



**PEASTER INDEPENDENT  
SCHOOL DISTRICT PLAN  
for the EDUCATION of  
GIFTED/TALENTED  
STUDENTS**



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## **Definition of Gifted and Talented Students**

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“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:

- Exhibits high performance capability in an intellectual, creative, or artistic area;
- Possesses an unusual capacity for leadership: or
- Excels in a specific academic field

## **Program Description**

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The Peaster Independent School Gifted and Talented program is designed to provide a child-centered education program unique to the needs of the identified students.

K-12 students are identified for the program in General Intellectual Abilities. Approximately 5% of the district population receives GT services.

Kindergarten students are observed in the first semester by the classroom teacher. Identified students are recommended for evaluation early in the second semester and testing is completed by March. Qualified students receive services weekly from the GT specialist.

Classroom teachers who work with the gifted students have received at least 30 hours of training in gifted education, strategies and theories.

## **Program Goals**

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Students who participate in the Peaster ISD gifted and talented program will:

- Demonstrate skills in self-directed learning, thinking, research, and communication
- Use advanced, divergent, thinking skills to explore creative possibilities and solutions to assure effective productivity for themselves and society
- Develop healthy self-concepts relative to their giftedness to enhance appropriate interaction and communication in society
- Produce products and performances of advanced quality as part of their program services. High school graduates will have produced products and performances of professional quality as part of their program services

## Identification Process

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Assessment opportunities for gifted/talented identification are made available to students at least once a year at the elementary grades and once a semester at the secondary level.

Students are screened for the gifted/talented program at a building level committee meeting including a majority of members who have completed thirty hours of training and are current with the six-hour update.

Parent/Guardian must attend a meeting with designated district/campus G/T specialist prior to assessment. The parent will be informed about testing procedures, student responsibilities, and program description. The specialist will also inform the parent of the characteristics of gifted students.

Existing and new data will be collected for initial screening including both qualitative and quantitative measures. The criterion may include the following:

- A state approved aptitude test in verbal and/or non-verbal (IQ); score of 123 or above
- A state approved achievement test score in math or reading of 95%ile or above
- Other available test scores approved by the district
- Parent inventory demonstrating gifted characteristics
- Teacher inventory demonstrating gifted characteristics
- Interview as appropriate
- Classroom performance, as evaluated by the committee, demonstrating gifted level work or giftedness
- Student portfolio demonstrating giftedness
- Norm referenced assessment demonstrating creativity in the gifted range

## Notification of Evaluation Results

When the evaluation of student is completed the parent and student will be notified in writing. Participation in the program is voluntary. Written permission by the parent is required for admission into the program. If a student does not meet the criteria for the G/T program the student is eligible for screening the following year.

## **Appeal Process**

Parents, students, and teachers may appeal the assessment decision in a timely manner in order to present new data that may affect the outcome of the committee's decision. In order to make an appeal:

- Student must have been in the screening process
- Student must have qualified in at least two areas on the profile sheet and very nearly qualifying in a third area

Parents, students, and teachers may initiate this appeal through the building principal. A majority vote of the identification committee is required to admit that student on a probationary status to the program.

## **Transfer Students**

A student who transfers from another school district where that student was identified as gifted/talented may be allowed to enter the program on a probationary status until assessment data from the previous school can be obtained. That data will be evaluated to determine if it aligns with Peaster ISD's criteria. If so, the student will be eligible for gifted/talented services. If not, the student will be assessed within six weeks.

## **Reassessment**

Reassessment of gifted/talented students is based on performance in response to gifted/talented services and if reassessment occurs at all, it is no more than once in elementary, once in middle school, and once in high school.

## **Furlough**

The purpose of a furlough is to provide the student a leave of absence from gifted/talented services for a time up to one year. Students who do not maintain satisfactory performance within the program may be furloughed. Furlough can be requested by district personnel, parent, or student. The gifted/talented committee will meet to evaluate the request and determine the amount of time the furlough will last without the student being exited. At the end of the furlough the student may re-enter the program, be exited from the program or be placed on another furlough.

## **Exit Process**

Student performance in the program is monitored. A student is removed from the program if the committee determines it is in the best interest of the student. If a parent or student request removal the committee shall meet with them before honoring the request.

## **Service Design**

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A flexible system of viable service options provides a research-based learning continuum that is developed and consistently implemented throughout the district to meet the needs and reinforces the strengths and interests of gifted/talented students.

Information concerning special opportunities is available and disseminated to parents.

Flexible grouping patterns and independent investigations are employed in the four foundation curricular areas.

Local board policies are developed that enable students to participate in dual/concurrent enrollment, correspondence courses distance learning opportunities, summer programs, and/or Distinguished Achievement Program.

## **Curriculum and Instruction**

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Peaster ISD meets the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school.

### **Differentiated Curriculum for the Gifted/Talented Students**

Differentiated curriculum includes components that modify content, process, product or affect. Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research. Participation in the Texas Performance Standards Project, or other experiences that result in the development of sophisticated products and/or performances that are targeted to an audience outside the classroom, is available through the gifted/talented curricula.

### **Grades K-5**

Gifted/talented students in grades K-5 are served through a pull-out program by a GT specialist, and classroom teachers. Students are received instruction in the following formats:

- With other G/T students
- Individually
- With other students possessing a range of abilities

## **Grades 6-8**

G/T students at grades 6-8 are offered gifted instruction through advanced classes in the four core content areas (language arts, mathematics, science, and social studies). Flexible grouping is provided to students to learn at a pace and level appropriate to their abilities and skills. At times special field experiences may be planned.

## **Grades 9-12**

G/T students are offered a variety of gifted/talented classes in Pre-AP/AP. Dual credit courses for college courses are also provided. Special field experiences may be planned.

## **Distinguished Achievement Plan Diploma**

Gifted and Advanced learners can consider the DAP high school diploma. The DAP requires rigorous course work and the completion of four advanced measures. Ask your campus counselor for more information.

## **Professional Development**

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All personnel involved in the planning, creation, and delivery of services to gifted/talented students possess the knowledge required to develop and provide appropriate options and differentiated curricula.

Teachers who provide instruction and services that are part of the program for gifted students have a minimum of thirty clock hours of staff development. Teachers who are part of the program receive a minimum of six hours annually of professional development in gifted education

The thirty hour gifted/talented core should consist of the following:

- Needs and Nature (6 hours)
- Social and Emotional Needs (6 hours)
- ID and Assessment (6 hours)
- Curriculum/Creativity (6 hours)
- Differentiation (6 hours)

Teachers can take updates or core trainings through Region 11. The district will provide release time for the training.

## **Family/Community Involvement**

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Peaster ISD involves family and community members in services designed for gifted/talented students throughout the school year. Family and community members are welcome to partner with the success of the gifted/talented program. Involvement is encouraged.