



GREENVILLE ISD
LESSONS FOR WHEREVER LIFE LEADS

**Gifted and Talented Program
Handbook
2023-2024**

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Definition of Gifted/Talented Students

Program goals, identification procedures, and curriculum for the Greenville Independent School District's gifted/talented program are based on the following definition of gifted/talented students taken from the Texas Education Code-Chapter 29-Subchapter D:

§29.121. Definition. In this subchapter, "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:

- (1) exhibits high performance capability in an intellectual, creative, or artistic area;
- (2) possesses an unusual capacity for leadership; or
- (3) excels in a specific academic field.

Screening and Identification

Nomination:

The first phase of the screening/identification process is the **nomination** of students to be screened. All kindergarten students are automatically screened for advanced level services. GISD accepts nominations from parents, community members and teachers at all grade levels. The child is then placed in the screening pool.

The second phase of the screening/identification process is **screening**. Multiple screening assessments in the area of intellectual and specific academic fields are used to identify. A minimum of three criteria, that include both qualitative and quantitative measures, is used for assessment. Data and procedures assure that all populations of the district have access to assessment.

The screening procedures are outlined by grade level as follows:

Kindergarten Screening:

Stage One:

All kindergarten students are included in the first stage of screening. This screening uses teacher input and academic benchmark data in the student's language of instruction.

Stage Two:

For those students that meet referral criteria on the initial screener, letters are sent home to request parent permission to test further and notify them of the qualification time frame. In small groups, students are tested in cognitive ability, academic skills, and divergent thinking. Both parent/guardian and teacher also complete a qualitative questionnaire about their student(s). All scores are entered into a data matrix to allow the G/T committee to determine qualification.

Screening for Grades 1-12:

Students in grades 1-12 can be nominated from parents, teachers and community members during the established referral window. Letters are sent home to request parent permission to test and notify them of the qualification time frame. In small groups, students are tested in cognitive ability, academic skills, and divergent thinking. Both parent/guardian and teacher also complete a qualitative questionnaire about their student(s). All scores are entered into a data matrix to allow the G/T committee to determine qualification.

Communication with Parents following Screening/Identification:

After the screening/identification process is complete, each parent receives a letter informing them if their child qualifies/does not qualify for the program. Each letter gives information for the parent to call and make an appointment for clarification or further discussion concerning the test results.

Appeals Procedures for G/T Program:

It is the purpose of the G/T committee to hear appeals of the decisions made concerning the results of the identification and screening procedures. A parent may appeal an identification decision by writing an appeal letter to the District G/T Coordinator. *The appeal letter must be postmarked within 10 business days of receipt of the parent/guardian letter written indicating the committee's initial decision.* The committee will reconvene in order to consider the need for further assessment data or other information.

Program Design

Elementary K-4:

The G/T Program is a “pullout” program for kindergarten through fourth grades in the area of general intellectual ability. Identified G/T students are pulled out of regular classes for a specified time per week, outside of core content instruction. This gives an opportunity to group G/T students with students who have similar characteristics and needs. Parents sign a permission for the students to participate in the program. They have a choice of participating in the G/T program. For the 2023-2024 school year, 5th-6th graders in honor’s classes also have the opportunity to participate in pullout services.

Grades 5-12:

Identified students are served in the area of general intellectual ability through specified Honors, PreAP, and AP classes in all four core areas. G/T Honors, PreAP, and AP classes are taught by teachers with thirty hours of G/T training and a six hour update each year. Differentiated curriculum is a key for G/T success.

There are many in and out of school activities for advanced level students to pursue other than advanced level and PreAP classes. These include: Robotics, Destination Imagination, UIL competitions, Choir, Band, and athletic competitions.

*GISD’s Advanced Academics program allows for all students to enroll in advanced level classes. It is not necessary to qualify for the Gifted Program to participate in Pre-AP, AP, or Honors classes.

Program Policies

Attendance and Participation in “Pull-Out” Classes K-6:

G/T students are expected to be in attendance and participate in activities every time a G/T class meets unless the student has an excused absence from school. G/T students may not decide to selectively attend their G/T class. The G/T committee will meet and make recommendations for students who fail to participate and/or benefit from the G/T program, including but not limited to: parent contact, intervention plan, student work contract, furlough form G/T services, or exiting G/T services.

When a student is absent from school, make up services for missed G/T time will not be provided.

Classwork Policy for Grades K-6:

Students are not required to make up written work done in academic classes during the time they are at their G/T class. Students are responsible for knowing concepts covered in their regular classes during the time they are at their G/T class. If a problem develops in the area of classwork, the classroom teacher should communicate with the G/T teacher or G/T committee.

Declining Advanced Academic classes in Grades 5-12:

In order to receive G/T services in grades 5-12, eligible students must enroll in at least 1 core content area advanced academic course (Reading, Math, Science, Social Studies). If a parent elects to not enroll their student in any advanced academic courses, their student will be exited from the G/T program. The student is then subject to the screening and identification process to re-enroll in the G/T program.

Transfers from a G/T Program in Another School System:

When a student in grades K-6 transfers into GISD from another district, the parent or previous district should provide documentation that the child was being served by a gifted program and evaluation data. When documentation is provided, the committee will decide if the student should be admitted or if additional testing is needed. The district will make the decision and notify the parents within 30 of receiving gifted and talented records.

When a student in grades 5-12 transfers into the district with documentation they were being provided GT services, they will be placed in advanced level classes.

Transferring G/T Records When Leaving GISD:

Documentation of participation in GISD's G/T Program can be secured by contacting the campus G/T teacher or the district G/T Coordinator at 903-457-2500. Records can be sent to the new district or can be given to the parent.

Exit Procedures:

Exit from services will be accomplished by petitioning the G/T committee for removal. A conference shall be held within ten (10) working days of the request to exit. This conference should include the student, parent(s)/guardian(s), building administrator, G/T teacher(s), classroom teacher(s) and/or counselor, as well as the District G/T Coordinator.

Furlough Provisions:

A furlough is a temporary "leave of absence" from receiving G/T services and is designed to meet the individual needs of an identified student. Only the parent/guardian or GISD administrator may request a furlough. A furlough form may be requested from the district G/T Coordinator at 903-457-2500. The furlough request will be submitted to the members of the G/T committee for consideration.

A student may be furloughed for a period of time deemed appropriate by the G/T committee. At the end of the furlough, the student's progress shall be reassessed, and the student may resume the G/T program, exit from services, or be placed on another furlough. Furloughs are temporary and will not be longer than one semester.

Furloughs could be utilized for a variety of extenuating circumstances that would inhibit a child's performance while receiving G/T services. Furloughs will not be used as a disciplinary tool. A furlough is arranged to meet the individual needs of the student.

Virtual Participation in the Gifted and Talented Program:

In the event virtual learning is instituted by the superintendent or school board, G/T students in grades K-2 will be supported through asynchronous instruction. Elementary G/T teachers will provide instructional support and project-based assignments through Google Classroom. G/T teachers may also schedule regular check-ins with the students using Google Meet.

G/T students in grades 7-12 will be supported through synchronous instruction that takes place through their assigned Honors, PreAP, and AP classes, and will include the use of Google Meet and Google Classroom.

*High School Dual-Credit and Early College High School participation will follow the guidelines of those programs and may not be available for students utilizing at-home virtual learning.