



**ANNA ISD  
GIFTED AND TALENTED  
PROGRAM HANDBOOK  
2021-2022**

**Prepared by:  
The Gifted/Talented District Committee**

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**Comprehensive Gifted and Talented Program Manual  
Policies & Procedures  
Concerning the Gifted & Talented Program  
2021-2022**

**Non-Discrimination Statement:**

The Anna Independent School District does not discriminate on the basis of race, religion, color, national origin, 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; Section 504 of the Rehabilitation Act of 1973, as amended; and Title II of the Americans with Disabilities Act.

**Declaración General De No Discriminación:**

El Distrito Independiente Escolar de Anna no discrimina sobre la base de raza, religión, color, origen nacional, sexo u incapacidad para proveer servicios educacionales, actividades y programas, incluyendo programas vocacionales, de acuerdo con el Título VI del Acta de Derechos Civiles de 1964, como fue enmendada; Título IX de las Enmiendas Educacionales de 1972; Sección 504 del Acta de Rehabilitación de 1973, como fue enmendada; y el Título II del Acta de Americanos con Incapacidades.

**Gifted/Talented Program  
Table of Contents**

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I.	Rationale/Needs Assessment/Definition.....	4
II.	Program Goals.....	5
III.	Program Curriculum Objectives.....	6
IV.	Evaluation Procedures.....	6
V.	Program Format.....	7
VI.	Referral Process.....	8
VII.	Identification Process.....	10
VIII.	Transfer Students/Furlough Procedure.....	11
IX.	Exit Procedures/Probation/Reassessment.....	11
X.	Appeal Process.....	12
XI.	Staff Development/Community Involvement.....	13
XII.	Disseminating Information.....	14
XIII.	Appendices.....	15

## **Rationale**

Contrary to widespread belief, gifted and talented students do not ordinarily excel to their potential without assistance. They also need the experience of working with and relating to both their chronological age group and their intellectual peer group. They are children and they have all the normal needs of children. Their giftedness does not guarantee motivation, adjustment, achievement, or success of any variety. Thus, it is felt that gifted and talented students do need continued challenges and stimulation, association with others of similar ability, and a differentiated educational program.

## **Needs Assessment**

In 1987, The Texas Legislature mandated that all school districts must identify and serve gifted students at all grade levels. Based on achievement scores, staff input, students' identified needs, expressed interest, and community concern, Anna Independent School District Board of Education recommended and approved that a Gifted/Talented program be implemented (Program Report 2001-2002). It can be assumed that in using recognized criteria, the identification of the gifted and talented will encompass approximately three to five percent of the school population.

## **Texas Education Agency Definition**

### **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.

Gifted and talented students in Anna Independent School District shall be defined as those students identified through a specific referral, screening, and selection process as having above average intelligence and academic aptitude. Gifted and talented students shall be those who meet the stated criteria for selection for their respective grade level component as outlined in this long-range plan. The Anna ISD G/T program focuses on meeting the needs in the academic areas.

**Gifted and Talented Program Mission Statement:**

Founded upon the belief that schools should be places for the development of students' talents and abilities, the Anna ISD Gifted and Talented Program is committed to providing the resources, encouragement, opportunities, and research-based instruction to assist students in achieving at their highest levels of potential.

**Program Goals**

- I. To develop students' abilities to effectively use a variety of higher cognitive thinking processes suited to given situations.
- II. To develop students' abilities to conduct advanced levels of research in areas of interest and to communicate the results in appropriate modes of expression.
- III. To develop students' abilities to recognize and solve real, meaningful problems by planning and completing investigative studies that result in creative and appropriate solutions.
- IV. To develop students' abilities to understand and to cope with their special talents and to successfully interact with other students both in and out of the program.
- V. To develop students' understanding of their unique potentials as leaders and contributors to society.
- VI. To implement Gifted/Talented curriculum to meet the needs of all students gifted in specific areas.
- VII. To provide ongoing staff development for all teachers to ensure that Gifted/Talented students receive appropriate instruction in all subject areas.
- VIII. To identify gifted and talented students in an ongoing process throughout the school year and to assess those students that show exceptional abilities so they may be served by the Gifted/Talented K-12 program.

## **Program Curriculum Objectives**

The Gifted/Talented curriculum shall focus on the following:

1. Integration of multiple disciplines into the gifted/talented curriculum including, but not limited to, the four core areas.
2. Development of productive, creative, complex, abstract, and/or higher level thinking skills.
3. Development of independent or self-directed study skills.
4. Focus on open-ended tasks.
5. Presentation of content that is related to broad-based issues, themes, or problems.
6. Presentation of content that is differentiated with depth and complexity.
7. Presentation of comprehensive, related and mutually reinforcing experiences within an area of study.
8. Development of research skills and methods.
9. Encouragement of product development that challenges existing ideas and produces "new" ideas.
10. Encouragement in the development of leadership skills, self-understanding, recognition and utilization of one's abilities, self-direction, and appreciation of the uniqueness of self and others.
11. Development of products that utilize new techniques, materials, and forms, including a focus on technology applications.
12. Evaluation of student outcomes by using appropriate and specific criteria through self-appraisal, criterion-referenced and/or standardized instruments.

## **Program Evaluation Procedures**

The Gifted/Talented program shall be evaluated yearly by members of the Gifted/Talented core committee and Gifted/Talented Advisory Council made up of G/T teachers, students, and parents. The following shall be utilized in the evaluation of the Gifted/Talented program:

- Data is provided by G/T teachers during the year regarding opinions of the program's progress. (informal assessment)  
**Responsibility** – Campus Administrator & Campus Coordinator
- Taking into consideration all suggestions made by the G/T Advisory Committee, the AISD G/T Core Committee will annually evaluate the G/T program at the end of each school year and make changes as necessary.  
**Responsibility** – Gifted/Talented Core Committee

## **Program Format**

Anna Independent School District has developed prototypes for elementary and secondary Gifted/Talented students that are compatible with the district's philosophy, goals, and objectives. The prototypes selected propose to provide a setting that promotes differentiated learning experiences for the Gifted/Talented students.

### **Elementary School (Grade K)**

All kindergarten students identified as G/T after the assessment process, will be served during intervention time or during a time specified by campus leadership. Students are assessed between November and February and should begin receiving services during the fourth nine weeks of the school year.

### **Elementary School (Grades 1-5):**

All elementary G/T students grades 1-5 are served by a classroom teacher who has the state required G/T training and current 6 hour update. Students are cluster grouped in the general education classroom and the teacher will differentiate to meet the individual needs of the G/T students.

Elementary G/T students are also served through a pullout program by a G/T Specialist who has G/T certification. The G/T curriculum challenges students to develop and apply their talents through a variety of integrated, multidisciplinary learning activities and projects. The curriculum serves to integrate language arts/social studies and science/math through a rigorous, relevant, and enriched extension of the regular classroom. G/T classroom activities focus on logic, problem solving, higher order thinking skills, critical and creative thinking.

### **Middle School (Grades 6-8)**

Middle school G/T students will be served by cluster grouping with teachers who have the state required G/T training and current 6 hour update in pre-AP/honors classes. Teachers will differentiate to meet the individual needs of the G/T students. This design allows students to receive multiple options of advanced curriculum through differentiated teacher designed lesson plans; these lessons will include depth and complexity to assure higher level thinking.

Advanced classes offered to the middle school students include 6<sup>th</sup> grade honors Reading honors Science, honors Social Studies and honors/pre AP Math; 7<sup>th</sup> grade pre-AP Reading and Math; and 8<sup>th</sup> grade pre-AP Reading and Science, and Algebra I.

In addition, students will be cluster grouped during Advisory with teachers who have the state required G/T training and current 6 hour update. During Advisory, student learning will challenge students to develop and apply their talents through a variety of integrated, multidisciplinary learning activities and projects.

**High School (Grades 9-12):**

High school G/T students will be served by cluster grouping with teachers who have the state required G/T training and current 6 hour update in pre-AP and AP classes and other core curriculum classes. Teachers will differentiate to meet the individual needs of the G/T students. This design allows students to receive multiple options of advanced curriculum through differentiated teacher designed lesson plans; these lessons will include depth and complexity to assure higher level thinking.

Advanced classes offered at the pre-AP, AP level include English, Math, Science, History, Computer Science, Studio Drawing, and Spanish. Junior and Senior level students will also have the opportunity to enroll in a Career Investigations Independent Study course. This course will provide G/T students with an opportunity to conduct a self-directed, in-depth study of a topic of their choice while gaining real-world experience under the tutelage of a mentor in the community. The program is coordinated by a teacher who has the state required G/T training and current 6 hour update and may be supported by a variety of teachers from math, social studies, science, and English areas.

In addition, students will be cluster grouped during Coyote Time with teachers who have the state required G/T training and current 6 hour updates. During Coyote Time, student learning will challenge students to develop and apply their talents through a variety of integrated, multidisciplinary learning activities and projects.

**Referral Process**

In order to be considered for Gifted Services students must be referred. Parents can fill out the referral form on the Anna ISD website during the referral windows listed below. Testing details will be communicated via your campus G/T Coordinator once the referral process is complete.

**Placement Decisions**

Final determination of a students' need for gifted/talented services is made by a committee of at least three 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.

**Referral Windows**

All Kindergarten students will participate in phase I (aptitude) testing in November 2021. Kindergarten students who meet Phase I criteria are eligible for Phase II testing. Phase II testing will take place on campuses during January and February 2022. The parents of students who meet the criteria for Phase II testing will be notified and a consent form for further testing will be sent home.



*Deadlines for referring elementary students grades 1-5:*

The window for referral is Wednesday, January 5 through Monday, January 31, 2022 for Grades 1-5. The referral form will be posted on each campus website or parents may request a paper copy to be sent home. All referrals must be received by 11:59 pm on January 31, 2022. Testing will take place during the school day in February and March. Further details will be communicated by the campus G/T coordinator once the referral process is complete. Parents will be notified of placement decisions by the end of April.

*Deadlines for referring secondary students grades 6-12:*

The window for referral is Thursday, November 15 through Friday, December 17, 2021 for grades 6-12. The referral form will be posted on each campus website or parents may request a paper copy to be sent home. All referrals must be received by 11:59 pm on December 17, 2021. Testing will take place during the school day in January and February. Further details will be communicated by the campus G/T coordinator once the referral process is complete. Parents and students will be notified of placement decisions by April 1st.

*Students may be referred by any of the following:*

Teachers, administrators, community members, peers, parents, counselors, or self-referral.

**Steps in the referral process:**

1. Complete a referral form online or complete the paper version. Once a referral has been submitted, a parent consent form to screen the student will be sent home. An interpreter/translator will be provided if needed.
2. All students that have a completed referral form completed by the deadline listed above and a parent consent form that is turned in within two weeks of the deadline will be screened for placement in the G/T program. Screening will be the first step in determining if the student shows a need for gifted services.
3. When the screening is complete, results will be presented to the G/T selection committee for final decisions regarding placement of students into the program.
4. The candidate will be notified, in any case, as to the decision of the selection committee.
5. A student who has been assessed and not placed in the program may have previous scores used if referred two years consecutively. Screening scores of elementary students not placed in the program shall be valid for two years unless referred formally by parent request.

## **Identification Process**

Identification criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, the economically disadvantaged, and students with disabilities.

All nominated students will be assessed by each of the criteria on the Identification Matrix. Appropriate Anna ISD personnel will transfer actual score data to equally weighted point values using the AISD G/T Identification Matrix .

### **Data Considered**

Anna ISD collects and evaluates quantitative and qualitative data including, but not limited to, a minimum of three of the following:

- Ability scores (CogAT)
- Achievement scores (NWEA MAP)
- Writing samples
- Classroom work samples
- Teacher input
- District approved qualitative assessments

### **Selection Procedures:**

Final determination of students' need for gifted/talented services is made by a committee of at least three professional educators who have completed 30 hours of gifted and talented training OR 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)). The campus G/T coordinator shall provide the committee a copy of the Gifted and Talented Identification Matrix containing all assessment information and data collected.

### **Placement Procedures:**

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 G/T Selection Committee for gifted/talented services.

### **Parent Notification:**

Participation in the G/T program is voluntary on the part of the student and requires written permission of parents or legal guardians. When final placement decisions have been completed by the campus G/T Selection Committee, parents shall be notified by letter of their child's placement or non-placement in the G/T program.

### **Transfer Students**

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. Prior participation in a G/T program does not guarantee inclusion in Anna's program. Each student will be screened on that student's individual merit as compared to Anna I.S.D. selection criteria. Parents need to contact the school's campus G/T coordinator within two weeks of enrollment in order to be placed into a G/T classroom on "monitored" status.

### **Furlough Procedure**

Upon request from a parent or student, the campus G/T committee may grant a furlough to remove the student from the program temporarily. A furlough, if granted, is for a specified time period only, up to one academic year. This will be noted in the student's G/T records, and the student will not be exited from the G/T program. (While not receiving G/T services, the student will not be counted as G/T on the PEIMS report for TEA accounting.) The campus committee will review the student's placement status at the end of the furlough period, at which time the student will be returned to the G/T program or be formally exited. If the student exits, an exit form will be completed and signed by all parties with copies filed appropriately. Furloughs may be granted for academic or personal reasons, and they will be considered on a case by case basis. Seniors requesting furloughs will follow exit procedures.

### **Exit Procedures**

Recommendation to consider exiting a student from the G/T program may be made by teachers, counselors, administrators, parents or the student. Students in elementary school may be placed on probation if they fail a class at the conclusion of the semester marking period, unless there are extenuating circumstances. Any such request must be supported by data such as observed behavior changes, changes in performance, indication of stress, or for other reasons in the best interest of the students. Parents will be involved and informed if a student is considered for exiting. The G/T committee will convene to determine if a student's placement is appropriate and in the best interest of the student.

### **Probation Procedure**

Students are expected to adhere to the expectations, rules, and regulations as listed below within the G/T Classroom and the regular classroom. Possible reasons for probation may include the following:

- Failing to pass state testing
- Failure to comply with the required G/T assignments within the assignment due date
- Failure to follow district code of conduct during G/T event.

Probation periods are to last until the end of the nine week grading period.

\*\*\*The Gifted and Talented class is not subject to University Interscholastic League extracurricular activity participation and grade expectations as it is an enrichment pull-out program.

### **Appeal Process**

The following procedures shall be followed in appeals concerning student identification in the Anna Independent School District Gifted/Talented Program:

1. Parent(s)/guardian shall request an Appeal Form from a campus administrator or campus G/T coordinator.
2. Parent(s)/guardian shall complete the form and return it to the campus principal or campus G/T coordinator. (In cases of student non-selection or dismissal from the gifted/talented program, appeal must be submitted within ten school days.)
3. Within ten school days of submission of the appeals form, a date shall be set for parent(s)/guardian to meet with the G/T Committee, which shall consist of the campus G/T coordinator and the campus administrator or designee. During the scheduled meeting with parent(s)/guardian, a further review of the selection criteria and the data collected regarding the student in question shall be conducted by the Gifted/Talented Committee. Additional testing may be conducted during the appeal process to determine eligibility for the G/T program.
4. Within ten school days following the meeting with parent(s)/guardian, the G/T Committee shall make a majority decision regarding the appeal and notify the appellant.
5. A higher appeal may be made to the Assistant Superintendent of Curriculum & Instruction if the above decision is not satisfactory.
6. Final appeal within the school system may be made to the Superintendent or designee.

### **Reporting**

Student progress/performance in response to gifted/talented services will be periodically assessed using standards in the areas served. These results will be communicated to parents or guardians.

## **Staff Development**

### **Required G/T Training**

The [Texas State Plan for the Education of Gifted/Talented Students](#) requires that all teachers who provide instruction and services for gifted and talented students receive training in the nature and needs, identification and assessment of, and curriculum and instruction for gifted and talented students. Anna ISD's requirements are as follows:

### **Elementary Core Teachers (ELAR, Math, Science, Social Studies)**

G/T Foundations Requirement	G/T Update Annual Requirement
<ul style="list-style-type: none"> <li>• <i>30 hours of training in gifted education</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>6 hours of training in gifted education</i></li> </ul>

### **Secondary Core Teachers of Honors/Pre-AP/AP courses**

G/T Foundations Requirement	G/T Update Annual Requirement
<ul style="list-style-type: none"> <li>• <i>30 hours of training in gifted education</i></li> </ul> <p style="text-align: center;"><b>Or</b></p> <ul style="list-style-type: none"> <li>• <i>AP Summer Institute +</i></li> <li>• <i>12 hours of training in gifted education (G/T Nature &amp; Needs and G/T Identification &amp; Assessment)</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>6 hours of training in gifted education</i></li> </ul>

### **G/T Foundations Training Offerings**

All new to Anna teachers who have not completed the G/T Foundations training in a previous district must complete their G/T Foundations Training by Dec 1, 2022.

Teachers new to Anna ISD who completed the gifted foundational training in a prior district are responsible for submitting certificates through the G/T Foundations Training 2021-2022 Schoology Course (*use code RKNG-MQG5-QRJF to join*). Any new to Anna ISD teacher who does not have the required documentation of completion must complete the state mandated 30-hour gifted training by December 1, 2021.

### **Core Teachers - 30 Hour Gifted Training**

- All 30 hours (Day 1 -Day 5) can be taken through Region 10 online ([My Professional Learning](#) site) or face to face.

**G/T Update Annual Requirement**

An annual G/T update is required for all teachers who have completed their initial 30 hour training. G/T update hours are earned from June 1, 2021 through May 30, 2022.

- 6 hours of annual updates can be taken through Region 10 online ([My Professional Learning](#) site) or face to face ([Region 10 workshop](#)).
- G/T update hours should be uploaded into the G/T Annual Updates 2021-2022 Schoology course (*use code 5J7T-65SB-ZBG6M to join*)

**Counselor and Administrator Training**

The state requires that all counselors and administrators have a required 6 hour training when moving into each respective position. This training is offered annually by Region 10 (Counselor 6 Hour G/T Training / Administrator 6 Hour G/T Training).

**Parent and Community Involvement**

Parents are encouraged to participate or give support to the current program. Parents are allowed/invited to attend field trips and programs, as well as invited to speak or mentor. Open house activities will be offered for parents to see a showcase of enrichment activities where parent feedback will be gathered. The G/T Handbook and current G/T information will be found on the Anna ISD website and through a G/T Parent Schoology group throughout the year.

Parents are also invited to become a part of the AISD G/T Advisory Committee. This committee, consisting of community members, parents of gifted/talented students, school staff, and gifted/talented staff, will meet quarterly to review policies and procedures. Recommendations for improvements will be made where necessary.

**Disseminating Information**

Information is given on the Anna I.S.D. website. Information is listed in the school handbook and can also be picked up from the school office. The AISD G/T program leaders will work diligently to provide open lines of communication.

**ANNA ISD  
FORMS FOR  
GIFTED AND TALENTED  
PROGRAM**

**Anna Independent School District  
Appeal Form**

Student: \_\_\_\_\_ Grade: \_\_\_\_\_

Campus of enrollment: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_  
Home/cell phone

\_\_\_\_\_  
Alternate phone

\_\_\_\_\_  
E-mail address

Please briefly state below the reason(s) for your appeal of the decision made by the Gifted/Talented Selection Committee concerning your student.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

\*\*\*\*\*

(For office use only)

Received on: \_\_\_\_\_  
Date

By: \_\_\_\_\_  
Name of district personnel

Appointment scheduled for: \_\_\_\_\_  
Date

\_\_\_\_\_ Time

\_\_\_\_\_  
Location



## Anna Independent School District Furlough Form

Student: \_\_\_\_\_ Grade: \_\_\_\_\_

Campus of enrollment: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_  
Home/cell phone

\_\_\_\_\_  
Alternate phone

\_\_\_\_\_  
E-mail address

Upon request from a parent or student, the Campus G/T committee may grant a furlough to remove the student from the program temporarily. A furlough, if granted, is for a specified time period only, up to one academic year. This will be noted in the student's G/T records, and the student will not be exited from the G/T program. The campus committee will review the student's placement status at the end of the furlough period, at which time the student will be returned to the G/T program or formally exited. If the student exits, an exit form will be completed and signed by all parties with copies filed appropriately. Furloughs may be granted for academic or personal reasons, and they will be considered on a case by case basis.

Briefly state below the reason(s) for the requested furlough of the student from the Gifted/Talented program.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Amount of time furlough is requested: \_\_\_\_\_

\_\_\_\_\_  
Principal

\_\_\_\_\_  
G/T Coordinator

\_\_\_\_\_  
Parent

\_\_\_\_\_  
Student

## Anna Independent School District Exit Form

Student: \_\_\_\_\_ Grade: \_\_\_\_\_

Campus of enrollment: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_  
Home/cell phone                      Alternate phone

\_\_\_\_\_  
E-mail address

Briefly state below the reason(s) for the exit of the student from the Gifted/Talented program. Attach documentation from teachers that supports the decision of the Gifted/Talented Selection Committee to exit the student from the program.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Committee Members:

\_\_\_\_\_  
Principal

\_\_\_\_\_  
G/T Coordinator

\_\_\_\_\_  
Parent's signature

\_\_\_\_\_  
Student's signature