



Presidio Independent School District
Gifted and Talented Program Plan
Procedures and Guidelines

The Presidio Independent School District does not discriminate on the basis of race, color, gender, national origin, disability or age in its programs or activities.

For more information call 432-229-3275.

Preface

This handbook presents the official guidelines and procedures for organizing, operating, and evaluating the Presidio Independent School District's program for the academically talented students. This program is to be known as the Presidio Independent School District Gifted and Talented Program.

This handbook is intended to be used as a working guide for the Gifted and Talented Program. Any element is subject to revision upon changes in state and/or federal guidelines, or recommendations by the elementary, middle or high school advisory committees with approval of the superintendent and Presidio ISD school board.

District Philosophy

The philosophy of the Presidio Independent School District reflects an understanding of the uniqueness of individual students. Because the learning characteristics of gifted and talented students dictate learning experiences that differentiate from those provided for them in the regular school program, the district recognizes that special provisions must be made for these students in order to stimulate and maximize their achievement.

The Presidio Independent School District recognizes that gifted and talented students are found in all cultures, socioeconomic groups, geographic locales, and environments. Presidio ISD will serve the needs of those students who demonstrate high performance capability or potential in the areas of math, science, language arts, social studies and/or the arts as identified through multiple and specific criteria.

Definition of Gifted and Talented Students

State of Texas: According to TEC 29.121, "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.

Presidio Independent School District defines a gifted and talented student as 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 or creative area; and/or
2. excels in a specific core academic area.

Presidio ISD serves the Gifted and Talented Program (GT Program) students in the four academic areas: mathematics, social studies, science and language arts. It also serves other areas such as technology and the arts.

Mission Statement

Presidio ISD holds high expectations for its students and has the responsibility for providing an instructional environment that challenges all students to reach their maximum potential; and that extraordinary potential is present in gifted and talented students from all genders, cultural groups and across all economic classes.

The PISD Mission for Gifted and Talented Education is to create and promote an exemplary Gifted and Talented Program that recognizes the unique characteristics of gifted and talented students from all walks of life; fosters their intellectual, creative and leadership abilities; and inspires their lifelong scholarship and achievement.

Objectives

- The PISD Gifted and Talented Program will make every effort to provide each student with an environment that recognizes and amplifies intellect, instinctive ability, talent, creativity and affective development.
- The program will foster skills development and enrichment that employs differentiated activities and materials beginning at the elementary level (grades K-5).
- The secondary level (grades 6-12) will supplement the academic and divergent thinking processes by permitting the student to participate with in-depth research and or independent study.
- Emphasis and opportunities will vary according to the prior experiences, achievement levels and intent of the participants in the program at each level and campus.
- Modification for the academically advanced students will be made in these areas: content, complexity and abstractness, processing, learning, and product.

Goals

- Gifted and talented students will study issues, themes, and problems of a discipline or course of study for in-depth understanding in the four core areas of language arts, math, science, and social studies and other areas including technology and the arts.
- Gifted and talented students will become independent, self-directed learners.
- Gifted and talented students will become creative problem-solvers and use complex thinking skills effectively.
- Gifted and talented students will generate a variety of original products and/or performances of advanced level quality through skills and information gained from in-depth study.
- Gifted and talented students will develop a healthy self-concept and sense of pride in accomplishment as it relates to self and others.

Identification Process

Any student in grades K-12, enrolled in PISD, is eligible for screening and testing for possible placement in the GT Program. Once the student meets the Gifted and Talented Program criteria, the

student becomes eligible for the Gifted and Talented Program services.

Presidio ISD has non-discriminatory policies for student eligibility in the nomination, screening, and placement processes of the GT Program.

Written policies on student identification for the Presidio ISD Gifted and Talented Program are approved by the district board of trustees and disseminated to parents (19 TAC §89.1, State plan I.I A, EHBB(Local)).

The purpose of identification is to determine which students will be served in the district's GT Program. The identification process is comprehensive, consisting of three distinct steps:

1. Nomination
2. Screening and
3. Selection.

Evidence of GT program services needs may be determined in a multitude of ways. Presidio ISD will use the following identification procedures for the identification and placement of students in the Gifted and Talented Program.

Nomination Procedures

All students enrolled in the school district are eligible for nomination in the Gifted and Talented Program. For definition, grades K-12 will constitute the student population. Nominations will be obtained throughout the school year from teachers, parents, counselors, administrators and other interested parties. Advertisement for nominations will be made at least once per year depending on the grade. All kindergarten students are automatically screened for advanced level services. Nominations for first through fifth grade will be advertised during the first semester of each school year. Grades six through twelve will be advertised during the second semester. Nomination forms may be obtained at the office of the principal at each campus. Information will be provided in the native language of the parents or an interpreter will be provided.

Screening Procedures

Parental permission must be obtained prior to any screening procedures. Screening for Kindergarten students will occur during the first semester or as needed. Screening for all other grade levels will be done as needed. A minimum of three equally weighted criteria will be considered in the identification process. (19 TAC §89.1(1)), (State plan 1.3A)

Identification criteria may include a variety of assessments to determine cognitive ability, academic achievement and/or creativity. Teacher and parent rating forms will also be a part of the assessment process. Assessments administered will include both qualitative and quantitative measures, as appropriate. Students are assessed in languages they understand or with nonverbal based tests. Each campus committee will determine which criteria are most appropriate for its population and situation.

Criteria to identify gifted and talented students is specific to the local definition of gifted and talented and does ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged and students with disabilities. (19 TAC §89.1(3)), State plan 1.6A)

Selection

Students who have been nominated and screened for consideration of placement in the district's Gifted and Talented Program will be reviewed individually and anonymously by the campus selection committee. The campus selection committee will be composed of at least three professional educators who have been trained in gifted education including classroom teachers, the building level principal, and an ex-officio member if they have been involved in the testing. The purpose of the campus selection committee is to review student data necessary for program selection and placement. A preponderance of data will determine which of the tested students meet the criteria. Students shall be selected for placement in the Gifted and Talented Program based upon their performance on the adopted selection criteria. All placement decisions will rest with the campus selection committee.

After a student has been tested, the parent/legal guardian will be notified in writing concerning placement decisions. Placement in the program requires parent/legal guardian approval in writing. Families and staff are informed of student placement (or non-placement) and are given opportunities to schedule conferences to discuss assessment data and services for gifted students. (State plan 1.1.2R)

Furlough Process

The District may place on 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 specific reasons and for a specified time. At the end of the furlough, the student may reenter the Gifted and Talented Program, be placed on another furlough or be exited from the program.

Reassessment Process

The District will not perform routine reassessments on students in the Gifted and Talented Program.

Exit Provisions

A student, parent, or educator(s) may request an exit from the Gifted and Talented program for a GT student. That request will be forwarded to the campus selection committee for determination of exit from the Gifted and Talented Program.

If the selection committee determines it is in the best interest of the student and his/her educational needs, the committee may exit a student from the program. Decisions related to exiting of a student from GT services will be based on multiple criteria including student performance in response to services. Exiting of a student is finalized by committee decision after consultation with parents and the student regarding the student's educational needs. Once a student has been exited from the program, he/she must be re-nominated and proceed through the screening and selection process.

Appeals

A parent, student or educator may appeal any final decisions of the selection committee regarding selection or exit from the Gifted and Talented Program. New data, if appropriate, may be presented during the appeals process. Appeal requests should be made to the campus principal.

Transfer Process

When a student identified as gifted by a previous district enrolls in PISD, the District shall place the student in the Gifted and Talented Program immediately upon receipt of verification from the transferring district allowing for equitable access to GT services for the transferring student.

When a GT student withdraws from Presidio ISD, GT services information will be included in student records that are sent to the receiving school.

Program Evaluation

The District shall annually evaluate the effectiveness of the PISD 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 of GT students in the evaluation process and shall share the information with the PISD Board members, administrators, teachers, and counselors, students in the Gifted and Talented Program and the community.

Service Design:

Kindergarten

Kindergarten students are taught by highly qualified GT teachers in the regular classroom. Placement of qualified students starts no later than March 1 of the school year. The Kindergarten GT array of services is composed of interdisciplinary units with overarching themes in the core subjects.

Elementary

First through fifth grade students are taught by highly qualified GT teachers in the regular classroom. Learning experiences differentiated through depth, complexity, and pacing will be provided. Opportunities will also be provided for students to utilize creativity and problem solving skills. Guided and independent study opportunities will be developed in accordance with Texas Performance Standards Project criteria.

Middle School

Sixth through eighth grade students are taught by highly qualified GT teachers in daily scheduled classes in the core subjects and in other identified areas of such as band, art and technology. Learning experiences differentiated through depth, complexity, and pacing will be provided. Opportunities will also be provided for students to utilize creativity and problem solving skills. Guided and independent study opportunities will be developed in accordance with Texas Performance Standards Project criteria. Students are also given the opportunity to enroll in Algebra 1 as an advanced credit in Mathematics.

High School

9th through 12th grade students are taught by highly qualified GT teachers in daily schedule classes in the core subjects. Learning experiences differentiated through depth, complexity, and pacing will be provided. Opportunities will also be provided for students to utilize creativity and problem solving skills. Guided and independent study opportunities will be developed in accordance with Texas Performance Standards Project criteria. Spanish AP courses are also offered to GT students.

Dual enrollment classes are offered via online through our partner The University of Texas of the Permian Basin (UTPB). Students can also enroll in courses with Texas State Technical College (TSTC) and obtain certificate in several technical areas. All GT students will be pulled out of their advisory class once a week to work with their GT sponsor. GT students in their senior year will be offered a practicum, 2 hour class that compliments their identified GT area. This course offering is optional and dependent upon student desire and course scheduling.

Curriculum and Instruction

Presidio ISD will assure an array of appropriately challenging learning experiences for GT students in grades kindergarten through 12 that emphasize content from the four (4) core academic areas and/or other areas including technology and the arts shall and shall inform parents of the opportunities.

Content: Issues -Themes - Problems of Discipline or course of Study

The Presidio ISD comprehensive scope and sequence ensures a continuum of learning experiences that leads to the development of advanced level products and/or performances and reflects the Texas Essential Knowledge and Skills document in the elements of the curriculum in the four core areas. Units of study are developed around themes and generalizations that enhance the understanding of the four core disciplines. All knowledge and skills will reflect appropriate depth and complexity and pacing. Pacing assumes that students will be given credit for what they already know and subsequently will be given opportunities to move ahead. (19 TAC §89.3(2)) (State plan 3.2A)

Process: Critical Thinking -Creative Thinking-Research Skills - Independent Study

Thinking skills and research skills are developed through more sophisticated content. The goal for gifted and talented students at the end of grade 8 is to be autonomous in process skills. At the high school level, discipline specific, cutting edge skills and knowledge will be added. Opportunities are provided to accelerate in areas of student strengths. (19 TAC §89.3(4)) (State plan 3.3A)

Products: Written-Oral-Visual -Performing

Products are designed to convey what students know and are able to do in a field of study. Gifted high school students will be expected to produce products and/or performances of professional quality. These products reflect substantive knowledge and skills (professional level) in a field of study and are used to convey what the student know and is able to do in that field. At all levels, products are not artifacts or performances without substantive knowledge and skills. (19 TAC §89.3(4)) (State plan 3.3A)

Affective considerations: Scholarly Behaviors and Attitudes

Students participating in program services will develop scholarly behaviors. Students will realize that scholarliness goes beyond making an "A". Scholars live behaviors that are evidenced by a passion for a topic or discipline, insatiable curiosity about a field of study and commitment to exercise the intellect. Scholars realize the importance of developing intellectual humility, integrity and stamina. Gifted and Talented students will foster the feeling of accomplishment and contribution to a body of knowledge as it relates to their special talents and skills. District and campus improvement plans include provisions to improve/modify services to gifted/talented students.(TEC §11.252, §11.253)(State plan 3.4A)

All Grade Levels

Based on the core curriculum, the Texas Essential Knowledge and Skills (TEKS), teachers will incorporate learning experiences, lessons and units of study that reflect the appropriate depth, complexity and pacing mandated in the Texas State Plan for the Education of Gifted and Talented Students. Differentiation of curriculum for GT learners does not mean providing a separate curriculum for these students. Differentiation of curriculum means to "differ" the general curriculum, the TEKS, to meet the needs of students who exhibit characteristics of gifted learners. Curriculum will be differentiated through content, process, products, and affective considerations.

Grades K-5

Students in grades K-5 who are identified as GT will receive program services in their areas of strength in the four core areas and may also receive services in art and/or music. Services are delivered by teachers who have received a minimum of 30 hours training in GT instruction in the areas of curriculum, nature and needs, and student assessment.

Through program services, students will consistently use critical thinking skills, creative productive thinking skills, and research skills to experience the depth, complexity and pacing of the core curriculum appropriate for gifted learners. Those GT identified students will be given the opportunity to work together as a group, heterogeneously with peers and individually throughout the day and school year.

Grades 6-8

A student identified as a GT student may choose the following plan during grades 6-8.

Language Arts

Grade 8	English Language Arts with differentiated instruction
Grade 7	English Language Arts with differentiated instruction
Grade 6	English Language Arts with differentiated instruction
Grade 6	Reading with differentiated instruction

Social Studies

Grade 8	United States History with differentiated instruction
Grade 7	Texas History with differentiated instruction
Grade 6	World History/Geography with differentiated instruction

Science

Grade 8	Science VIII with differentiated instruction
Grade 7	Science VII with differentiated instruction
Grade 6	Science VI with differentiated instruction

Mathematics

Grade 8	Algebra I
Grade 7	Math VII with differentiated instruction
Grade 6	Math VI with differentiated instruction

Teachers who deliver instruction in GT designated classes will have required 30 hours basic GT training. All GT students will be offered the above courses. They and their parents will make the final decision as to which ones they choose to take.

Grades 9-12

A student identified as a GT student may choose the following plan during grades 9-12.

English

Dual Credit English

Composition I, II; British Literature, American Literature

Social Studies

Grade 12 Government with differentiated instruction

Grade 10 World History with differentiated instruction

Grade 9 World Geography with differentiated instruction

Dual Credit Political Science 2305/2306

Science

Grade 12 Physics

Grade 11 Biology II and/or Chemistry

Grade 10 Biology with differentiated instruction

Grade 9 IPC with differentiated instruction

Dual Credit Biology

Math

Grade 12 AP Calculus

Grade 11 AP Pre-Calculus

Grade 10 Pre AP Algebra II

Grade 9 Pre AP Geometry

Dual Credit Pre-Calculus, Calculus, College Algebra

All gifted/talented students will be offered the above courses. They and their parents will make the final decision as to which ones they choose to take.

Professional Development

The District shall ensure that:

- Teachers who provide instruction and services that are a part of the program for GT students have a minimum of thirty (30) clock hours of staff development that includes nature and needs of GT students, assessing student needs and curriculum and instruction for gifted students. (19 TAC §89.2(1)), (State plan 4.1A)
- Teachers are encouraged to pursue advanced degrees or obtain additional professional development in their teaching discipline. (State plan 4.1.1R)
- All teachers in Presidio ISD are required to complete 30 hours of gifted/talented training within the first semester of employment. (19 TAC §89.2(2)), (State plan 4.1.2A)
- Teachers who provide instruction and services that are a part of the program for gifted students have a minimum of six (6) hours annually of professional development in GT education. (19 TAC §89.2(3)), (State plan 4.2A)
- Administrators and counselors who have authority for program decisions have a minimum of six (6) hours of professional development that includes nature and needs of GT students and program options for GT students. (19 TAC §89.2(4)), (State plan 4.3A)

- Members of the Presidio ISD board of trustees are encouraged to pursue professional development on gifted education. (State plan 4.3R)
- Evaluation of professional development activities for GT education is ongoing, and the results of the evaluation are used in making decisions regarding future staff development plans. (19 TAC §89.5), (State plan 4.4A)
- Opportunities for professional development in the area of gifted education are published and provided on a regular basis and disseminated to professionals in the district. (State plan 4.4R)

Family and Community Involvement

Presidio ISD involves family and community members in services designed for GT students throughout the school year. The district ensures that information about the Presidio ISD Gifted and Talented Program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program. The district, with parent input, evaluates the effectiveness of the program annually and uses the data to modify and update the District and Campus Improvement Plans. The PISD Gifted and Talented Program will advertise and solicit nominations for the program from parent and community members. Additionally, this program guide is available to all parents and community members. Printed copies may be obtained through campus administrators and digitally on the PISD website.

Program Evaluation

The district will evaluate the effectiveness of the GT program annually and use the data to modify and update the District and Campus Improvement Plans. Parents are included in the evaluation process. (TEC §11.251-11.253), (State plan 5.3A) Annual evaluation activities are conducted for the purpose of continued program improvement and development. (State plan 2.6.1R) Ongoing formative and summative evaluation strategies, based on quantitative and qualitative data, are used for substantive program improvement and development and reviewed by the school board. (State plan

2.6.1 E) District and campus improvement plans include provisions to improve/modify services to GT. (TEC§11,252, §11,253; State plan 3.4A) Student progress/performance in programs for the gifted is periodically assessed and this information is communicated to parents or guardians. (State plan 3.6R)

Student Assessment Tools

Presidio ISD Assessment tools may include, but are not limited to:

Naglieri Nonverbal Ability Test Multilevel Form – NNAT

Brigance Comprehensive Inventory of Basic Skills – Standardized (Grades K – 5)

Stanford10 (Grades 3 – 12)

Parent Observation Inventory

Teacher Observation Inventory

STAAR Results

Visual Arts Identification Rubric

Performing Arts Identification Rubric