



**Elementary and Secondary Gifted and Talented Services
Student and Parent Handbook**

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TISD Mission and Vision

Mission Statement

To inspire, motivate and empower students to reach their maximum potential

Vision Statement

To instill the value of learning in each student, and prepare them to be future leaders of society

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Introduction

According to Section 29.123 of the Texas Education Code, the Texas State Plan forms the basis of GT services and accountability. The plan offers an outline for services without prohibitive regulation. Districts are accountable for services as described in the "in compliance" column of the State Plan where performance measures are included for five aspects of GT service design. These standards reflect actions required in state law and/or SBOE rule.

The Texas Education Code 29.123 specifies that 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.

State Goal for Services for Gifted/Talented Students

Students who participate in services designed for gifted/talented students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who have participated in services for gifted/talented students will have produced products and performances of professional quality as part of their program services.

Identification and Selection Procedures

Identifying students for the **Elementary** TISD GT program is accomplished through a comprehensive identification process consisting of three steps (referral, screening, and selection).

A. Referral

Students may be referred for GT assessment at any time by teachers, counselors, parents, or other interested persons. English and Spanish referral forms are available digitally or on paper. Parents will be notified when the student referral has been received and parents will have the option of withdrawing the student from the GT identification process. The submitted referral form serves as permission granted for assessment and permission to serve. The parent survey is found on the elementary school's website under "About Us." No student may be denied access to the GT program on the basis of race, creed, or handicapping conditions.

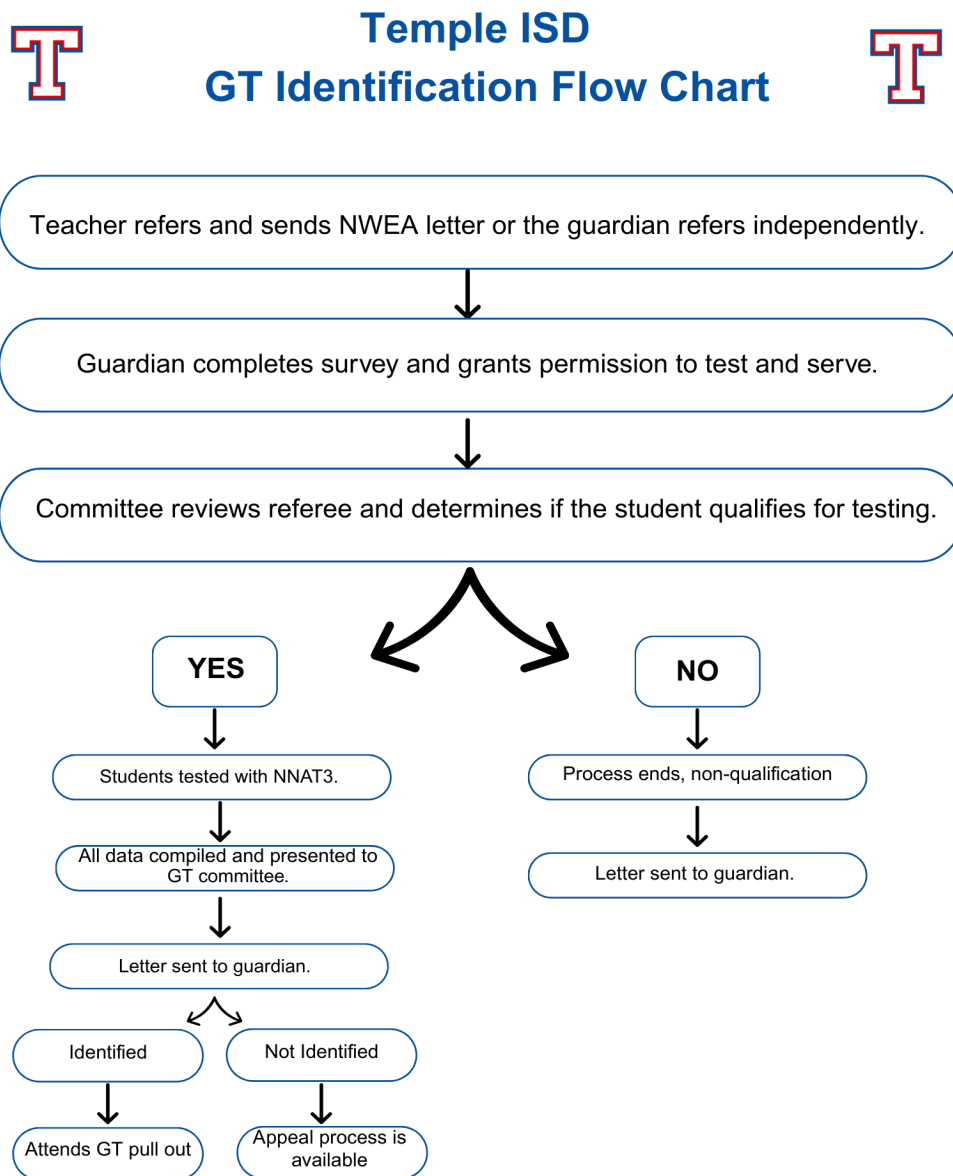
B. Screening

Gifted and Talented screening is on-going throughout the school year (Sept 1- Dec. 1 for first session, Jan1.-March 1 for second session) for students in grades K-5, as all students are assessed three times per year using MAP (Measures of Academic Progress) Growth Test. This assessment indicates what percentile the student is performing at, compared with their age group.

Qualitative and quantitative data are collected and used to determine whether or not a student identified gifted and talented services. The following assessments are used:

1. Naglieri3 measures students' nonverbal abilities. Other verbal assessments, such as the K-Bit may be added, if needed.
2. NWEA MAP scores in Reading and Math.
3. STAAR and Interim assessments if applicable
4. Parent and Teacher Inventories give insight into the perspective of the student in the home setting and at school.

C. Identification Process



Final determination of students' need for gifted and talented services is made by a committee of at least three local district or campus educators who have received training in the nature and needs of gifted and talented students and who have met and reviewed the individual student data. Multiple data (3 or more) is reviewed. Student identification is based on qualitative and quantitative data.

D. Appeal Process

After the District Selection Committee reviews the student's testing results, a letter will be sent home or emailed to the parent. If a parent desires to appeal the selection committee decision, he/she initiates the appeal by contacting the GT Placement Committee or GT Coordinator Coordinator. A written appeal is required and must be submitted to the GT Coordinator within 10 business days from the date on the selection letter. Additional assessment data and/or student information may be gathered and reviewed for a final selection decision. If the parent wants to further appeal, they may contact the Executive Director of Elementary Education or Secondary Education.

Transitions

A. Furlough/Exit Procedures

A student who is 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 may also be granted at the request of the student and/or parent.

A student may be furloughed for a period of time deemed appropriate by the selection committee. At the end of the furlough, the student's progress shall be reassessed, and the student may re-enter the gifted program, be removed from the program, or be placed on another furlough.

If a student is in the gifted and talented program and circumstances warrant a temporary change of status, a furlough may be granted. When a student is placed on a furlough, the student data record will indicate that he or she is currently not receiving GT services. The selection committee may grant a furlough for class schedule conflicts, illness of the student, serious illness or death of a family member, short-term relocation of the family, over-commitment to other activities, or other appropriate reasons.

A furlough should not exceed one year. When a student wishes to reenter the gifted and talented program, he or she must notify the campus gifted and talented teacher. The selection committee reviews the furlough and services may be resumed. Students who do not return to the program after one year will exit the program.

B. Exit Procedures

The primary focus of the gifted/talented program's exit policy is, "What can be done to help the student?" If an exit from the program is being considered, the GT coordinator schedules a conference. At the conference, the student, the parent, the GT teacher, and the GT coordinator discuss the areas of concern and develop a plan for improvement.

State guidelines specify that NO SINGLE criterion may be used to determine exit from the gifted/talented program. If the improvement plan is not successful and/or the GT teacher, parent, and GT coordinator agree that continued program participation would not benefit the student, the GT coordinator submits the signed exit form to the district GT coordinator for consideration.

A student who exits the GT program may apply for re-admittance no earlier than one year from his/her exit date. The student must have a full re-evaluation and qualify for re-admittance.

C. Transfer Procedures

GT students who transfer within the district are placed in the gifted/talented program at the receiving school.

Students transferring from a GT program in another district or another state must provide documentation of GT qualification and participation. Gifted programs often vary in their targeted service area for students as well as in their identification criteria. Therefore, when Temple ISD receives transfer GT students, it is our policy to review student records and information from the previously attended district. The information is compared with the Temple ISD program and criteria to determine if the two programs and criteria are aligned. A decision is then made by the district screening committee regarding student placement in the Temple ISD Gifted and Talented Program. If the criteria are not aligned, the student can be referred for GT testing.

Elementary Program Description

TISD will provide a pull-out service model to support students identified as Gifted and Talented (GT) in grades K-5 at each elementary campus.

A. Pull-out Program

1. Each campus principal will designate GT teacher(s) or Librarians to work with GT identified students during the DI/RtI block two times per week.
2. GATE teachers will use *Engineering is Elementary*, Texas Performance Standard Projects, and *Hands On Equations* curriculum to facilitate challenging, collaborative, and fun learning experiences.

B. Student Participation

All GT students will participate in the weekly pull-out sessions unless they have been furloughed from the program or have been identified as needing RtI support in the areas of math and reading.

C. Timeline

GT services will begin no later than the third week of school for identified students in grades 1-5. Kindergarten will begin pull-out enrichment groups no later than the second grading period and identified students begin services by March 1st.

D. Parent Involvement

A key component of Temple ISD's GATE program is parent involvement. The GT Coordinator will provide parent meetings for information and support. Throughout the year, parent meetings will offer learning opportunities to better understand the characteristics of a gifted child, how they can help their child, and learn about resources available to them. One per semester at their home campus.

E. Parent Advisory Group

Each elementary campus will be represented by a parent representative to provide feedback for the gifted program. The group will meet two times per year and be led by the Advanced Academics Coordinator. Curriculum, GT events, and parent evaluation will be topics of the discussions.

Secondary Program Description

In secondary grades, Temple ISD provides gifted/talented (GT) services through automatic enrollment in advanced courses across the four foundation curricular areas. These may include AP, Dual Credit, or IB courses, with curriculum developed specifically for advanced learners.

A. Middle School Services

1. GT students in grades 6–8 will participate in pull-out sessions each six weeks (throughout the year), facilitated by the campus librarian. These sessions focus on enrichment opportunities and the development of advanced skills.
2. All GT students take part in these sessions unless they have been furloughed from the program. *The Texas Performance Standards Project (TPSP)* or other enrichment resources may be utilized during these sessions.

B. Accelerated Options

1. Students in grades 6–12 have the opportunity to demonstrate readiness for acceleration through Credit by Exam (CBE), offered by the district in accordance with local policy.
2. Successful completion of CBE allows students to advance more quickly through the curriculum.

C. Parent Advisory Group

1. Each secondary campus will be represented by a parent representative to provide feedback for the gifted program.
2. The group will meet two times per year and be led by the Advanced Academics Coordinator. Curriculum, GT events, and parent evaluation will be topics of the discussions.

D. Referral

1. All referrals and identification questions can be referred to the campus counselor.