



NURSERY ISD
GT PLAN 2024-2025



1. **Program Design 3.1**

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).

- *Definition of gifted/talented (Developed from State Definition) At Nursery ISD GT is defined as a student that exhibits the potential for high-performance capability in general intellectual ability and creativity.*
- *Description of gifted students' services*
 - i. *Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas. To showcase these services Nursery ISD will use a Portfolio Project to encompass work and projects done by GT students throughout the school year.*
 - ii. *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)). Nursery ISD ensures that its G/T students work together as a group as well as with other students. They work independently during the school day on their Portfolio Project.*
 - iii. *Flexible grouping patterns and independent investigations are provided in at least one of the four (4) foundation curricular areas. Nursery ISD utilizes a Portfolio Project for independent investigations, as well as flexible grouping patterns as part of its program of services.*
 - iv. *Out-of-school options relevant to the students' areas of strength are provided by school districts whenever possible (19 TAC §89.3(3)). Nursery ISD, to the extent possible, provides out of school options relevant to the student's area of strength.*
 - v. *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 and teachers. Nursery ISD teachers and administration utilize acceleration and flexible pacing for its G/T classes. Unit plans are actively monitored by district administration during monthly administrative meetings.*

2. **Program Options**

- *Describe the types of services provided at the various levels*
 - i. *Kindergarten-5th grade Nursery ISD services its G/T students through a full time inclusion program where the students receive differentiation instruction utilizing flexible grouping, tiered instruction, centers, higher level thinking, open-ended tasks, and student choice.*
 - 1. *The Portfolio Project is also utilized as a pull out program.*
- **Describe the out-of-school options 3.2**

- i. *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. Nursery ISD maintains at its campus, as well as on its web site, a list of special activities appropriate for G/T students.*
- ii. *Out-of-school options relevant to the students' areas of strength are provided by school districts whenever possible (19 TAC §89.3(3)). Nursery ISD, to the extent possible, provides out of school options relevant to the student's area of strength.*

3. Identification and Assessment 2.1, 2.16

Written policies on student identification for gifted/talented services are approved by the district board of trustees and disseminated to all parents (19 TAC §89.1). Students in grades K–12 shall be assessed and, if identified, provided gifted/talented services (TEC §29.122(a) and 19 TAC §89.1(3)).

Communicate the Process to Parents and Community

- i. *At Nursery ISD, referral procedures for assessment are communicated to families in a language they understand and/or a translator or interpreter is provided.*
- ii. *At Nursery ISD, referral forms for assessment are communicated to families in a language they understand and/or a translator or interpreter is provided to the extent possible.*
- iii. *Families and staff are informed of individual student assessment results and placement decisions as well as given opportunities to schedule conferences to discuss assessment data. Parents are notified by U.S. mail of placement decisions; teachers will be notified at the first faculty meeting following placement decision.*
- iv. *An awareness session providing an overview of the assessment procedures and services for gifted/talented students is offered for families by the district and/or campus prior to the referral period. Prior to the assessment window, Nursery ISD will hold a district parent/family awareness meeting which will give an overview of the assessment process.*
- v. *All family meetings are offered in a language families can understand or a translator or interpreter is provided to the extent possible. At this meeting, Nursery ISD will ensure all information will be in a language families can understand and a translator or interpreter will be provided to the extent possible.*

Referral Process 2.14

Provisions for ongoing identification of students who perform or show potential for performing at remarkably high levels of accomplishment in each area of giftedness served by the district are included in board-approved policy (19 TAC §89.1(1)).

Assessment 2.15, 2.17, 2.19, 2.22

- i. *Assessment opportunities for gifted/talented identification are made available to students at least once per school year. At Nursery ISD, this G/T assessment calendar will be used:*

Month	Family Requirement	Action to be taken
September/October	Parent Awareness Meeting	Sign in sheet and agenda to be kept.
October		Assessment window opens- referrals accepted- assessment begins
November		Assessment continues
December		G/T Campus/ District meetings; Determination of most effective placement; determined Letters sent;
January	Parent Orientation Meeting	Students placed in program and services begin with parent permission

- ii. *Data collected from multiple sources for each area of giftedness served by the district are included in the assessment process for gifted/talented services (19 TAC §89.1(2)). The assessment process allows for student exceptionalities to the extent possible. Nursery ISD uses the following assessment to help in the determination of the most effective educational placement: NNAT, CogAT, and Scales for Identifying Gifted Students 2 (SIGS 2).*
- iii. *Students are assessed in languages they understand or with nonverbal assessments.*
 - 1. **Kindergarten 2.20, 2.21**
 - a. *All kindergarten students are automatically considered for gifted/talented and other advanced level services. At Nursery ISD, the NNAT will be used to determine students for further screening. These students will be referred for further testing.*
 - b. *At the kindergarten level, as many criteria as possible, and at least three (3), are used to assess students who perform at remarkably high levels of accomplishment relative to age peers.*
 - 2. **K – 5th Grades 2.22**
 - a. *In grades 1 – 5, qualitative and quantitative data are collected through three (3) or more measures and used to determine whether a student needs gifted/talented services. Quantitative*

measures used are NNAT, CogAT. Qualitative measure used is Scales for Identifying Gifted Students 2 (SIGS 2).

- *Review of Measures*
 - i. *Annually, the Curriculum Director will review all measures using the TEA approved assessment list. At Nursery ISD this will be done prior to the assessment window by the GT Coordinator.*
- *Determination of Placement*
 - i. *Based on a review of information gathered during the assessment process, students whose data reflect that gifted/talented services will be the most effective way to meet their identified educational needs are recommended by the selection committee for gifted/talented services. The Nursery ISD G/T committee will meet to review and discuss the student's referral data. Those students who exhibit an educational need for gifted/talented services as the most effective placement for their educational need will be recommended for Gifted/Talented services.*
 - ii. *A balanced examination of all assessment data collected through the district's gifted/talented assessment process is conducted and used by the selection committee in making identification decisions. At Nursery ISD, both qualitative as well as quantitative data will be reviewed in making the determination of most effective educational placement for each student.*
- *Appeal Process for Identification 2.13*
 - i. *Policy related to appeals allows parents, students, and educators to appeal placement decisions in a timely manner and to present new data, if appropriate. (See EHBB page for appeals policy)*
- *Student Progress/ performance 2.29*
 - i. *Student progress/performance in response to gifted/talented services is periodically assessed using standards in the areas served and identified in the written plan. Results are communicated to parents or guardians. At Nursery ISD each nine weeks, each identified G/T student's progress/performance will be reported to the parents/ guardians through a G/T report card.*

4. Gifted/Talented Committee

- *Composition of Membership 2.27*
 - i. *The selection committee is formed of members who have completed training by 19 TAC §89.2. At Nursery ISD, District G/T Committee members all have their 30 hours as well as their annual 6 hour update.*
- *Responsibilities and Training 2.26*
 - i. *Final determination of students' need for gifted/talented services is made by a committee of at least three (3) 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 (19 TAC §89.1(4)). At Nursery ISD, the District G/T committee consists of the campus principal, GT Coordinator and a teacher representative.*

5. District/Campus Procedures 2.7

Provisions regarding transfer students, furloughs, reassessment, exiting of students from program services, and appeals of district decisions regarding program placement are included in board approved policy (19TAC §89.1(5)).

a. Reassessment 2.11

Policy related to 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 once in elementary, once in middle school and once in high school. At Nursery ISD, the G/T student will not be reassessed unless it is in response to performance.

b. Furlough 2.10

Policy is adopted allowing student furlough (the opportunity for students to have a leave of absence from gifted/talented program services) for specified reasons and for a certain period of time without being exited. At Nursery ISD the following furlough policy will be implemented.

A furlough is a temporary "leave of absence" from the Gifted/Talented Program designed to meet the individual needs of an identified student. Anyone may request a furlough: parent, student, teacher, or administrator. Requests for a furlough will be given to the campus administrator and members of the Gifted/Talented committee for consideration. A student may be furloughed for a period of time deemed appropriate by the Gifted/Talented committee. At the end of the furlough, the student's progress shall be reassessed, and the student may re-enter the Gifted/Talented program, be removed from the program, or be placed on another furlough. Furloughs are designed to be short-term and temporary and should never be used for an entire school year.

A furlough does not indicate a permanent exiting of the program. Furloughs could be utilized for a variety of extenuating circumstances. Any student may be granted a furlough from the program for various issues such as over commitment, family concerns, serious illness, or any other circumstances which would inhibit or curtail the student's performance in the program. The furlough may also be used prior to a formal exit from the program for those students who are unable to maintain satisfactory performance within the learning opportunities of the Gifted/Talented program. A furlough might also provide the student an opportunity to attain performance goals established by the Gifted/Talented committee. A furlough is arranged to meet the individual needs of the student. If the student is placed on furlough the student will be removed from the PEIMS G/T designation for that period of time.

c. Transfers 2.8, 2.9

- i. *Policy ensuring that transfer students are properly assessed and appropriately placed following notification of enrollment in the district is included in*

board-approved policy. Transfers from campus to campus within the district are also addressed in board-approved policy. At Nursery ISD, identified students who transfer in and have previously participated in G/T services, shall be placed in the G/T program at their respective campus. The student's assessment records shall be reviewed by the G/T Committee. If the student is performing well in the program, no further action will take place. If placement in the G/T programming is not the most effective program placement for the student, then the G/T committee shall consider furlough or reassessment. Their recommendation shall be communicated to the parent and student.

ii. When a gifted/talented student transfers to another district either in or out of Texas, that district is provided with the student's assessment data by the sending district. At Nursery ISD, a copy of the testing profile shall be filed in each G/T student's permanent folder. The testing profile shall be included in information sent to the transferring district.

iii. EHBB (Local):

When a student identified as gifted by a previous school district enrolls in the District, the selection committee shall review the student's records and conduct assessment procedures when necessary to determine if placement in the District's program for gifted and talented students is appropriate. [See FDD(LEGAL) for information regarding transfer students and the Interstate Compact on Educational Opportunities for Military Children]

d. Exiting 2.12

Policy related to exiting of students from gifted/talented services is 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 student regarding the student's educational needs. At Nursery ISD, GT student performance, based on multiple criteria, shall be used to monitor performance. A student shall be removed from the program at any time the Gifted/Talented committee determines it is not the most effective way to meet the educational needs of the student and a furlough has been ineffective and after the parent/student have been consulted. If a parent requests his/her child be removed from the program, the Gifted/Talented 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.

e. Appeal Process for Services 2.13

Policy related to appeals allows parents, students, and educators to appeal placement decisions in a timely manner and to present new data, if appropriate. At Nursery ISD, 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.

● **Appeal Process for Identification 2.13**

-EHBB (Local): Once the identification process is complete, the student's family and teachers are informed of individual student assessment results and placement decisions. Parents or

guardians are notified of the results via U.S. mail within 10 school days of the committee's decision. The letter to parents shall be in a language that the family can understand. A parent, student, or staff member may appeal an identification decision by writing an appeal letter to the Gifted/Talented committee. The appeal letter must be postmarked within 10 business days of receipt of the parent/guardian letter written indicating the committee's initial decision. The committee will reconvene in order to consider the need for additional assessment data or other information.

Any subsequent appeals shall be made in accordance with FNG (LOCAL) beginning at Level Two.

6. Curriculum and Instruction 3.1, 4.1,

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)).

A. Learning Experiences

- i. 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 through the district website.
(See 2B1)*
- ii. Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research. Nursery ISD uses the Portfolio Project for their guided and independent research projects.*
- iii. Participation in a Portfolio 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 gifted/talented curricula. Nursery ISD utilizes the Portfolio Project to collect, reflect and analyze sophisticated products/performances. Students present annually to other students as well as the community annually at NISD's Spring Fling.*
- iv. Develop and implement services to address the social and emotional needs of gifted/talented students and their impact on student learning.*

B. Acceleration 4.5, 4.6,

- i.** *Opportunities are provided to accelerate in areas of student strengths (19 TAC §89.3(4)). (see 2Bii)*
- ii.** *Flexible pacing is employed, allowing students to learn at the pace and level appropriate to their abilities and skills. Nursery ISD utilizes flexible grouping in its classroom as well in scheduling procedures.*

b. Curriculum Alignments 3.3 4.3

K–12. Nursery ISD Direct of Gifted/Talented services to have completed the thirty hours of required training as well as maintain their annual 6 hour update.

2. *A written plan for professional learning in the area of gifted/talented education that is based on identified needs is implemented and updated annually.* Annually, following the GT Program Evaluation, Nursery ISD campus administrators will use the information gathered to plan for identified needs related to GT teacher education standards.
3. *Opportunities for professional development in the area of gifted/talented education are provided on a regular basis, and information on them is disseminated to professionals in the district.*

iv. *Teachers*

a. A minimum of thirty (30) clock hours of professional learning that includes nature and needs of gifted/talented students, identification and assessment of gifted/talented students, and curriculum and instruction for gifted/talented students is required for teachers who provide instruction and services that are a part of the district's defined gifted/talented services.

Teachers are required to have completed the thirty (30) hours of professional learning prior to their assignment to the district's gifted/talented services (19 TAC §89.2(1)). Nursery ISD requires all teachers in grades K-5 who are assigned G/T designated courses to complete their 30 hour training prior to their assignment.

b. Teachers without 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 (30) hour training within one semester (19 TAC §89.2(2)).

If a teacher in Nursery ISD has not completed their 30 hours required G/T training, prior to their assignment, they have one semester to complete said trainings.

c. Teachers are encouraged to obtain additional professional development in their teaching discipline and/or in gifted/talented education. Nursery ISD encourages its teachers to pursue additional professional development in their disciplines and/or gifted education.

d. Teachers who provide instruction and services that are a part of the district's defined gifted/talented services receive a minimum of six (6) hours annually of professional development in gifted/talented education that is related to state teacher education standards (19 TAC §89.2(3) and TAC §233.1). To ensure fidelity of professional development Nursery ISD requires

prior district approval for training designed to meet the state-mandated 30-hours and 6-hour Updates.

e. Annually, each teacher new to the district receives an orientation to the district's gifted/talented identification processes and the district's services for gifted/talented students.

During Nursery ISD's new teacher orientation in August teachers will receive information pertaining to the district's assessment and identification process as well as the districts program of services for gifted/talented students.

f. Teachers as well as administrators who have supervisory duties for service decisions and teachers are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students and service options for gifted/talented students (19 TAC §89.2(4)). (See 7A2)

D. Professional Learning Accountability 5.11, 5.12

- i. Evaluation of professional development activities for gifted/talented education is ongoing and related to state teacher education standards, and the results of the evaluation are used in making decisions regarding future staff development plans (19 TAC §89.5 and TAC §233.1).*
- ii. Gifted/talented services staff are involved in planning, reviewing, and/or conducting the district's gifted/talented training.*

E. Family and Community Connections and Communications

- a. Dissemination of Information 6.1, 6.5**
 - i. Written policies are developed on gifted/talented student identification, approved by the local board of trustees and disseminated to parents (19 TAC §89.1).*
 - ii. An array of learning opportunities is provided for gifted/talented students in grades K–12, and parents are informed of all gifted/talented services and opportunities (19 TAC §89.3).*
- b. Community/Family Input 6.2, 6.3**
 - i. Input from family and community representatives on gifted/talented identification and assessment procedures is invited annually.*
 - ii. Information is shared or meetings are held annually requesting parent and community recommendations regarding students who may need gifted/talented services.*
- c. Family and Community Involvement 6.6, 6.7, 1.2**
 - i. Products and achievements of gifted/talented students are shared with the community.*

- ii. *Orientation and periodic updates are provided for parents of students who are identified as gifted/talented and provided gifted/talented services.*
- iii. *Gifted/talented education policies and procedures are reviewed and recommendations for improvement are made by an advisory group of community members, parents of gifted/talented students, school staff, and gifted/talented education staff, who meet regularly for that purpose.*
- d. *Parent Groups/Associations 6.4*
 - i. *The opportunity to participate in a parent association and/or gifted/talented advocacy group is provided to parents and community members.*
- e. *G/T Program Comprehensive Guide 1.10*
 - i. *Develop a comprehensive manual or program guide describing all gifted/talented programs, services, assessments, and communication which is accessible to parents, community and students including district G/T contact information.*

F. *Evaluation of Services 6.8, 1.5, 1.6, 1.8, 1.9, 4.8*

- a. *The effectiveness of gifted/talented services is evaluated annually, shared with the board of trustees, and the data is used to modify and update district and campus improvement plans. Parents are included in the evaluation process, and the outcomes and findings of the evaluation are shared with parents (TEC §§11.251–11.253).*
- b. *Annual evaluation activities are conducted for the purpose of continued service development.*
- c. *Long-range evaluation of services is based on evidence obtained through gifted/talented appropriate performance measures such as those provided through the Portfolio Project.*
- d. *District guidelines for evaluation of resources used to serve gifted/talented students are established and used in selecting materials that are appropriate for differentiated learning.*
- e. *Curriculum for gifted/talented students is modified based on annual evaluations.*
- f. *Provisions to improve services to gifted/talented students are included in district and campus improvement plans (TEC §§11.251-11.253).*

G. *Standards of Service Compliance and Funding*

- a. *Services and Policies 1.1, 1.2, 1.7*
 - i. *Student assessment and services are in compliance with the Texas State Plan for the Education of Gifted/Talented Students (19 TAC §89.5).*
 - ii. *Gifted/talented education policies and procedures are reviewed and recommendations for improvement are made by an advisory group of community members, parents of gifted/talented students, school*

staff, and gifted/talented education staff, who meet regularly for that purpose.

iii. The development and delivery of curriculum for gifted/talented students is monitored regularly by trained administrators.

b. Funding Compliance 1.3, 1.4, 1.12 (19 TAC §105.11)

i. The District's Gifted & Talented program shall address effective use of funds for programs and services consistent with the standards in the state plan for Gifted & Talented students.

ii. The District shall annually report to the Texas Education Agency (TEA) regarding funding used to implement the District's Gifted & Talented program. The District shall annually certify to TEA:

1. The establishment of a Gifted/Talented program by the District; and

2. That the District's program is consistent with the state plan for Gifted & Talented students.

iii. To the extent that state funding is provided for gifted/talented student education, local funding for gifted/talented education programs is used to supplement the state funding.

iv. Funds used for programs and services must be determined effective and consistent with the standards set forth in this document.

c. Access to Services 2.24, 2,25

i. Access to assessment and, if needed, gifted/talented services is available to all populations of the district (19 TAC §89.1(3)).

ii. Add information about accommodations for testing for all populations

iii. G/T State Plan: 2.24 Access to assessment and, if needed, gifted/talented services is available to all populations of the district (19 TAC §89.1(3)).

iv. TEA G/T FAQs:

Should special provisions in identification procedures such as testing accommodations and/or modifications be made available to ensure equitable access to G/T services for students with special needs, i.e. English language learners or students with learning disabilities or other handicaps?

Yes. If a student has testing accommodations recorded on an Individual Education Plan (IEP) or 504 accommodations in place, then accommodations must be available when assessing for gifted/talented services. Access to assessment and, if needed, G/T services must be made available to all populations of the district (TAC §89.1(3); State 1 Plan 1.6C). Students must be assessed in languages they understand or with nonverbal assessments (State Plan 1.5.2C).

v. The population of the gifted/talented services program is closely reflective of the population of the total district and/or campus.

d. Non Compliance Plan 1.11

- i. For any standard of service for which the district is out of compliance, a written plan specifying actions and timelines for achieving compliance.*