

**GIDDINGS INDEPENDENT SCHOOL DISTRICT  
PLAN FOR THE EDUCATION OF GIFTED AND  
TALENTED STUDENTS**

**Revised 2019  
Adopted by GISD School Board  
March 2022**

The GISD Plan for the Education of Gifted & Talented Students adapted from the Texas State Plan for the Education of Gifted/Talented Students. The plan is considered to be a guide that will undergo continuous updates and modifications as new information and increased competencies are assimilated into the district services. Professional development is a major component of the district's commitment to providing quality instruction. Giddings ISD administration and teaching staff has been trained on best practices for the instruction of gifted and talented students. Administrators and counselors who make program decisions for gifted and talented students professional development that includes nature and needs of gifted/talented students and program options.

#### GISD Gifted and Talented Advisory Committee

Assistant Superintendent of Curriculum and Instruction

Principal from a GISD campus

Counselor from GISD Campus

High School Teacher

Middle School Teacher

Intermediate School Teacher

Elementary School Teacher

District Gifted and Talented Coordinator

High School parent/guardian Representative

Middle School parent/guardian Representative

Intermediate School parent/guardian Representative

Elementary School parent/guardian Representative

#### State Goal for Services for Gifted 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.

#### GISD Definition of Gifted and Talented

A gifted/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 or excels in a specific academic field. (based on Texas Education Code §29.121)

#### Philosophy of the Program

The Giddings Independent School District is committed to providing an appropriate education for all children, to developing and educating each student's ability to excel to his/her potential, and to achieving equity and quality in district services. The district will help to develop each student's individual gifts and talents through differentiated instructional provisions that are aligned with and enrich the regular classroom curriculum. Identification and selection criteria will be applied to ensure equal opportunities of participation in Gifted and Talented services.

### Giddings ISD Gifted and Talented Program Goals

1. Identification - Students in grades K-12 who are gifted will be identified using the criteria established by the district, approved by the board, and in compliance with the state mandate.
2. Self-Directed Learners – Students who are gifted will develop the capacity to become self-directed, to be confident in their abilities to access and process information, and to create and communicate their findings as they produce advanced-level products and/or performances of a professional quality at the high school.
3. Complex Thinking Skills – The abstract and critical thinking and reasoning of gifted students will be developed through more sophisticated creative and complex thinking as they reflect and refine their own thinking processes.
4. Appropriate Instructional Strategies – Gifted students will be provided 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 the use of a variety of strategies. Students will be able to work independently, with groups of other gifted students, with groups of non-gifted peers, with adults, and with society.
5. Social and Emotional Needs - The unique social, emotional, and affective needs of gifted students will be addressed through individual counseling, seminars, parent/guardian meetings, or other appropriate means in order to develop a positive self-concept.

### Student Identification

Giddings Independent School District Board policy establishes the identification procedures and process for the identification of students K-12 for the services of the Gifted and Talented Program [See policy EHBB (LOCAL)]. These procedures meet state requirements (§29.121 & TAC 89.1) and have been designed to ensure the identification of any student who qualifies for the services of the program under the established guidelines. The criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally diverse, the economically disadvantaged, and students with disabilities.

The process follows a three step process: Step One – Nomination, Step Two – Assessment, and Step Three – Selection. GISD offers an awareness session prior to the referral period for families to receive an overview of the services and assessment procedures for Gifted and Talented students.

Nominations are due by **November 15 for fall kindergarten screening and due by** February 1 for spring screening in grades K-11. Students will be screened no more than once during a twelve month period.

Nomination- Students may be nominated for the program through a number of sources, such as: teachers and school staff, parent/guardians/guardians and community members. Students may be referred for the program on an ongoing basis. Nomination forms will be available through the district website or each campus administrative office. All nominations for the upcoming year must be received by the last instructional day of January of the current year.

Assessment- Data collected through both objective and subjective assessments shall be measured to determine individual eligibility for the program. Procedures assure the fair

assessment of students with special needs such as the culturally diverse, the economically disadvantaged, and the handicapped. These provisions include, but are not limited to, appropriate testing facilities and instruments, and advocates for special populations on the committee. Written parent/guardian 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 assessment and identification process shall be an educational record, subject to the protections set out in Board policies. Data collected through both objective and subjective assessments shall be measured to determine individual eligibility for the program. Assessment tools may include but not be limited to the following: achievement tests, intelligence tests, behavioral checklists completed by teachers and parents/guardians, teacher nominations based on classroom observations, and student work products, if available. Identification criteria will consist of six measures. Performance on no single item will prohibit students from being identified. Identification criteria will be placed on a grid to evaluate eligibility. Data to assist in fair assessment of students' language, cultural barriers, learning disabilities, emotional needs, and physical needs will be considered.

**Selection Committee-**A selection committee composed of a campus administrator, teacher, and counselor (who have received the state mandated 30 hour training for gifted and talented education) shall evaluate each nominated student according to the established criteria and shall select those students for whom gifted program placement is the most appropriate educational setting.

**Transfer Student-** When a student identified as gifted by a previous school district transfers into the District, the student's records shall be reviewed by the selection committee to determine if placement in the GISD program for gifted and talented students is appropriate. Specific information regarding student's selection criteria from the previous district will be required in order to determine if placement in the district's program is appropriate. If the previous district's selection criteria are incompatible, the student will be subject to identification and selection utilizing the GISD identification and selection criteria.

**Reassessment-** The District shall reassess students to determine appropriate program placement when a student moves from the elementary level to the middle school/junior high level and the middle or junior high school level to high school. The previous testing data and current student performance data will be reviewed by the selection committee. Students for whom gifted program placement is the most appropriate educational setting shall continue to be served by the program. An exit from the program shall be initiated if it is evident that it is not in the best interest of the student to continue to be served by the program.

**Furlough-** Furloughs are a temporary "leave of absence" from the Gifted and Talented Program designed to meet the individual needs of an identified GT student. 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/guardian. The selection committee shall meet with the parent/guardians to discuss the most appropriate placement prior to placing a student on a furlough. A student may be furloughed for a period not to exceed one year. At the end of the furlough, the student's progress shall be reassessed, and the student may re-enter the gifted program, exit the 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/guardian requests removal from the program, the selection committee shall meet with the parent/guardian and student before honoring the request. The selection committee shall meet with the parent/guardians to discuss the most appropriate placement prior to exiting a child from the program.

Appeal- Parent/guardians or students may appeal any final decision of the selection committee regarding selection for or removal from the gifted program. Appeal shall be made first to the selection committee. Any subsequent appeals shall be made in accordance with policy FNG(LOCAL) beginning at Level Two.

### Service Delivery

Identified Gifted and Talented students are served in the regular, heterogeneously grouped core curriculum class for most of the school day. Gifted and Talented students are grouped together for an instructional period each week in the GT class with a teacher who has received thirty hours of training in gifted and talented education. GISD Gifted and Talented program provides opportunities for the Gifted and Talented students to work together as an entire group, to work with other identified students in a cooperative learning setting, and to work individually. Students are exempt from daily tasks and skill activities that occur during the time they are absent from the general classroom unless the general classroom teacher and the Gifted and Talented teacher concur that mastery of the subject is dependent upon completion of such activities.. The services are based on goals which include developing a more positive self concept, increased responsibility for student experiences, advanced critical thinking skills and creativity, the analysis and evaluation of situations and/or products, the generation of solutions, enhancement of products, and/or the invention of a superior design. The activities that are utilized include: collaborative and/or independent critical problem solving, research and independent study, content-based instruction, creative writing, and enriching induction and deductive thinking skills. Variations are made for adaptations to ability level within the Gifted and Talented range.

Middle and High school students participate in Giddings ISD Gifted and Talented programs that will meet the cognitive and intellectual needs of identified students while providing opportunities to excel in the core content courses. Students engage in project based learning opportunities that enhance a wide range of academic knowledge and skills. Students reflect individually and creatively while developing innovative products and performances that are advanced in relation to students of similar age, experience, and environment. Gifted and Talented students will be given the opportunity to explore careers and education after high school through enrichment programs such as speakers and field trips.. Students are also provided instruction in

Pre-Advanced Placement (PAP), Advanced Placement (AP), and Dual Credit courses with teachers who have been trained in meeting the needs of Gifted and Talented students. Emphasis in all programs is on providing a learning environment and activities which will foster the development of critical and creative thinking skills, problem solving skills, communication skills, and independent study/research skills. In addition, each child will be helped to develop a healthy self-concept and relationship with peers. Out of school options include UIL academics, field trips, writing and speech competitions, and community service projects. Summer study opportunities are shared with students and parents.

### Curriculum and Instruction

Instructional Strategies for Gifted and Talented Acceleration of the Texas Essential Knowledge and Skills (TEKS)-Students who excel academically, or have the potential to excel, typically are able to demonstrate mastery of a skill more quickly than the average student. This accelerated rate of learning becomes a strategy for GT students, and one that enables them to use the GT class time in other types of activities appropriate for their abilities. This strategy should also be used in the regular classroom. The Texas Essential Knowledge and Skills will be integrated into the GT students' instruction.

Creative and Productive Thinking: Students will create and produce a variety of products and/or presentations using various forms of media. Students' ability to think creatively and productively will be developed through the presentation of a number of situations that cannot be answered by one solution, but are evaluated on a scale between polar positions. This could include programs such as the Texas Performance Standards Project.

Differentiated Curriculum: Teachers and students may expand the choice of instructional strategies in three additional areas. These areas are: (1) the content study of broad based issues, (2) the integration of multiple disciplines into an area of study (core), and (3) problem solving in which brainstorming techniques are developed. These are elective strategies after successful participation of the initial two strategies. A full copy of the Texas Essential Knowledge and Skills (TEKS) can be found on the TEA website. Please visit <http://www.tea.state.tx.us/teks/> to view the TEKS.

### Professional Development

Teachers-Prior to assignment, teachers providing instruction for Gifted and Talented students as part of the program must receive the required minimum of 30 hours training and 6 hours annually. Opportunities for staff development will be made available through training in the Identification and Assessment, Curriculum and Instruction, and Nature and Needs. Nature and needs of Gifted and Talented students (6 hrs) Assessing & Identification of student needs (6 hrs) Curriculum and instruction for Gifted and Talented students (18 hrs) , Creativity, Social and Emotional Needs ,Differentiated Curriculum or AP curricula (Only appropriate for AP teachers, and training must be in content area being taught) . The GISD Gifted and Talented Coordinator will provide supplemental resources and support for all teachers working with GT students.

All GISD teachers will be provided with an overview of the GISD Gifted and Talented program annually. Teachers assigned as the designated provider of GT services who have not received their 30 hour training will receive that training within one semester.

Administrative Professional Development-Administrators and counselors responsible for programming decisions of Gifted and Talented students are required to complete a minimum of six hours of professional development. Nature and Needs of Gifted and Talented students could be inservice options (Ref: 19 TAC § 89.3(3); TSP Section 4, 4.2A)

Evaluation-Each year teachers, identified GT students and their families will be evaluated and asked for feedback as to professional development, curriculum and instruction and family engagement. This data will be used by the GT Advisory Council to determine future direction. Ongoing formative and summative evaluation strategies, based on quantitative and qualitative data are reviewed by the school board and used for program improvement and development. This information will also be used to formulate Campus Improvement Plans.

#### Family/Community Involvement

GISD will involve family and community members in services for gifted/talented students throughout the school year. Support and assistance for learning opportunities, social and emotional support will be provided to families through public information outlets. GISD will work with community members to provide resources and opportunities for GT students. The District shall ensure that information about the District's gifted and talented program is available to parent/guardians and community members and that they have an opportunity to develop an understanding of and support for the program. Feedback on student performance will be provided annually. Representative parent/guardians from each campus are members of the Giddings ISD Gifted and Talented Advisory Council. Gifted and Talented parent/guardians are included in the activities of the Gifted and Talented services in the Giddings ISD. Gifted and Talented informational meetings are held each year for the parent/guardians of each campus. See: Policy EHBB (Local); DMA (Legal) TEC Subchapter D. §29.121-§29.123 and §42.156