

2022-2023

Eustace ISD

Gifted and Talented Handbook



**Plan and Comprehensive Guide for the Education of
Gifted and Talented Students**

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Link to the Texas State Plan for the Education of Gifted and Talented Students

https://tea.texas.gov/sites/default/files/GT_State_Plan_2019_1.pdf

Preface

Eustace ISD is committed to providing program and curricular options to meet the unique needs of the gifted/talented student. This document presents the official policies, processes, and procedures for organizing, operating, and evaluating gifted and talented students within Eustace ISD.

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.

Eustace ISD Program Service Design

(Section 3.1 of Texas State Plan for the Education of Gifted/Talented Students)

Identified gifted/talented students are assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas. Services are available during the school day as well as the entire school year. Parents are informed of these options (19 TAC §89.3(3)).

Definition of Gifted / Talented Students

(TEC Subchapter D §29.121)

Gifted and Talented students from every cultural background see the world in unique ways, and are developing minds that have the potential to discover innovative answers to the most challenging questions of their generation. In Eustace ISD, the gifted and talented student is a child or youth that will perform, or shows the potential for performing , at a remarkably high level of accomplishment in general intellectual ability. Eustace ISD will provide gifted and talented students with differentiated instruction that challenges the students' creative and critical thinking skills. EISD will establish and provide programs for gifted and

talented students to work independently, as well as with other students, under the guidance of trained gifted and talented teachers in an atmosphere that is intellectually and academically rigorous. A gifted and talented student 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 exhibits high performance capability in an intellectual, creative, or artistic area; who possesses an unusual capacity for leadership; or who excels in a specific academic field.

Description of Services

(Section 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9 of *Texas State Plan for the Education of Gifted/Talented Students*)

Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas.

Eustace ISD will use the Texas Performance Standard Project as well as other critical and creative thinking activities to provide GT students with appropriately challenging, comprehensive, structured, and sequenced services. The GT program provides educational experiences appropriate for identified K-12 GT students in the areas of Language Arts, Math, Science and Social Studies. Each student will demonstrate significantly advanced skills in self-directed learning, thinking, research, and communication, as evidenced by innovative products and performances that show depth and complexity of understanding.

Gifted/talented students are ensured opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year as a direct result of gifted/talented service options (19 TAC §89.3(1)).

Eustace ISD will provide a continuum of learning experiences in the GT program, which will lead to the development of advanced-level products and/or performances. Gifted and Talented students will work as a group, with other students, and work independently during the school day as well as throughout the entire school year. Each campus within Eustace ISD ensures that GT students use the designated time allotted throughout the school year to work specifically on educational experiences specified for gifted and talented students.

Eustace ISD ensures that all gifted and talented students are offered the following:

- ★ Flexible grouping patterns and independent investigations are provided in at least one of the four (4) foundation curricular areas.
- ★ Out-of-school options relevant to the students' areas of strength are provided by school districts whenever possible (19 TAC §89.3(3)).

- ★ Acceleration and flexible pacing is employed, allowing students to learn at the pace and level appropriate for their abilities and skills are actively facilitated by district administrators, counselors, and teachers.
- ★ Local board policies are developed that enable students to participate in dual/concurrent enrollment, distance learning opportunities, and accelerated summer programs. (See [EHBB Local](#))
- ★ Local board policies are developed that are consistent with State Board of Education rules on credit by examination (19 TAC §74.24) and early high school graduation opportunities (TEC §56.203). (See [EHBB Local](#)) Credit By Exam

Description of Program Options in Eustace ISD

(Section 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9 of *Texas State Plan for the Education of Gifted/Talented Students*)

Kindergarten through Fifth Grade:

Identified GT students are assigned to a class with special curricular focus outside the regular education classroom for two to six hours per week, which is provided by a trained gifted and talented teacher through a Pull Out program.

Sixth through 12th Grade:

Identified GT students are clustered in classes (Honors Classes, Pre-Advanced Placement, Advanced Placement, College Dual Credit, etc). where they will conduct their independent research and participate in special enrichment activities. The research and activities are designed to be completed both inside and outside the regular classroom. Face to Face Instruction is provided during Bulldog / Focus time at a minimum of 1 time weekly by a trained GT teacher.

Describe Out of School Options:

(Section 3.2, 3.6 of *Texas State Plan for the Education of Gifted/Talented Students*)

Information concerning special opportunities (i.e. contests, academic recognition, summer camps, community programs, volunteer opportunities, etc.) is available and disseminated to parents and community members. Out-of-school options relevant to the students' areas of strength are provided by school districts whenever possible (19 TAC §89.3(3)).

Eustace ISD will maintain at each campus, as well as on its web site, a list of special activities appropriate for GT students. A list of activities will be provided from the campus counselor upon parental request. This list will be updated as new opportunities are available in our area / state.

Identification and Assessment

(Section 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.16) of *Texas State Plan for the Education of Gifted/Talented Students* and 19 TAC §89.1, TEC §29.122 and 19 TAC§89.1(3)

Parent Communication

At Eustace ISD, referral procedures for assessment are communicated to families, with proper provisions for language barriers provided in the form of a translator/interpreter. Annual meetings will be held by Eustace ISD to address parents on the procedures and processes for gifted and talented evaluation. Meetings conducted to communicate assessments and curriculum with the families, and are offered in optional languages or with a translator/interpreter. Referral forms for assessment of gifted/talented students are provided to families in a language and form that the families understand, or a translator or interpreter is provided to the extent possible.

Referral Process and Assessment

(Section 2.14, 2.15, 2.17, 2.19, 2.22 of *Texas State Plan for the Education of Gifted/Talented Students*)

Eustace ISD will provide evaluation opportunities for gifted and talented identification at least once per school year. However, a referral can be made to the campus counselor at any time during the year. Students may be referred by teachers, counselors, parents, or other interested parties.

- ★ Data will be collected from multiple sources as a part of the assessment process for gifted/talented services. Access to assessment and, if needed, gifted/talented services is available to all populations of the district. Students will be assessed in languages they understand or with nonverbal assessments.
- ★ Based on a review of information gathered during the assessment process, those students whose data reflect Eustace ISD's gifted and talented service options would best meet their identified educational needs will be recommended by the selection committee for gifted/talented services.
- ★ At the kindergarten level, as many criteria as possible, and at least three, are used to assess students who perform at or show the potential for accomplishment relative to age peers.
- ★ In grades 1-12, qualitative and quantitative data are collected through three or more measures and used to determine whether a student needs gifted/talented services.
- ★ Evaluation data will be collected from parents, teachers and formal measures. These measures may include (but are not limited to) the Kaufman Brief Intelligence Test - 2, Renzulli Hartman Scales for Rating the Behavior Characteristics of Superior Students, and results from district and state level standardized evaluations.
- ★ The final determination of students' need for gifted/talented services will be made by a committee of at least three local district or campus educators who have received training in the nature and needs of gifted/talented students and who have met and reviewed the individual student data.

- ★ Once identified, students will be provided services based on their strengths and interests and provided opportunities to produce advanced-level products, such as those provided by the Texas Performance Standards Projects.
- ★ In addition, as commensurate with their abilities, students will be provided opportunities to accelerate in their areas of strength.

District/Campus Procedures

Review of Assessment / Evaluation Measures

- ★ The Special Programs Director will review all evaluation measures annually using the TEA approved assessment list.

Transfer Students

- ★ When a student identified as gifted by a previous school district enrolls in Eustace ISD, the GT selection committee shall review the student's records and conduct assessment procedures when necessary to determine if placement in Eustace ISD program for gifted and talented students is appropriate.
- ★ When a student transfers out of Eustace ISD, EISD will provide all evaluation data to the receiving district. Gifted and talented student records are available through the Special Programs Office.

Furloughs

- ★ A furlough (the opportunity for students to have a leave of absence from gifted/talented program services) may be implemented for specified reasons for a certain period of time without being exited. These reasons may include, but are not limited to:
 - Unable to maintain satisfactory performance within the structure of the gifted/talented program
 - Education needs are not being met within the structure of the gifted/talented program
 - Specific personal or life circumstances
- ★ A furlough may be initiated by the district, the parent, or the student.
- ★ A student may be furloughed for a specified period of time as deemed appropriate by the district. At the end of the furlough, the student may re-enter the gifted program, exit from the program, or be placed on another furlough.

Reassessment

- ★ If Eustace ISD 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.

Exiting Students from Program Services

- ★ The District shall monitor student performance in response to gifted and talented program services. If at any time the selection committee or a parent determines it is in the best interest of the student to exit the program, the committee shall meet with the parent and student before finalizing an exit decision.

Appeal Process Regarding Services

- ★ 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).

Student Progress and Performance

- ★ Eustace ISD will periodically, by grading cycle, assess student progress and/or performance using district-developed standards associated with the areas identified and served and parents or guardians will be informed. Assessment standards may include, but are not limited to:
 - Grades received in courses
 - Rubrics such as those found on the Texas Performance Standards Projects website (www.texaspsp.org) or other sources that indicate student progress and growth in the areas of identified giftedness.
 - Other assessments of student progress and performance based on local district service options.

Gifted and Talented Committee

- ★ Eustace ISD has a GT Committee that consists of members who have at the minimum their 30 hours of GT training.

Exiting the Gifted and Talented Program

- ★ At Eustace ISD, GT student performance, based on multiple criteria, shall be used to monitor performance. A furlough will be given to the student for one six week's reporting period. After the furlough period, the GT Committee shall determine if the student shall be removed from the program. If the GT committee determines GT placement is not the most effective way to meet the educational needs of the student, and a furlough has been ineffective, the parent/student will be consulted. If a parent requests his/her child be removed from the program, the GT Committee shall grant the request. Once a student is exited from the program he/she must adhere to the identification procedures and exhibit educational need to be readmitted.

Professional Learning

- ★ Opportunities for professional learning in the area of gifted/talented education are provided on a regular basis, and information on these opportunities is disseminated to professionals within Eustace ISD.
- ★ Each teacher new to the district will receive an orientation to the district's gifted/talented identification processes and the district's services for gifted/talented students.
- ★ School Board: Eustace ISD School Board members will be trained to ensure program accountability as outlined in the Texas State Plan for the Education of Gifted/Talented Students.
- ★ Administrators/Teachers with Supervisory Duties: EISD administrators, as well as teachers who have supervisory duties for service decisions, will complete a minimum of six hours of professional development that includes the nature and needs of gifted/talented students and service options.
- ★ District Personnel Assigned to Coordinate Gifted/Talented Program: A Eustace ISD staff member who has thirty hours of professional learning in gifted/talented education and annual six-hour professional learning updates is assigned to coordinate district-level services for gifted/talented students in grades K–12.
- ★ Campus Counselors: Eustace ISD counselors who work with gifted/talented students will complete a minimum of six hours of professional development that includes the nature and needs of gifted/talented students, service options, and social-emotional learning.
- ★ Initial training for Teachers: Eustace ISD teachers who provide instruction and services that are part of the EISD's Gifted and Talented Program will complete a minimum of thirty hours of professional learning related to identification and assessment, nature and needs, and curriculum for gifted and talented students. Teachers without the required training who are assigned to provide instruction and services that are part of the district's defined gifted/talented services are required to complete the thirty-hour training within the first semester of assignment.

- ★ On-going training for Teachers: Eustace ISD teachers who provide instruction and services that are a part of the district's defined gifted/ talented services receive a minimum of six hours annually of professional development in gifted/talented education that is related to state teacher gifted/talented education standards.

Professional Learning Documentation

- ★ Evidence-based documentation of gifted and talented professional learning will be maintained at the district level by the human resources department and/or the special programs department. m and Instruction Department.

Professional Learning Evaluation

- ★ Eustace ISD's evaluation of gifted and talented professional learning will be ongoing and related to state teacher gifted/talented education standards. The information gathered from the evaluation will be used in making decisions related to future G/T staff development opportunities.

Family and Community Involvement

Eustace ISD will:

- ★ annually provide to parents/guardians policies related to gifted/talented student identification. These policies may be made available through a variety of methods which may include but are not limited to the Eustace ISD Website, the student handbook, local media, etc. as deemed appropriate by the District;
- ★ annually seek input from family and community representatives on gifted/talented identification and assessment procedures;
- ★ ensure information is shared or meetings will be held annually to request parent and community recommendations regarding students who may need gifted/talented services; and
- ★ provide orientation and periodic updates for parents of students who are identified as gifted/talented and provided gifted/talented services.

Gifted/Talented Advisory Committee

- ★ Eustace ISD has a Gifted/Talented Advisory Committee made up of parents, teachers, community members, and District GT staff. In addition, orientation and periodic updates will be provided for parents of identified G/T students.

Products and Achievements of Students Shared with Community

- ★ Throughout the school year, Eustace ISD will showcase products and achievements of gifted learners via a variety of methods which may include, but are not limited to social media, the Eustace ISD website, etc.

G/T Program Evaluation

- ★ Eustace ISD will annually evaluate the effectiveness of gifted/talented services and share the information with the board of trustees and parents of identified G/T students. This information will be used to modify and update district and campus improvement plans. Parents will be included in the evaluation process.
- ★ The evaluation process may include but is not limited to:
 - Effectiveness of G/T services based on student and teacher growth.
 - Identified gifted/talented demographics population is reflective of total district demographics.
- ★ Professional development completed by staff based on:
 - the teacher needs relative to designing curriculum for gifted students;
 - understanding characteristics of gifted English learners, economically disadvantaged, twice-exceptional, highly gifted, migrant, homeless, and military students; and
 - the nature and social-emotional needs of gifted students.
- ★ Successful completion of Texas Performance Standards Projects or other experiences that lead to the development of advanced-level products and/or performances.
- ★ Short and long-term goals based on input from G/T community.

Certification, Reporting and Compliance

Funding Compliance

- ★ To the extent that state funding is provided for gifted and talented student education, local funding for gifted and talented education programs is used to supplement the state funding.
- ★ Funds used for programs and services must be determined effective and consistent with the standards set forth in this document.
- ★ An annual review of programs, services, and effective use of funds will be reviewed among the district administrators, including the Superintendent of Schools, Assistant Superintendent and the Special Programs Director.

Access to Services

- ★ Access to assessment and, if needed, gifted and talented services is available to all populations of Eustace ISD (19 TAC §89.1(3)) Annually, the demographic data will be reviewed by the administrative team to ensure services are made available to all populations of the district.
- ★ The population of the gifted/talented services program is closely reflective of the population of the total district and/or campus. During the review of the demographic information, the administrative team will look for trends and patterns in the GT program populations' participation. Efforts will be made to find, assess, and serve the under-represented populations in the district.
- ★ For any standard of service for which the district is out of compliance, a written plan specifying actions and timelines for achieving compliance will be developed.
- ★ After an annual evaluation, the administrative team will create a Non-Compliance Plan, addressing the standards that are out of compliance with the State Plan for the Education of the GT Student, as well as a plan for achieving compliance during the upcoming school year. All campus improvement plans and the district improvement plan shall reflect the improvement of gifted and talented services.