

**FROST ISD  
GIFTED AND TALENTED PROGRAM HANDBOOK  
2016-2017**



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# Gifted and Talented Program Design

## Beliefs

- We believe that Gifted and Talented students are passionate about learning, solve problems in unique ways, and require support from trained teachers who are sensitive to their individual needs.
- We believe that appropriate services for Gifted and Talented students will enable them to work successfully alone, with other gifted students, and with students not identified as gifted.

## Philosophy

- Gifted and Talented students come from all races, socio-economic strata, geographic locales, and environments. They display unique needs and possess unusual abilities and talents which merit recognition and nurturing.

## Mission Statement

- In order to nurture the unique needs of Gifted and Talented learners, Frost ISD offers a comprehensive array of differentiated learning experiences that provide a greater depth and complexity than what is included in the district's core program.

## Frost ISD Gifted and Talented Program Objectives

1. Identify students in kindergarten through grade twelve (K-12) to be served in the Gifted and Talented Program.
2. Identify the abilities and needs of each gifted and talented student to provide appropriate services.
3. Develop and/or identify appropriate curricula, instruction, and materials to support the program.
4. Provide trained professionals, teachers, and administrators on each campus with knowledge and skills necessary to provide services for the gifted and talented students and implement programs for identified students.
5. Involve parents and community members in the implementation of the Gifted and Talented Program.

# **Gifted and Talented Policies (EHBB Local)**

## **Student Identification**

Identification of students for the Gifted and Talented Program is based on a combination of quantitative and qualitative measures. These include, but are not limited to, cognitive ability measures, achievement tests, parent surveys, teacher surveys, and student work products. Parents, teachers, students, or other people who have knowledge of a particular student may initiate the referral procedure.

## **Selection Committee**

A selection committee shall evaluate each referred student according to the established criteria and shall identify those students for whom placement in the Gifted and Talented Program is the most appropriate education setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students, as required by law, and shall be established at each campus.

## **Appeal Procedures**

A parent or student may appeal any final decision of the selection committee regarding selection for or exit from the gifted 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.

## **Transfer Students**

When a student who is identified as gifted by a previous school district enrolls, the student will be placed in the Gifted and Talented Program.

## **Reassessment**

The district shall not perform routine reassessment of students previously identified for gifted and talented services.

## **Furlough**

The district may place on a 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 may be initiated by the district, the parent, or the student. In accordance with administrative regulations, a furlough shall be granted for specified reasons and for a specified period of time by the selection committee. The committee shall meet with the student's parents before the furlough is granted. At the end of the furlough, the student may reenter the gifted program, be placed on another furlough, or be exited from the program.

## **Exit from the Program**

The district shall monitor student performance in the program. If at any time the selection committee determines it is in the best interest of the student to exit the program, or at the request of parents, the committee may exit a student from the program. The selection committee shall meet with the parent and student before a student is exited from the Gifted and Talented Program.

## **Program Evaluation and Review**

The district shall annually evaluate the effectiveness of the 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 parents in the evaluation process and shall share the information with board members, administrators, teachers, counselors, students in the program, and the community.

# **Gifted and Talented Inclusion Program**

## **Grades K-12**

### **GT Instructional Start Date**

Identified students in grades K-12 will begin GT instruction by the third week of the start of school each fall.

### **GT Teachers**

GT instruction will be delivered in the classroom by teachers who have completed 30 hours of initial training in the nature and needs of gifted students, as well as 6 hours of additional training annually as required by state law. Administrators who make decisions regarding the GT program also complete a required 6 hour training program.

### **GT Curriculum**

#### **K-8<sup>th</sup>**

Students identified as gifted and talented are served through GT inclusion classes that offer differentiated learning activities to develop critical and creative thinking, problem-solving, independent inquiry, research skills, and affective learning. Students are challenged to explore core content areas in more depth and complexity. Learning activities are designed to enrich, extend, and challenge gifted students, as well as to develop their individual interests and abilities. Students will have opportunities to develop quality products and performances through guided and independent research. 8<sup>th</sup> graders may have the opportunity to begin some high school credit course work, such as Algebra I.

## **9<sup>th</sup> – 12<sup>th</sup>**

High school students identified as gifted and talented are served through advanced subject-specific courses. GT students are required to participate in at least one honors or dual credit course each semester. If a student is not enrolled in at least one such class, a furlough from the GT program may be initiated for that semester. Courses may include:

**Honors:** Physics, Anatomy, Spanish III, Pre-Calculus, Calculus

**College Dual Credit:** Algebra 1314, Trigonometry 1316, English 1301, English 1302, World Literature 2332, Technical Writing 2311, Speech 1315, US History 1301, US History 1302, Government 2305, Economics 2301, Biology, Sociology, Psychology, Art Appreciation 1301, Introduction to Computing 1401

## **K-12<sup>th</sup> - Texas Performance Standards Projects**

GT students at all grade levels may have opportunities to participate in Texas Performance Standards Projects. These projects were developed to help districts reach the goals set by the Texas Higher Education Coordinating Board P-16 Council. The council's goal was to create a greater connection between the three levels of public education: preschool, K-12, and post-secondary. The TSPS provide differentiated instruction and enhanced academic opportunities based on the Texas Essential Knowledge and Skills for the core curriculum content areas.