICATION AND ASSESSMENT

SCREENING/ASSESSMENT PROCESS

The District shall provide assessment opportunities to complete the screening and identification process for referred students at least once per school year. Roscoe CISD does not assess students who are not currently enrolled in the district and does not assess students more than once a year.

A student profile is used to identify those students who perform, or show the potential for performing, at remarkably high levels of accomplishment relative to their age, experience, or environment. The profile will reflect a **minimum of three (3)** criteria used in the assessment. The criteria used will be a combination of **qualitative and quantitative** instruments and **may include:**

- School Abilities Test such as the Naglieri Nonverbal Ability Test (NNAT3), The Cognitive Abilities Test (CogAT), or other school abilities tests as deemed appropriate for the student;
- Achievement Test such as the Iowa Test or other achievement tests as deemed appropriate for the student;
- Divergent Thinking Assessment such as the Torrance Test of Creative Thinking, the Creative Assessment Packet (CAP), or other divergent thinking assessment as deemed appropriate for the student;
- Teacher/Parent Rating - Scales for Identifying Gifted/Talented Students (SIGS), the Renzulli-Hartman Teacher Rating Scales, the Slocumb-Payne Perception Inventories, or other rating scales as deemed appropriate for the student

School Abilities Tests are assessment instruments designed to assess a student's ability to learn, reason, and problem-solve relative to nationally normed data. Achievement Tests are assessment instruments designed to assess a student's current academic achievement level relative to nationally normed data. Divergent Thinking Assessments are assessment instruments designed to assess a student's ability to come up with multiple creative solutions to a problem. Observation inventories, including Teacher/Parent Ratings, can be used to identify specific behaviors exhibited consistently by a student.

The assessment process allows for student exceptionalities to the extent possible. All students are assessed in languages they understand or with nonverbal assessments.

All kindergarten students are automatically considered for gifted/talented and other advanced level services. At the kindergarten level, as many criteria as possible, and at least three (3), are used to assess students who perform at or show the potential of accomplishment relative to age peers.

QUALIFICATION PROCESS

The student profile identifies the student's strengths and weaknesses. The percentiles and/or scores from the assessment instruments are plotted on the student profile. Each student's profile is individually evaluated by

IDENTIFICATION AND ASSESSMENT

the Gifted/Talented Committee through a **blind** (no name) process. A student clearly qualifies for Gifted/Talented services if the majority of the evidence on the profile falls within the *Excellent* and/or *Superior* ranges on the profile. The decision is based on the committee's observation of the preponderance of the evidence on the student's profile.

The Gifted/Talented committee consists of at least three district educators. All committee members have been trained in the nature and needs of gifted students, as required by law. The majority of members have completed thirty (30) hours of GT training and are current with the six-hour training update. The Gifted/Talented Committee makes a professional judgment based on the recorded student profile data. As the committee evaluates the data on the students nominated, the committee has three options:

- The preponderance of profile data indicates the student exhibits educational need and would benefit from the services offered in the Gifted/Talented.
- There is insufficient evidence in the documentation at this time indicating the student's educational needs would best be met by the Gifted/Talented program. The preponderance of evidence indicates the student's educational needs would best be served with the services of the regular curriculum.
- Further information is requested for the committee to make a qualification decision.

Once the identification process is complete, parents or guardians are notified of the Gifted/Talented Committee's decision in writing. Parents of all screened students may request a conference to examine their child's assessment results. Requests should be made through the student's home campus.

Participation in any program or services provided for gifted students shall be voluntary, and the district shall obtain written permission from the parents/guardians before placing a student in a gifted and talented program.

GT IDENTIFICATION ANNUAL TIMELINE

ROSCOE IDENTIFICATION TIMELINE:

	Elementary	Secondary
Referral procedures and GT program information published	October	October
Parent information meeting	October/November	October/November
Referrals accepted from parents, teachers, and community members	October/November	October/November
Screenings, assessments and reassessments begun after written parental permission obtained	November/December	November/December
Secondary referral period; referrals for students in grades 7-12 accepted from parents, teachers, and community members	N/A	January
Gifted/Talented committee meets on completed screenings	February-May**	February-May
Parents notified of results of assessment process and written parental permission obtained	February-May**	February-May
Services begin for identified students after written parental permission obtained**	March-May**	March-May

*Students new to Roscoe CISD and who have not been identified in a previous school district will be considered out of cycle on a case-by-case basis.

**Kindergarten students must begin services by 1 March each year.

ADDITIONAL PROGRAM PROCESSES

TRANSFER OF STUDENTS

All students who have participated in gifted and talented programs prior to coming to Roscoe ISD may be considered for the Gifted/Talented Program. According to the Interstate Compact on Educational Opportunity for Military Children, a receiving school district in a member state agrees to “initially honor placement of a student based on the student’s enrollment in the sending state as long as that school has a similar or equivalent program.” Texas Education Code §162.002. Once assessment records are received from the student’s previous district, the records will be examined for correspondence to Roscoe ISD’s criteria. If the transfer data is insufficient, Roscoe ISD will assess the student to see if placement in the program is in the student’s best interest. A decision will be made regarding qualification within 30 school days of the receipt of the student’s G/T assessment results from the previous district.

APPEALS PROCESS

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.

FURLOUGH PROCEDURE

The district may 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 is a temporary "leave of absence" from the Gifted/Talented Program designed to meet the individual needs of an identified student. Anyone may request a furlough: parent, student, teacher, or administrator. Requests for a furlough will be given to the campus administrator and members of the Gifted/Talented committee for consideration. A student may be furloughed for a period of time deemed appropriate by the Gifted/Talented committee. At the end of the furlough, the student's progress shall be reassessed, and the student may re-enter the Gifted/Talented program, be removed from the program, or be placed on another furlough. Furloughs are designed to be short-term and temporary and should **never be used for an entire school year**.

A furlough does not indicate a permanent exiting of the program. Furloughs could be utilized for a variety of extenuating circumstances. Any student may be granted a furlough from the program for various issues such as over commitment, family concerns, serious illness, or any other circumstances which would inhibit or curtail the student's performance in the program. The furlough may also be used prior to a formal exit from the program for those students who are unable to maintain satisfactory performance within the learning opportunities of the Gifted/Talented program. A furlough might also provide the student an opportunity to attain performance goals established by the Gifted/Talented committee. A furlough is arranged to meet the individual needs of the student.

ADDITIONAL PROGRAM PROCESSES

REASSESSMENT

Roscoe ISD will not perform routine reassessments. Formal reassessment is not necessary as long as the student's educational needs are being met within the services of the program. 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. If there is any concern regarding the performance or placement of a student, the Gifted/Talented teacher or the district Gifted/Talented Coordinator will contact the parent and confer about available options, including counseling, intervention, requesting a furlough, or exiting the student.

EXIT PROVISIONS

Student performance in the program shall be monitored. A student shall be removed from the program at any time the Gifted/Talented committee determines it is in the student's best interest **and** a furlough and interventions have been ineffective. If a parent requests their child be removed from the program, the Gifted/Talented committee shall grant the request after meeting with the parent and student. Once a student is exited from the program, he/she must adhere to the identification procedures and exhibit educational need to be readmitted.

SERVICE DESIGN

ASPECT 3: SERVICE DESIGN

Roscoe 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.

Per the Texas State Plan for the Gifted, Roscoe CISD GT students will be provided with flexible grouping opportunities and the chance to conduct independent investigations, giving them opportunities to work together as a group, work with other students, and work independently as a direct result of their gifted/talented service options. Acceleration and flexible pacing are employed in the regular education classrooms, allowing students to learn at the pace and level appropriate for their abilities and skills. Educators adapt and/or modify the core or standard curriculum to meet the needs of gifted/talented students and those with special needs such as twice-exceptional, highly gifted, and English learners.

A continuum of learning experiences will be provided in the Gifted/Talented services which lead to the development of advanced-level products and/or performances. Such services may include use of depth and complexity elements, differentiation of content, process and/or product in the regular classroom, independent studies, participation in the Texas Performance Standards Project, project-based learning, Student Research Projects (SRPs), robotics, concurrent or dual-enrollment classes, and/or other services as deemed appropriate for the student. Services are available in all four core academic areas including Language Arts, Math, Science and Social Studies. Identified students will work independently, with other identified students, and with students of other abilities.

Documentation of services will be maintained and parents will be notified of in-school and out-of-school options during the calendar year that are relevant to the needs of the gifted and talented students. Progress reports may be included in the student's report card.

Services for Kindergarten

Services for kindergarten students begin by 1 March of each year. Identified kindergarten students will receive services in their core classrooms. GT students are assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four foundation curricular areas (ELAR, Math, Science, and Social Studies). The GT services also address the social and emotional needs of GT students and their impact on student learning. All Roscoe CISD kindergarten students are enrolled in the Montessori program, so all students are provided with the flexible grouping patterns, independent investigations, acceleration, and flexible pacing mandated by the state for GT students.

Services for Grades 1-5

Our elementary students who are identified as GT receive services in their classroom. This may include student input, robotics, coding, logic problems and games, chess, art, social-emotional learning, passion

SERVICE DESIGN

projects, Texas Performance Standards Projects, and the like. In addition, our elementary students are typically clustered in classrooms with other GT students and a teacher who understands differentiation and is GT trained. All students in the district work on Student Research Projects (SRPs). These projects can be a part of the GT program, especially when GT students are grouped together or do individual SRPs. Our GT budget this year has also been increased to put more of the GT funding into direct student services and to allow experiential field trips to be added to our service offerings.

Cluster Grouping

Grouping GT students together in the regular classroom provides opportunities for them to work with cognitive peers more than just during the pull-out program. Additionally, the teachers with GT students should be on track to completing their 30 hours of basic GT training with continued professional development on differentiation and the nature and needs of GT students each year.

1st-5th Grade Program

Identified GT students will receive services in their classrooms. Services are designed to engage all GT students and

- strengthen executive functioning, creative and critical thinking skills, and problem solving abilities
- develop areas of multiple intelligences and social-emotional well-being, and
- generate questions, create a product, and communicate findings while researching a self-selected topic within an area of study.

Services for Grades 6-12

We believe that GT students are passionate about learning, solve problems in unique ways, and require support from trained teachers who are sensitive to their individual needs. In order to provide for the unique needs of GT learners at the secondary campus, we offer multiple ways in which to serve our students with greater depth and complexity. Our Secondary program consists of advanced academic options (such as dual credit classes). In addition, our secondary core teachers who serve GT students receive professional development in GT and differentiation and are expected to be on track to becoming fully GT trained. All students in the district work on Student Research Projects (SRPs). These projects can be a part of the GT program, especially when GT students are grouped together or do individual SRPs. The Senior Capstone Project serves as the professional level product of 12th grade GT students. Our GT budget this year has also been increased to put more of the GT funding into direct student services and to allow experiential field trips to be added to our service offerings.

Advanced Academic Options

Secondary GT students at RCISD have the opportunity to participate in Advanced Academic Options. Eighth grade students have the opportunity to take Algebra I and Biology. High school students have the opportunity to take dual-credit courses and other courses leading to an Associate's Degree and Industry-Based Certifications. Regular classroom teachers also provide differentiated instruction.

SERVICE DESIGN

6th-12th Grade Program

Identified GT students will receive services weekly in their classrooms. Services are designed to engage all GT students and

- strengthen executive functioning, creative and critical thinking skills, and problem solving abilities
- develop areas of multiple intelligences and social-emotional well-being, and
- generate questions, create a product, and communicate findings while researching a self-selected topic within an area of study.

Information concerning special opportunities (i.e. contests, academic recognition, summer camps, community programs, volunteer opportunities, etc.) is disseminated to parents and community members as it becomes available. Out-of-school options relevant to the GT students' areas of strength are provided by the district whenever possible.

A person who has at least thirty (30) hours of professional learning in GT education and an annual six (6) hour update, as required by state law, is assigned to coordinate district level services for GT students in grades K-12. The exemplary expectation is that the person assigned to coordinate district level services also has a GT endorsement, supplementary certification, or advanced degree in GT education.

Although not required and not yet implemented for all students, GT Education Plans are being developed for identified students to detail individual GT needs and services per the exemplary expectations in the Texas State Plan.

CURRICULUM AND INSTRUCTION

ASPECT 4: CURRICULUM AND INSTRUCTION

Districts meet the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school.

Differentiated Instruction

Differentiated instruction is an approach that enables instructors to plan strategically to meet the needs of every learner. Teachers can differentiate content, process, and product of a given lesson. Carol Ann Tommlison (2017) defines these three areas of differentiation:

- Content
 - What the teacher teaches/what the student is asked to learn
- Process
 - How students make sense of what they are asked to learn
 - Teachers can adjust activities to address students' readiness, interest, and/or learning needs
- Product
 - The vehicle students use to show what they have learned
 - The evidence students generate when they complete the content
 - Teachers can differentiate products based on students' readiness, interest, and/or needs

Roscoe CISD employs both the Montessori method and Blended Learning Strategies in numerous classrooms throughout the district. Teachers trained in these methods are highly trained in differentiation, which helps all students but is required and is vital for the growth of GT students.

PROFESSIONAL DEVELOPMENT FOR TEACHERS

ASPECT 5: PROFESSIONAL DEVELOPMENT

Roscoe 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 gifted/talented students. It is important that all staff who are responsible for formally servicing these students obtain appropriate training for educating the gifted child. The district will require at least the minimum hours of training as mandated by the state. –Texas Administrative Code §89.2.

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 be on track to complete the 30-hour training
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.

All new teachers at RCISD will receive an orientation to the district GT program during New Teacher Orientation. Additionally, all RCISD teachers will participate in a GT Overview in the fall of each school year. This Overview will cover the nature and needs of GT students, current service design, and the identification and assessment process.

All teachers who are responsible for formally servicing GT students, including GT teachers and regular classroom core teachers, will complete the minimum of 30 hours of GT training, followed by an annual 6 hour update. Options for the 6 hour update training are available through a variety of professional development opportunities at RCISD, Region 14, the TAGT conference, and online.

Teachers, counselors, and administrators are encouraged to participate in professional learning beyond the minimum requirements. Obtaining a GT Supplemental Certification in addition to the minimum hours of GT training is encouraged but does not waive the need for an annual update.

FAMILY AND COMMUNITY INVOLVEMENT

ASPECT 6: FAMILY AND COMMUNITY INVOLVEMENT

Program Evaluation

RCISD will annually evaluate the GT program by surveying stakeholders including students, parents/guardians, and classroom teachers. The evaluation data will be presented to the campus and district Site Based Decision Making committees and the Board and will be used as a needs assessment to be addressed in the district/campus improvement plans.

Community Awareness

Information is shared ([English](#), [Spanish](#), and any other language necessary for families to understand) OR meetings are held annually giving information on the identification process and requesting teacher, parent, and community member referrals of students who may need GT services.

An array of learning opportunities is provided for GT students in grades K-12, and parents are informed of services and opportunities through fliers, letters, newsletters, Facebook posts, and/or progress reports. Products and achievements of GT students are also shared with the community.

An orientation is provided in the spring for parents/guardians of students who are newly identified as GT and are provided GT services. All parents of identified and serviced GT students will be provided with periodic updates on the RCISD GT program.

The opportunity to participate in a parent association and/or GT advocacy group is provided to parents and community members.

Parent Resources

[Texas Association for the Gifted and Talented](#) (TAGT) parent resource page

[National Association for Gifted Children](#)

[Equity in GT Education](#)

[Mensa for Kids](#): Mensa is a high IQ society (aka support group for smart people); there isn't a group that meets here, but the online resources are good

[Q Wunder Blog](#): A blog for parents of young GT students (goes with the game, stories, and videos about Q, "the genius monkey")

[Gifted Guru blog](#) post about Learning at Home: The top part is addressed to teachers, the end of the blog is specifically addressed to parents, and the middle is a collection of online resources for different subject areas

FAMILY AND COMMUNITY INVOLVEMENT

[GT Discover](#) family resource page

[Byrdseed](#) by Ian Byrd: Ian is absolutely amazing and so is his website

[Crushing Tall Poppies](#) blog

[Exquisite Minds](#) parent resources

[SENGifted](#) Social-emotional needs of gifted

[Duke TIP](#) Even though the Duke TIP program was discontinued in its historic form, they still provide resources for gifted families.

[Hoagies' Gifted Education Page](#)

[Davidson Gifted](#)

[Baylor Gifted](#)

[Texas State Plan for the Gifted](#) TEA standards for GT programs

[Recursos para los padres de familia](#)

[Asociación Mexicana Para el Apoyo a Sobresalientes](#)

[Colorin Colorado](#)

www.sengifted.org (Incluye artículos en español)

GIFTED AND TALENTED FORMS FOR PARENTS AND TEACHERS

Referral Form-English Referral Form-Spanish	Parents/Teachers should use this form to request assessing a student for the GT Program.
Furlough Form-English Furlough Form-Spanish	Parents/Teachers should use this form to request consideration of a furlough from the GT Program. .
Exit from Services -English Exit from Services -Spanish	Parents, students, or faculty can request consideration of exit from the GT Program.