

Godley ISD

The mission of Godley ISD is to graduate students with the problem solving tools that enable them to reach their highest potential as responsible, productive citizens who are prepared to be self-motivated, life-long learners in an ever changing world.



Gifted and Talented Program

K-12th Grade

Program Guide

November 14, 2025

TABLE OF CONTENTS

State Goal for Services for Gifted/Talented Students.....	3
State Definition of Gifted/Talented Students.....	3
The Texas State Plan for the Education of Gifted/Talented Students.....	3
Mission Statement and Introduction.....	4
GT Task Force.....	5
Identification and Assessment	6
Continuum of Services.....	7
Transitions.....	8
Frequently Asked Questions.....	10

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.

State Definition of Gifted/Talented Students

A gifted/talented student is 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. (Texas Education Code §29.121)

The Texas State Plan for the Education of Gifted/Talented Students

[Texas State Plan for the Education of Gifted and Talented Students](#)

Mission Statement and Introduction

The mission of Godley ISD's GT program is to provide a challenging learning environment that nurtures the unique potential of gifted and talented students so that as citizens they can contribute ethically and productively in ways commensurate with their abilities.

GT services are not a reward for work previously completed. Our program is designed to be a journey through new learning that will continually require new efforts. While not true in every circumstance, it is more common than suspected for new students entering the program to require reassurance as they transition into this new experience. Since many of these students are accustomed to success in their previous coursework, they may require extra encouragement and nurturing as they transition into the expectations for the GT program.

As appropriate, opportunities to learn about our programs and additional resources are provided by the GT Coordinator. We provide all official documents in English and Spanish. If another language is deemed necessary, we will do our best to accommodate.

Jennifer Camp
Elementary GT Coordinator
jcamp@godleyisd.net

Nikki Nix
Secondary GT Coordinator
nnix@godleyisd.net

GT Task Force

The GT Task Force is composed of parents, teachers, and community members who support the GT Program in Godley ISD. The GT Task Force audits the gifted and talented program annually using the Texas State Plan for the Education of Gifted and Talented Students to make recommendations for improvement. Please contact the coordinator if you are interested in becoming a member of the committee. We ask that you remain committed for the length of a school year.

Identification and Assessment

In order to comply with the Texas State Plan for the Gifted and Talented, students will be identified for participation in the GT program through the use of multiple criteria that are both quantitative (ability and achievement) and qualitative (professional recommendation, classroom performance, work samples, etc.). The placement decisions are determined by a trained committee at the campus and/or district levels.

	K	1-6	7-12
Referrals	Year-Round	Year-Round	Year-Round
Screening Period	Year-Round	Year-Round	Year-Round
Service Start Date	March	January	First month of following school year

Referrals are accepted on an ongoing basis. Parents, teachers, community members, and students may refer a child to be tested for the program. Parents will be notified of upcoming assessment windows through the district website and homeroom teacher. All referrals must be submitted to the GT Coordinator. The referral deadline to have a 1st-12th grade student assessed is January 1st. Referrals may be submitted using the google form on the GISD website.

Screening is also an ongoing process. However, Godley offers specific nationally normed assessments to screen reasoning abilities for all students in Kindergarten, 2nd grade, and 5th grade. The screening results do not change the status of students already identified as GT in Godley.

Identification occurs when a committee trained in the nature and needs and identification and assessment of gifted learners review the student's assessment matrix and deems services appropriate. If identified, 1st-6th grade students will begin services in January of the same school year, kindergarten students in March of the same school year, and 7th-12th grade students in the first month of school of the following year.

A parent or staff member may **appeal** an identification decision made by the committee. The person requesting the appeal must submit this form no more than 20 school days after notifications were sent. A response will be made to the appeal within 6 weeks. Additional assessment and information may be gathered for a final decision.

Continuum of Services

All identified GT students are serviced full-time in the Schoolwide Cluster Grouping Model. In this model, students are placed with a trained teacher and grouped with other identified students to assist the teacher in providing appropriate instructional levels and pacing to meet the needs of GT students.

In addition to the cluster grouping, K-6th grade GT students are served in a pull-out classroom model which combines the theories of the Autonomous Learner Model and the Schoolwide Enrichment Model. The students will be exposed to enrichment, exploratory activities to spark interest, development of research skills, problem solving strategies, independent studies, real-world problem solving, and critical thinking all while developing their independence as a self-directed lifelong learner.

All core content and GT pull-out teachers have completed the 30 hours of GT foundational training and receive 6 additional update hours each year.

Transitions

A **furlough** allows a student to take a “leave of absence” from the program for a specified reason and for a designated period of time without being exited. At the end of the furlough period, the student will be reevaluated by the GT coordinator. A decision will be made for the student to return to the GT program, continue the furlough, or begin exit procedures.

Furloughs are considered on a case by case basis may be granted for the following:

- A student’s long term illness which affects his/her performance and participation in the GT classroom or school attendance.
- A home or family crisis which affects a student’s performance and participation in the GT classroom.
- Lack of performance in the GT classroom that reflects negatively on the student’s ability to produce work.
- Lack of performance in core content classes (making below 70%).
- Excessive behavior issues in the GT classroom that hinder other student’s ability to learn.

If after the furlough period, the student and family do not want the student returned to active status, the parent will need to conference with the GT coordinator about exit procedures.

State guidelines specify that no single criterion may be used to determine **exit** from the gifted/talented program. Prior to exit, the word ‘exit’ must be introduced into the conversation and documented. Exit decisions should be joint decisions between the parents, student, and the Campus Placement Committee. If a student or parent requests removal, the gifted specialist will meet with the parent and the student. The request may be granted after review by the Campus Placement Committee. Students are expected to fulfill their Habits of a Scholar learning contract (school year) unless failing core content subjects.

A student who exits the GT program may apply for re-admittance no earlier than one school year from his/her exit date. The student must have a full re-evaluation and qualify for re-admittance.

Students **transferring** from a GT program in another school district must provide data from ability and achievement assessments within 30 days from date of enrollment. The district GT committee may request that a local GT evaluation be completed. Provisional placement will be considered if the student’s scores are within the acceptable range of the district’s expectations. The student will attend approximately 4 hours of instruction with their identified peers and gifted specialist in the district’s pull out program. At the end of the provisional

placement, the student will either be permanently placed or exited depending on the outcome of the screening.

For military students, if the sending district is in a compact state, Senate Bill 90 requires that the receiving district initially honor GT placement based on current educational assessments conducted at the school in the sending state. This does not preclude the school in the receiving state from performing subsequent evaluations to ensure appropriate placement of the student.

Frequently Asked Questions

Q: What are the benefits of gifted services?

A: Gifted and talented students and those with high abilities need gifted education programs that will challenge them in regular classroom settings and enrichment and accelerated programs to enable them to make continuous progress in school. Source: [NAGC](#)

Q: Are students retested each year to remain in the program?

A: Students are not retested.

Q: Once my child joins the GT program in Godley ISD, will he/she continue in the program the following year?

A: Yes, as long as the program continues to meet his/her educational needs.

Q: Are K-6th grade students responsible for work missed in the regular classroom while they are participating in the pull-out with the GT teacher? What should I do if I think there is a problem?

A: GT students are expected to master the same state required curriculum as the other students. Therefore, they are responsible for the knowledge covered in the classroom during the pull-out program. They are not, however, expected to make up the activities they missed in the regular classroom. If a teacher feels that the assignment is necessary in the learning process, extra time to complete the assignment will be given. If you are concerned with missed work in the regular classroom while the student is at pull-out, please contact the classroom teacher to address the issue. If this does not help, please contact the GT coordinator.

Q: Does the GT program have its own report card?

A: 2nd-6th grade students receive a progress report at the end of each semester.

Q: How much homework/study time is required with the program?

A: Assignments that are given in the K-6th grade program are completed within the class or over a given period of time. However, if the teacher feels that the student was not using their time wisely, the teacher may assign the work to be completed at home. In grades 7-12, homework should be more exploratory in nature rather than focusing on memorization or drill and practice.

Q: Are students receiving Special Education services or other services eligible for the gifted services?

A: Yes. Gifted children come in all shapes and sizes, from all socioeconomic backgrounds, every ethnic and language base, and every learning and behavioral style. The district seeks to identify and serve all qualified students and strives to ensure equity in our procedures.