



WESLACO INDEPENDENT SCHOOL DISTRICT

Gifted and Talented Handbook

Policy & Procedures

Revised (August 2025)

Nondiscrimination

Weslaco ISD does not discriminate on the basis of race, religion, color, national origin, economic status, sex, or disability in providing education services, activities, and programs, including vocational programs in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section of the Rehabilitation Act of 1973, as amended.

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GIFTED AND TALENTED DISTRICT ADVISORY COMMITTEE (DAC)

Texas State Plan says...

1.2 - Gifted/talented education policies and procedures are reviewed. 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.

Board Policy says...

The District shall ensure that information about the District's 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 Gifted and Talented District Advisory Committee (DAC) is composed of WISD staff and parents. The committee's primary purpose is to provide guidance to the Office of Advanced Academics, ensuring that the G/T program aligns with the best interests of students and families. The committee's responsibilities include:

- Advising the GT Department on its vision and goals.
- Providing input on the District Improvement Plan (GT Goal), guided by the Texas State Plan for the Education of Gifted and Talented Students.
- Engaging in long-term program planning and improvement efforts.
- Offering feedback from regional and level perspectives.
- Collecting and analyzing stakeholder feedback to inform planning and improvement.
- Reviewing communications from the GT Department.

The DAC is committed to guiding the Office of Advanced Academics in fostering and promoting effective communication between parents, teachers, and the WISD community regarding the needs of gifted students.

When are G/T DAC Meetings?

The G/T DAC will hold at least two meetings during the school year.

District Committee Composition

The DAC will include the following members:

- An administrator from each of the following: elementary and secondary campuses
- One regular education teacher from each of the following: elementary and secondary campuses
- One community member/parent of a gifted student from each division (Wildcat and Panther)
- Advanced Academics Manager
- GT Specialists

This committee representation will change biennially. Please note, while our AP and dual credit programs are robust, the GT advisory committee will study how to best implement projects and performances throughout high school, and create a multi-year plan to ensure compliance with the Texas State Plan for Education of Gifted and Talented students.

WESLACO ISD VISION AND MISSION STATEMENT

Vision

Weslaco ISD is committed to providing a high-quality education for advanced academic students and recognizes that they are unique in their needs, interests, and abilities. Due to the nature of their remarkable abilities, gifted students need a differentiated educational program that provides challenging activities in line with their capabilities.

Mission

Gifted education in the Weslaco ISD has the responsibility to enrich and enhance the total educational program so that all students can be effectively educated. It encourages students to assume greater responsibility for recognizing and fulfilling their own affective and cognitive potential. Gifted education fosters intellectual ability, task commitment, creativity, and critical thinking.

FOREWORD

This comprehensive manual includes district policies and procedures reflective of state guidelines for gifted and talented students. In accordance with the Fidelity of Services on the [Texas State Plan for the Education of Gifted and Talented Students](#), this handbook provides information for all Gifted and Talented programs, services, assessments, and communication, which is accessible to parents, the community, and students. A program evaluation is performed annually to review and update any areas of need in the program. During the program evaluation, feedback is collected from various stakeholders, including parents, G/T identified students, teachers, administrators, and the Weslaco ISD G/T Advisory Committee.

This Gifted and Talented Handbook intends to:

- Inform the public about the WISD Gifted and Talented Program
- Communicate the K-12 identification procedures
- Provide a K-12 vertically aligned instructional framework and service design plan
- Explain professional learning requirements for gifted and talented education
- Reflect WISD's compliance with the Texas State Plan for the Education of Gifted/Talented Students
- Share framework for accountability and program evaluation

COMMUNICATION

Weslaco ISD Advanced Academics programs & opportunities will be communicated through the Advanced Academics webpage on the Weslaco ISD website. The website will include special opportunities (i.e. contests, academic recognition, summer camps, community programs, volunteer opportunities, etc.).

[Advanced Academics - Weslaco Independent School District](#)

Information will also be shared with individual campuses regarding specific programs on that campus. We look forward to working with our students and families!

PROGRAM GOALS

Identification

- To identify all students with unique gifts, talents, abilities, and behaviors associated with giftedness, using culturally-sensitive assessments and processes that meet state guidelines
- To ensure that the population served by the program for the gifted reflects the population of the total district

Curriculum & Instruction

- To provide students with the time, place, and resources to develop their identified talents, using differentiated learning experiences
- To develop students' affective/cognitive approaches to solving "real world" problems
- To establish/provide differentiated instruction to all students in the four core content areas

Professional Development

- To provide staff development that includes the initial 30-hour GT training and the yearly 6-hour GT update training to ensure that teachers in the four core areas have the strategies to differentiate and work with gifted learners
- To provide Pre-Advanced Placement and Advanced Placement staff development and teaching strategies
- To provide advanced training in curriculum development and a variety of instructional strategies

Family/Community Involvement

- To provide parents with opportunities for involvement at both the campus and district level
- To provide awareness sessions to parents of both elementary and secondary regarding the district's Gifted and Talented Program

Planning/Evaluation

- To establish an advisory committee composed of parents, teachers, and students to assist in program evaluation and planning.
- To conduct periodic program evaluations to guide program improvement

TEXAS STATE PLAN FOR THE EDUCATION OF GIFTED AND TALENTED STUDENTS

State Definition of Gifted and Talented

§ 29.121. DEFINITION: In this subchapter, the state of Texas defines “gifted and talented student” by the following: “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:

- 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.

(Texas Education Code as passed by the 86th Legislature of the State of Texas. Effective September 1, 2019.)

In 1977, the Texas Legislature passed its first legislation concerning the education of gifted/talented (G/T) students. In 1979, state funds for providing services to G/T children were made available, but providing such services was optional for school districts. In 1987, the Texas Legislature mandated that all school districts must identify and serve G/T students at all grade levels. In 1990, the Texas State Plan for the Education of Gifted/Talented Students (State Plan) was adopted by the Texas State Board of Education (SBOE) included a commitment to high-level learning opportunities for G/T learners expressed in the following goal:

State Goal for Services for Gifted Students

Students who participate in services designed for gifted 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.

The Texas State Plan for the Education of Gifted/Talented Students (State Plan) – revised September 2024.

[English Version](#) (PDF, 160 KB) [Spanish Version](#) (PDF, 181 KB)

For a print-ready file allowing you to produce an English-Spanish flip version of the Texas State Plan for the Education of Gifted/Talented Students, please e-mail gted@tea.texas.gov.

[Guidance for Interpreting the Expectations of the Texas State Plan for the Education of Gifted/Talented Students](#) provides information about the State Plan. It should not be construed as TEA rules.

WESLACO ISD GIFTED AND TALENTED EDUCATION PROGRAM OVERVIEW

Texas State Plan says...

3.1, 3.3, 3.4, 3.5, 3.9, 3.11 - 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 reinforce the strengths and interests of gifted/talented students. (3.1, 3.3, 3.4, 3.5, 3.9, 3.11)

Program Continuum and Service Design

Kindergarten	Elementary (1st-5th Grades)	Middle School (6th-8th Grades)	High School (9th-12th Grades)
Pull-out program begins March 1.	Pull- out program from the regular classroom	Pull-out program from elective classes, Pre-Advanced Placement Classes	Pre-Advanced, Advanced Placement, Concurrent and Dual Enrollment Classes

A continuum of learning experiences will be provided in the Gifted/Talented services which lead to the development of advanced-level products and/or performances. Such services will include the use of depth and complexity elements, differentiation of content, process, and/or product in the regular or Pre-AP/AP classroom, a pull-out program, independent studies, participation in the Texas Performance Standards Project, concurrent or dual-enrollment classes, and other services as deemed appropriate for the student. Services are available in all four core academic areas, including Language Arts, Math, Science, and Social Studies. Identified students will work independently, with other identified students, and with students of other abilities which meet the mandates of the Texas Administrative Code.

Texas Administrative Code §89.3. Student Services

School districts shall provide an array of learning opportunities for gifted/talented students in kindergarten through Grade 12 and shall inform parents of the opportunities. Options must include:

- (1) Instructional and organizational patterns that enable identified students to work together as a group, work with other students, and work independently;
- (2) A continuum of learning experiences that lead to the development of advanced-level products and performances as well as differentiated strategies in the regular classroom and the Pre-AP and AP classrooms;
- (3) In-school and, when possible, out-of-school options relevant to the student's area of strength that are available during the entire school year; and
- (4) Opportunities to accelerate in areas of strength.

PROGRAM EVALUATION

Texas State Plan says...

1.5- Annual evaluation activities are conducted for the purpose of continued service development.” (TEA, 2019, page 2)

6.8 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).

https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/

Board Policy says...

The district shall annually evaluate the effectiveness of the District’s 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 in the evaluation process and shall share the information with Board members, administrators, teachers, counselors, students in the gifted and talented program, and the community. The District’s gifted and talented program shall address effective use of funds for programs and services consistent with the standards in the state plan for gifted and talented students. The District shall annually report to the Texas Education Agency (TEA) regarding funding used to implement the District’s gifted and talented program. The District shall annually certify to TEA:

1. The establishment of a gifted and talented program by the District; and
2. The District’s program is consistent with the state plan for gifted and talented students.

Weslaco ISD will annually evaluate the Gifted/Talented program by surveying all stakeholders, including parents. Weslaco ISD’s evaluation focuses on the degree to which the Gifted and Talented Program complies with the policies and the effectiveness of the Gifted and Talented Program during the school year.

- Student, teacher, and parent surveys will be conducted yearly and accessible in digital format or paper if needed.
- Notification and survey distribution will be given to the students, teachers, and parents of gifted and talented students at the end of the school year.
- A two-week time frame will be given for completing the survey.
- Evaluation results will be used to modify and update the district's gifted and talented program and the campus improvement plan.
- Results of the survey will be available to the board members, administrators, teachers, counselors, community, and students in the gifted and talented program.
- GT Advisory Committee will give feedback and recommendations on program evaluation and will be taken into consideration for the campus/district improvement plan.

Program Evaluation Surveys

*Please note that survey questions may change to collect information based on needs year-to-year

GIFTED AND TALENTED IDENTIFICATION PROCESS

Texas State Plan says...

2.1- 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). (TEA, 2019, page 4)

Identification Procedures

Texas State Plan says...

2.15- Assessment opportunities for gifted/talented identification are made available to students at least once per school year” (TEA, 2019, page 5)

Board Policy says...

The Board-approved program for the gifted and talented shall establish criteria to identify gifted and talented students. The criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities.

Referral Process

Texas State Plan says...

2.1- In accordance with Student Assessment under the Accountability column states, “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). 2.15 Assessment opportunities for gifted/talented identification are made available to students at least once per school year. (TEA, 2019, page 5) 2.14

Board Policy says...

Students may be referred to the gifted and talented program at any time (by teachers, counselors, parents, or other interested persons. All kindergarten students shall automatically be considered for the gifted and talented program and pre-screened using District assessments.

Kindergarten Screening Procedures

Texas State Plan says...

2.20- All kindergarten students are automatically considered for gifted/talented and other advanced level

services.

Board Policy says...

All kindergarten students shall automatically be considered for the gifted and talented program and pre-screened using District assessments.

1st - 12th Screening Procedures

Texas State Plan says...

2.2 - In grades 1-12, qualitative and quantitative data are collected through three (3) or more measures and used to determine whether a student needs gifted/talented services.

Board Policy says...

students shall be identified as gifted/talented in accordance with a written policy that includes assessment measures collected from multiple sources according to each area defined in the Texas State Plan for the Education of Gifted/Talented students.

19 TAC 89.1

Selection Procedures

Texas State Plan says...

2.26- Final determination of students' needs 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))" (TEA, 2019, page 6).

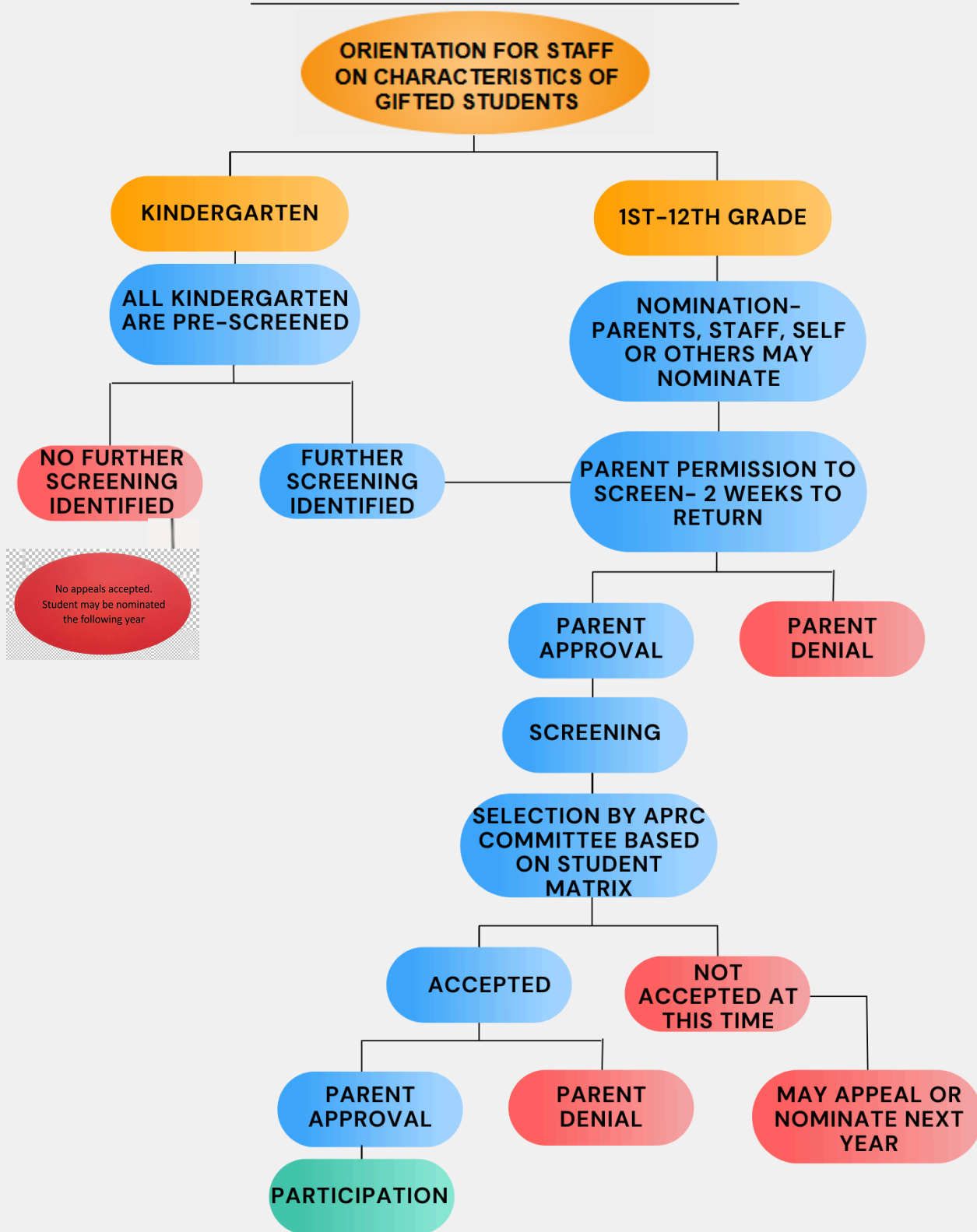
Board Policy says...

A selection committee shall evaluate each referred student according to the established criteria and shall identify those students for whom placement in the gifted and talented program is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students, as required by law.

Weslaco ISD Gifted & Talented Identification Process

1. **Staff Development:** An annual teacher in-service is conducted to review the characteristics of gifted and talented students and to go over the nomination process.
2. **Nomination Process:**
 - **Kindergarten Pre-Screener:** All kindergarten students will automatically be considered for gifted/talented services. The CogAT Pre-Screener will be used for initial evaluation. Students who score at least a 75th age percentile rank, will qualify for further testing. A parent permission form is required within two weeks for the screening process to begin. If permission is declined, the student will not be eligible for screening until the next school year. No appeals will be accepted during pre-screening.
 - **1st-12th Grade Nominations:** Referrals for students in grades 1-12 can be made by teachers, parents, self, or community members during the referral period. A formal referral sheet must be submitted to the campus office. Parent or guardian permission is required to proceed with the screening process. If permission is declined, the student will not be eligible for screening until the following year.
3. **Screening Process:** The campus testing designee will conduct the testing using assessments from multiple sources in English or Spanish and with non-verbal formats. Testing for gifted and talented education is conducted annually during the designated testing period.
4. **Student Identification Matrix:** A profile is developed that compiles all collected information to illustrate a child's giftedness or potential giftedness based on the assessment measures. The criteria used will be a combination of **qualitative and quantitative** instruments and **may include:**
 - The Cognitive Abilities Test (CogAT)
 - Nonverbal
 - Verbal
 - Quantitative
 - Parent Referral Survey
 - Teacher Referral Survey
 - GIFT (Group Inventory for Finding Talent) and GIFFI (Group Inventory for Finding Interests) by Sylvia Rimm Ph.D.
5. **Selection Process:** The Advanced Academics & Placement Review Committee (APRC), composed of at least three trained campus educators, have completed the basic 30 GT hours of training, will evaluate each tested student based on established criteria. Students scoring in the 84th percentile or above in three or more areas of the identification profile will qualify for gifted and talented services.
6. **Placement:** Parents of students who meet the criteria are notified and must grant permission for their child to participate in the Gifted and Talented Program. Once permission is obtained, the student's profile and permission form will be placed in their cumulative folder, and the student will begin receiving GT services. For identified students, the Individual Assessment Profile and parental permission form must be completed in ink and placed in the child's cumulative folder.

GIFTED & TALENTED IDENTIFICATION FLOWCHART



APPEALS PROCESS REGARDING PROGRAM PLACEMENT

Texas State Plan says...

In accordance with Student Assessment standard 2.13 under the Accountability column states, "Policy related to appeals allows parents, students, and educators to appeal placement decisions in a timely manner and to present new data, if appropriate" (TEA, 2019, page 5).

https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/

Board Policy says...

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) beginning at Level Two.

Once the identification process is complete, parents or guardians will be notified of the results. If a parent, student, or staff member wishes to appeal an identification decision, they may do so by submitting a written appeal to the Advanced Placement Review Committee. The appeal must be submitted within ten business days of receiving the committee's initial decision letter. Upon receiving the appeal, the committee will reconvene to determine whether further assessment or additional information is needed for reconsideration.

[Appeals Form](#)

TRANSFER STUDENTS POLICY AND PROCEDURES

Texas State Plan says...

In accordance with Fidelity of Services standard 2.8 under the Accountability column states, "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." (TEA, 2019, page 4).

https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/

Board Policy says...

(Interdistrict) 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]

(Intradistrict) A student who transfers from one campus in the District to the same grade level at another district campus shall continue to receive services in the District's gifted and talented program.

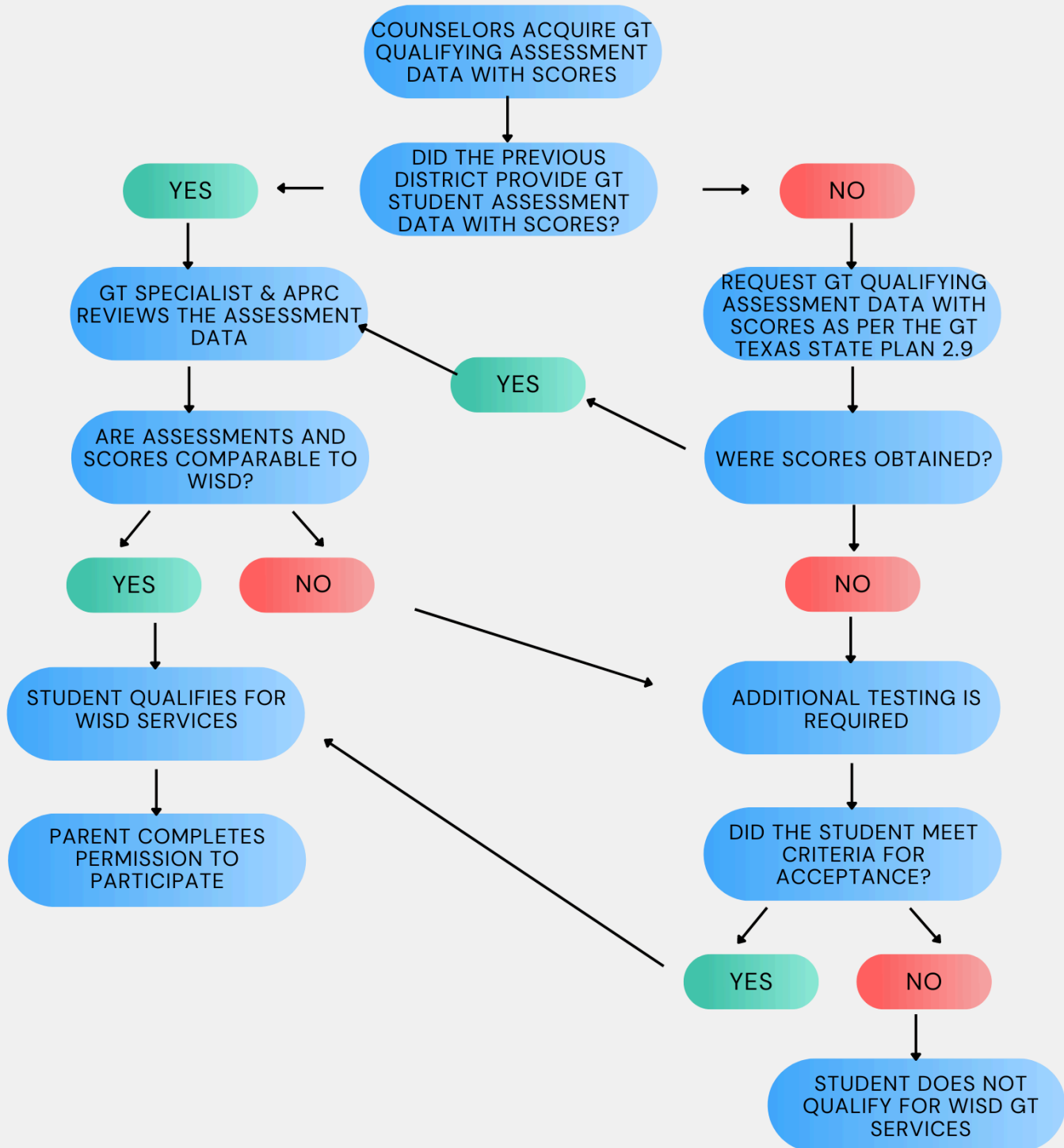
Transfer students who participated in a gifted and talented program in their previous accredited public school district will have their records reviewed, assessed, and placed appropriately by the Weslaco ISD Advanced Placement and Review Committee. Testing results from private sources and state curriculum assessment scores will not be accepted. If necessary, additional screening will be conducted to determine the best placement for the student in a timely manner.

Once the placement process is complete, parents or guardians may appeal the placement decision by submitting a written appeal to the Advanced Placement Review Committee. Appeals must first be made to the selection committee, with any subsequent appeals following the FNG (LOCAL) policy, beginning at Level Two. The appeal letter must be submitted within ten business days of receiving the committee's initial decision letter.

In accordance with the Interstate Compact on Educational Opportunity for Military Children, a receiving school district in a member state agrees to "initially honor placement of a student based on the student's enrollment in the sending state, provided that the school offers a similar or equivalent program" (Texas Education Code §162.002).

[New Qualifying Transfer Parent Permission to Participate](#)
[New Interdistrict Transfer Form for Parents](#)
[GT Student Records Request](#)

NEW TO DISTRICT G/T STUDENT TRANSFER



FURLOUGHS, EXITING, AND REENTERING POLICY AND PROCEDURES

Texas State Plan says....

In accordance with Fidelity of Services standard 2.10 and 2.12 under the Accountability column states, "Policy is adopted allowing student furlough (the opportunity for students to have a leave of absence from gifted/talented program services) for specific reasons and for a certain period of time without being exited." (TEA, 2019, page 4-5).

Board Policy says...

(Furlough) The District may place on a 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 the Board-approved program, a furlough shall be granted for specified reasons and for a specified period of time. At the end of a furlough, the student may reenter the gifted and talented program, be placed on another furlough, or be exited from the program.

Furlough Procedure

A furlough is a temporary "leave of absence" from the Gifted/Talented Program, designed to meet the individual needs of an identified student. A furlough can be requested by a parent, student, teacher, or administrator. Requests should be submitted to the campus administrator and will be reviewed by the Campus Intervention Committee, which may include administrators, counselors, GT specialists, and general education teachers. The committee will meet with the parent or guardian before finalizing the furlough. If the parent prefers a phone meeting, accommodations will be made.

A student may be granted a furlough for a period determined appropriate by the Campus Intervention Committee. At the end of the furlough, the student's progress will be reassessed, and the student may either re-enter the Gifted/Talented program, be removed from the program, or be placed on another furlough.

A furlough does not indicate permanent exit from the program. It can be utilized for various extenuating circumstances, such as overcommitment, family concerns, serious illness, or any other situation that might hinder the student's performance in the program. The furlough may also be used as a preliminary step before a formal exit from the program for students who are unable to maintain satisfactory performance within the Gifted/Talented program. Additionally, a furlough can provide the student with the opportunity to meet performance goals established by the Campus Intervention Committee. The furlough process is designed to address the individual needs of each student.

[Intervention & Transfer Procedures](#)

[Intervention Request](#)

[Intervention Parent Conference](#)

[Furlough Follow Up](#)

Exit Policy & Procedures

Texas State Plan says...

2.12 “Policy related to exiting of students from gifted/talented services is based on multiple criteria including student performance in response to services. The exiting of a student is finalized by committee decision after consultation with parents and students regarding the student’s educational needs.”

Board Policy says...

(Exit Provisions) 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.

Student performance in the Gifted/Talented program will be closely monitored. A student may be removed from the program if the Campus Intervention Committee determines it is in the student’s best interest and if a furlough has proven ineffective. If a parent requests that their child be removed from the program, the committee will honor the request, and the student will no longer be identified as Gifted/Talented. Once a student is exited from the program, they must follow the standard identification procedures to be considered for readmission.

A student who has exited the program will not be eligible to re-enter until one full academic semester has passed. Students who wish to re-enter the program after exiting must be nominated and undergo the established assessment process for potential re-identification.

Reassessment Policy

Texas State Plan says...

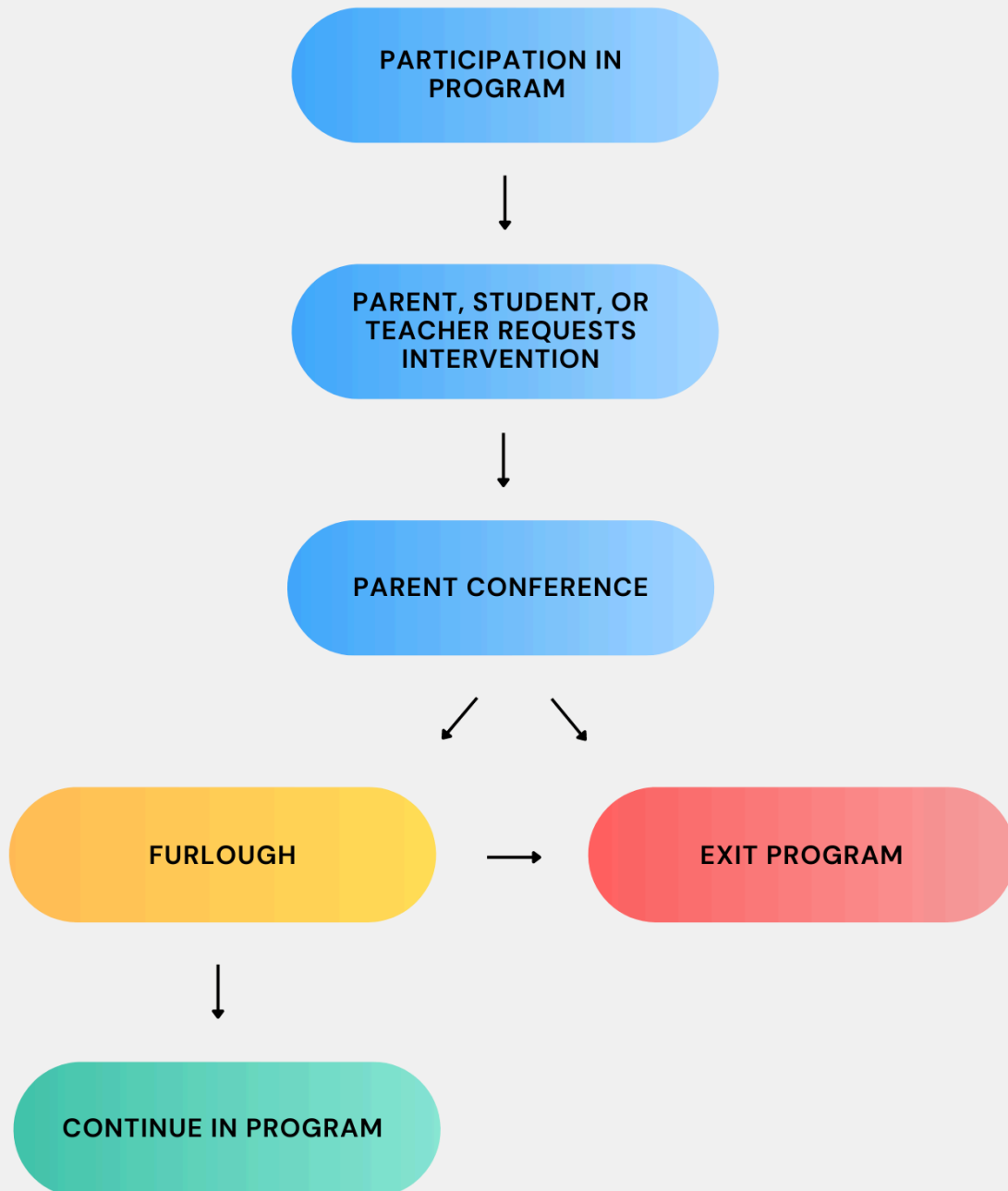
In accordance with Fidelity of Services standard 2.11 under the Accountability, column states, "Policy related to reassessment of gifted/talented students is based on performance in response to gifted/talented services, and if reassessment occurs at all, it is no more than once in elementary grades, once in middle school grades, and once in high school." (TEA, 2019, page 5).

Board Policy says...

If the District 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.

Currently, Weslaco ISD does not conduct a reassessment.

GIFTED AND TALENTED PROGRAM INTERVENTION PROCEDURES



PROFESSIONAL DEVELOPMENT

Texas State Plan says...

In accordance with Professional Learning standards below under the Accountability column states:

5.1- Teachers are required to have a minimum of thirty (30) clock hours of professional development that includes nature and needs, identification/assessment, and curriculum and instruction for gifted/talented students. Teachers are required to have completed the thirty (30) hours of professional development prior to their assignment to the district's gifted/talented services (19 TAC §89.2(1)). (TEA, 2019, page 18).

5.2- Teachers without required training who are assigned to provide G/T instruction and services are required to complete the thirty (30) hour training within one semester (19 TAC §89.2(2)). (TEA, 2019, page 18).

5.6- Teachers who provide G/T instruction and services must 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). (TEA, 2019, page 19).

5.9- Counselors who work with gifted/talented students are required to complete a minimum of six (6) hours of professional development that includes nature and needs and service options for gifted/talented students (19 TAC §89.2(4)). (TEA, 2019, pages 10-11).

Board Policy says...

A district shall ensure that:

1. Before assignment to the program for gifted students, teachers who provide instruction and services that are part of the program have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessment of student needs, and curriculum and instruction for gifted students.
2. Teachers without the required training who provide instruction and services that are part of the gifted/talented program complete the 30-hour training requirement within one semester.
3. Teachers who provide instruction and services that are part of a program for gifted students receive a minimum of six hours annually of professional development in gifted education.
4. Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

Professional Development and Ongoing Training in Gifted Education

Weslaco Independent School District is committed to providing its staff with appropriate and meaningful professional development, which enables them to meet the unique and individual educational needs of all students, including services for gifted/talented students. It is essential that all staff who are responsible for formally servicing these students obtain appropriate training for educating the gifted child. The district will require at least the minimum hours of training as mandated by the state:

Texas Administrative Code §89.2. Professional Development

1. Before assignment in the program, teachers who provide instruction and services that are a part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students;
2. Teachers without the training required in paragraph (1) of this section who provide instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement within one semester;
3. Teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education. The six hours of the professional development update shall be completed by the end of the year.
4. Administrators and counselors with authority for program decisions have a minimum of six hours of professional development that includes the nature and needs of gifted/talented students and program options.

FAMILY/COMMUNITY INVOLVEMENT

Texas State Plan says...

In accordance with Family/Community Involvement standard 6.2 and 6.8 under the Accountability column states, "Input from family and community representatives on gifted/talented identification and assessment procedures is invited annually." (TEA, 2019, page 20).

"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 outcomes in the evaluation and the findings are shared with parents (TEC §11.251-11.253)." (TEA, 2019, page 12).

Board Policy says...

The District shall ensure that information about the District's 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.

GT specialists will deliver an informative presentation to parents, students, and the community at the start of each school year. This presentation will cover the identification process and provide an overview of the gifted and talented program. The presentation will also be made available on the WISD Gifted and Talented website for ongoing reference.

Guided by the Office of Advanced Academics, the GT District Advisory Committee will meet at least twice annually to review evaluation data and provide recommendations for enhancing GT services throughout the district.

Note: Information related to the GT program may also be updated on the district website periodically, with relevant content shared on campus websites as appropriate. These updates will help keep families informed and engaged with the program throughout the year.

GLOSSARY

ACCELERATION	Strategy of mastering knowledge and skills at rates faster or at ages younger than the norm
APPEALS	A 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.
ARRAY OF LEARNING EXPERIENCES	A menu of challenging activities or opportunities that fit the unique interests and abilities of advanced-level students
ASSESSMENTS	Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but are not limited to, the following: achievement tests, intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, student/parent conferences, and available student work products.
COMPLEXITY	Extension of content in, between, and across disciplines through the study of themes, problems, and issues; seeing relationships between and among ideas in/within the topic, discipline, and disciplines; examining relationships in, between, and across disciplines over time and from multiple points of view
CREDIT BY EXAM (CBE)	The method in which a student may receive credit for a subject/course or accelerate through a grade by taking one or more exams
DEPTH	Exploration of content within a discipline to include analyzing from the concrete to the abstract, familiar to the unfamiliar, known to the unknown; exploring the discipline by going beyond facts and concepts into generalizations, principles, theories, laws; investigating the layers of experience within a discipline through details, patterns, trends, unanswered questions, and/or ethical considerations
DIFFERENTIATION	Modification of curriculum and instruction according to content, pacing, and/or product to meet unique student needs in the classroom
DIVERSITY	The presence of differences between individuals and among groups including but not limited to age, socioeconomics, education, race and ethnicity, gender, culture, and religious beliefs
DUAL CREDIT	An opportunity for a student to earn high school credit for successful completion of a college course
FOUNDATION CURRICULAR AREAS	English language arts/reading, mathematics, science, and social studies
FURLOUGH	A leave of absence from program services
INDEPENDENT STUDY	Self-directed learning strategy where the teacher acts as a guide or facilitator, and the student plays a more active role in designing and managing his or her own learning
INTRADISTRICT	A student who transfers from one campus in the District to the same grade level at another District campus shall continue to receive services in the District's gifted and talented program.
QUALITATIVE MEASURES	Performance indicators that cannot be recorded numerically and that include observations, anecdotal records, checklists, interviews, student products, performances, etc.

QUANTITATIVE MEASURES	Performance indicators that can be expressed in terms of definite numbers or amounts such as scores on achievement tests
REFERRAL	Students may be referred for the gifted and talented program at any time by teachers, counselors, parents, or other interested persons.
SELECTION	A selection committee shall evaluate each nominated/referred student according to the established criteria and shall identify those students for whom placement in the gifted and talented program is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students, as required by law, and shall be established at each campus.
TEXAS PERFORMANCE STANDARDS PROJECT (TPSP)	statewide standards and assessment system which includes instructional materials designed to provide assistance as districts achieve the state goal for gifted/talented students (complete information at (http://www.texaspsp.org/))
INTERDISTRICT	When a student identified as gifted by a previous school district enrolls in the District
6-HOUR UPDATE TRAINING	Administrators, counselors, and teachers are required to complete a minimum of six (6) hours of professional development that includes nature and needs and service options. Acceptable training for 6-Hour Update: Region 20 GT Sessions, AVID Content Strands, AP training, National Math + Science Initiative Laying the Foundation. Any other training will be based on the District G/T Department's discretion.