



Frisco ISD

Plan for the Education of Gifted/Talented Students

The FISD mission is to know every student by name and need.

Gifted/ Talented Contacts

Dr. Amy Harp

Managing Director of Academic Programs
harpa@friscoisd.org - 469.633.6966

Jennifer Adams

Elementary Gifted/Talented Coordinator
adamsj@friscoisd.org - 469.633.6831

Dana Reid

Secondary Gifted/Talented Coordinator
reidd@friscoisd.org - 469.633.6839

Heather Gunn

K-12 Gifted/Talented Facilitator
gunnh@friscoisd.org - 469.633.6097 ext. 76877

Table of Contents

Foreword	4
Definition of Gifted/Talented	5
Program Goals	5
SECTION ONE	
Fidelity of Services	5
State Requirement	5
Annual Evaluation Process	6
Funding	6
Alignment to State Plan	6
Comprehensive Frisco ISD Plan for the Education of Gifted/Talented Students	6
G/T Advisory Council	7
G/T Curriculum	7
Student Assessment	7
SECTION TWO	
Student Assessment	7
State Requirement	7
Step 1: Referral	8
Step 2: Screening and Assessment	8
Step 3: Placement	8
Identification and Assessment Appeal Process	9
Condition for Appeal when Denied Program Placement	9
Level One – Appeal to the Screening and Identification Committee	9
Level Two – Appeal to the District Appeals Committee	10

Continuing Placement in the Gifted Program	11
Continuing Students	11
New to FISD Students	11
Returning Students	11
Furlough	12
Furlough Procedures	12
Exit	13
Exit Procedures	13
SECTION THREE	
Service Design	14
State Requirement	14
Guiding Principles	14
Program Design	15
Gifted/Talented Services	17
Student Progress/Performance	18
SECTION FOUR	
Curriculum and Instruction	18
State Requirement	18
Elementary Gifted/Talented Program	18
Gifted/Talented Cluster Classroom Instruction	18
Gifted/Talented Pull-out Curriculum	19
Secondary Gifted/Talented Program – Middle School	19
Gifted/Talented Integrated Language Arts	19
Mathematics	20
Science	20
Social Studies	20
Secondary Gifted/Talented Program – High School	21
Gifted/Talented Humanities I and II (Advanced English I and AP World History)	21

Gifted/Talented American Studies (AP Language and Composition and AP US History)	21
Language Arts	22
Mathematics	22
Science	22
Social Studies	23
SECTION FIVE	
Professional Learning	23
State Requirement	23
Gifted Education Professional Development Requirements	24
Gifted Education Strands	27
SECTION SIX	
Family and Community Involvement	28
State Requirement	28
G/T Advisory Council	28
Communication to Parents	28
Information Nights	29
Parent Teacher Association	29
Board Approval	29
Glossary	30

Foreword

Gifted Education in Texas: 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 gifted 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) that included a commitment to high-level learning opportunities for G/T learners expressed in the following goal:

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 (*Texas State Plan for the Education of Gifted/Talented Students, April 2019*).

[Texas State Plan for the Education of Gifted/Talented Students, April 2019](#) (English Version)

[Texas State Plan fo the Education of Gifted/Talented Students, April 2019](#) (Spanish Version)

Definition of Gifted/Talented

As defined by the Texas Education Agency, 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:

- (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 [§29.121](#))

Program Goals

FISD will utilize progressive/research-based instructional strategies to support gifted/talented students in developing and accomplishing their personalized academic and social emotional goals.

FISD will provide gifted/talented students the opportunity to demonstrate their learning through the creation of professional quality, innovative products and performances.

FISD will identify students for gifted/talented services using an equitable process that results in the gifted population closely mirroring the overall district population.

SECTION ONE

Fidelity of Services

State Requirement

School districts comply with gifted/talented standards and monitor the effectiveness of assessment and services for gifted/talented students.

Annual Evaluation Process

An evaluation of the Frisco ISD Plan for the Education of Gifted/Talented Students occurs annually and includes district staff, campus staff, and members of the G/T Advisory Council.

Funding

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 the Education of Gifted/Talented Students.

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 the Education of Gifted/Talented Students. EHBB (LOCAL)

Alignment to State Plan

Frisco ISD's Plan for the Education of Gifted/Talented Students was updated in the 2019-2020 school year and presented to the Frisco ISD Board of Trustees. The plan aligns to the Texas State Plan for the Education of Gifted/Talented Students. In accordance with the Texas State Plan for the Education of Gifted/Talented Students, Accountability Standard 1.11, any standard of service for which Frisco ISD is out of compliance will be addressed in a corrective action plan.

Comprehensive Frisco ISD Plan for the Education of Gifted/Talented Students

Frisco ISD provides a comprehensive plan for parents, community, and students and includes district G/T contact information. Additional information can be found on the [district G/T web page](#).

G/T Advisory Council

An advisory group consisting of community members, parents of gifted/talented students, school staff, and gifted/talented staff that will serve in an advisory capacity to examine G/T services, to serve as a communication conduit, to act as a springboard for ideas, and to support FISD G/T services.

G/T Curriculum

Curriculum for gifted/talented students is modified based on annual evaluations. 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. The development and

delivery of curriculum for gifted/talented students is developed by curriculum writers and monitored by trained administrators.

Student Assessment

Student assessment and services are in compliance with the Texas State Plan for the Education of Gifted/Talented Students.

SECTION TWO

Student Assessment

State Requirement

Gifted/talented identification procedures and progress monitoring allow students to demonstrate and develop their diverse talents and abilities.

A three-step process determines the identification and placement of students for participation in the FISD Gifted/Talented Program: (1) referral, (2) screening and assessment, and (3) identification and placement. Access to assessment and, if needed, gifted/talented services is available to all populations and grade levels of the district.

Step 1: Referral

Referrals may be made by persons familiar with the student's abilities, potential performance, and past records. Student referral opportunities will be available during designated referral windows each school year. Gifted/talented referral windows are posted on the district website each school year. In addition, an online awareness session providing an overview of the assessment procedures and services for gifted/talented students is offered for families by the district prior to the referral period. Referral documents are provided for families in a language and form that

the families understand, or a translator or interpreter is provided to the extent possible.

Step 2: Screening and Assessment

The FISSD Gifted/Talented Program assessment process includes both qualitative and quantitative data collected through three (3) or more measures and is used to determine a need for gifted/talented services. Students are assessed in languages they understand to the extent possible. The assessment process allows for student exceptionalities (see glossary: twice-exceptional) to the extent possible.

Step 3: Placement

Final determination of a student's need for gifted/talented services is made by a district screening and identification committee that includes 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\(4\)](#)). A balanced examination of all assessment data collection through the district's gifted/talented assessment process is conducted and used by the screening and identification committee in making program placement decisions. It is a continued goal for the FISSD Gifted/Talented Program to be closely reflective of the population of the total district and/or campus.

Identification and Assessment Appeal Process

Condition for Appeal When Denied Program Placement

- The person filing the appeal (parents, students, or educators) has new evidence to introduce that, when added to the existing information, creates a compelling preponderance of evidence regarding the student's need for gifted/talented services.

Level One – Appeal to the Screening and Identification Committee

- If a parent, student, or educator disagrees with the Screening and Identification Committee's decision to deny placement into the Gifted/Talented Program, the parent or teacher may appeal the decision to the Screening and Identification Committee (EHBB LOCAL). A written notice of appeal must be submitted to the campus G/T teacher within 15 business days of the emailed results denial date. Written appeals must be filed using the FUSD G/T Level One Appeal Form and must include information supporting the appeal condition. The Level One Appeal form can be obtained from the district G/T coordinator or the campus G/T teacher.
- Within 15 business days of receiving the written notification of appeal, the Screening and Identification Committee shall review the information presented in the Level One Appeal. The committee will have 15 business days following the Level One Appeal Meeting to provide a written response to the parent or guardian regarding the committee's placement recommendation.

Level Two – Appeal to the District Appeals Committee

- If the parent, student, or educator desires to appeal the Level One Appeal Committee decision, the parent or educator must submit a written notice of appeal within 10 business days of the release date of the letter in the Project Education Parent Portal. Written appeals must be filed using the FUSD G/T Level Two Appeal Form and must include information supporting the appeal condition. The Level Two Appeal Form can be obtained from the district G/T coordinator or the campus G/T teacher.
- The Level Two appeal will be heard by a committee designated by the G/T Coordinator or designee. Within 10 business days of receiving the written notification of appeal, the committee shall hold a Level Two Appeal Meeting with the parent. The committee will have 10 business days following the Level Two Appeal Meeting to provide the parent with a written response regarding the committee’s placement decision. The Level Two Appeal Committee decision is final; it is not appealable. The final decision of the District Level Two Appeal Committee will be submitted to the G/T Coordinator, who will work with the campus principal to draft the official committee response. The final response to parents will be provided through U.S. mail and/or electronic correspondence.

Continuing Placement in the Gifted/Talented Program

Continuing Students

Once a student has been placed in the Gifted/Talented Program, the student will continue to receive services each year unless there is

sufficient evidence that the program no longer meets the student’s educational needs and the student has been furloughed or exited from the program. Students identified for gifted/talented services in FISD will receive services at any FISD school they attend unless a furlough or exit has occurred.

New to FISD Students

New to FISD students who received gifted/talented services in another school district are not automatically placed into FISD’s Gifted/Talented Program. Following notification of enrollment in FISD, previously identified students may be referred and assessed using FISD’s Gifted/Talented Program criteria. The FISD Gifted/Talented Department strives to complete this assessment and placement within the first six weeks of enrollment.

Students new to FISD who have not been previously identified for gifted/talented services may be referred and assessed for potential gifted/talented services during the next regularly scheduled testing window.

Returning Students

Frisco ISD G/T students who withdraw from FISD for two or more academic school years will not be automatically placed back into the Gifted/Talented Program if they return to Frisco ISD. Upon re-enrollment, parents may request referral and assessment following the same process as other previously identified new to Frisco ISD students to determine if there is a need for FISD gifted services.

Furlough

A student, parent, or G/T teacher may request a furlough from G/T services if the services no longer meet the student’s needs or if the student is facing extenuating circumstances. Furloughs do not indicate

that a student is misplaced. Educational needs change as children mature and grow. Examples of extenuating circumstances may include, but are not limited to, health or a difficult family situation.

- A furlough may be granted for up to a full school year with a review conducted at the end of the school year. Note, a freshman furlough from G/T Humanities is a two-year furlough because the curriculum is a two-year interdisciplinary spiral.
- It is strongly recommended that students either reenter or exit the program after a furlough at elementary, middle school, or high school.
- Decisions to extend the furlough time due to extenuating circumstances are made on a case-by-case basis.

The campus G/T teacher will notify the district G/T coordinator when students are furloughed. It is the responsibility of the campus G/T teacher to maintain records of student furloughs and reentry.

Furlough Procedures

- Review of student progress in the program.
- Conference with student, parent(s)/guardian(s), and G/T teacher.
- Completion of Furlough Form. The conference and furlough form completion should occur during the spring semester preceding the requested furlough school year.
- In the case of a secondary student, furloughs should occur after the first six weeks of school or at semester unless extenuating circumstances are present. Extenuating circumstances may include health issues.

At the end of the furlough year, parents will complete either the Reentry Form or the exit procedures on behalf of the student. In some cases, an additional furlough is processed.

Note: If a parent disagrees or declines to participate in the decision making process, a campus-level committee meeting will be held to review the information and make a decision.

Exit

If the gifted/talented services do not meet a student’s educational needs, an exit request may occur. Exiting a student from the G/T Program will be based on multiple criteria, including student performance. It is recommended that a student furlough before exiting. Exiting G/T services will be finalized by a campus-level committee decision.

Exit Procedures

- Review of student progress in the program.
- Conference with student, parent(s)/guardian(s), and G/T teacher.
- Completion of Exit Form.
- In the case of a secondary student, class reassignment will occur in the best interest of the student in consultation with the parent(s), counseling staff, and the G/T teacher(s).

Note: If a parent disagrees or declines to participate in the decision-making process, a campus-level committee meeting will be held to review the information and make a decision.

SECTION THREE

Service Design

State Requirement

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.

Guiding Principles

The special qualities and abilities of gifted/talented students present the need for specialized educational services. The Frisco ISD Gifted/Talented Program recognizes these qualities and strives to meet the unique needs of these students. Instructional practices and strategies appropriate and essential for a gifted learner are implemented in order to provide the opportunity for these learners to reach their academic potential. Students are exposed to an array of research-based learning experiences that are commensurate with their abilities.

Instructional strategies encourage students to make connections across disciplines; embrace challenges; offer student choice in process and product; and encourage innovation through inquiry, collaboration, research, experimentation, and creativity. Reading, writing, speaking, and listening are integrated through themes and purpose.

Gifted/talented students will have the opportunity to work together as a group, work with other students, and work independently during the school day. Flexible grouping and independent investigations are provided through FISD's guaranteed and viable curriculum. Students are also able to move at a pace that is commensurate with their abilities. A continuum of learning experiences is provided that leads to the development of advanced-level products.

The unique social and emotional needs of gifted/talented students are recognized, and support is given to those students through intentional lessons, grouping opportunities, emotionally "safe" learning environments, and parent education/support.

Program Design

Elementary students are grouped together within designated heterogeneous cluster classrooms following the State Plan for the Education of Gifted/Talented Students grouping guidance. (A group is

composed of gifted students assigned to a classroom where a minimum of 33% of the classroom roster is made up of their G/T peers.

Alternatively, if fewer students than 33% of a classroom roster are identified for G/T services, then a group is defined as a minimum of four students.) G/T Cluster teachers are teachers who have received the TEA-mandated 30 hours of G/T training and work with the G/T identified students in their grade-level classroom. Campus G/T teachers work with the identified G/T students during their weekly pull-out instructional time. These teachers are G/T specialists on the campus. G/T teachers also provide campus G/T professional learning and manage the G/T referral, screening, and testing process.

Middle school students are enrolled in Gifted/Talented Integrated Language Arts. Middle school students also have the opportunity to participate in advanced math and science classes. Middle school G/T ILA teachers teach at least two sections of G/T ILA when student enrollment allows. These teachers are G/T specialists on the campus, and they provide G/T professional learning for the campus. They manage the G/T referral, screening, and testing process.

High school students are enrolled in Gifted/Talented Humanities I, Gifted/Talented Humanities II, and Gifted/Talented American Studies. High school students also have the opportunity to participate in advanced courses, including but not limited to Advanced Placement and International Baccalaureate. G/T Humanities and G/T American Studies teachers teach two or more sections of the course when student enrollment allows. These teachers are G/T specialists on the campus, and they provide G/T professional learning for the campus. One of the G/T teachers on the campus is designated to be the G/T referral, screening, and testing lead.

Gifted/Talented Services

Elementary	Middle School	High School
<p>G/T students are served through a dual, differentiated instructional approach. Identified students are clustered together within designated heterogeneous classrooms at the start of each school year. Identified students are also served weekly in a multidisciplinary pull-out program taught by the campus G/T teacher.</p>	<p>G/T ILA is a skills-based curriculum. The objectives in each grade level are based on the Texas Essential Knowledge and Skills (TEKS). The class moves at a pace commensurate with students' abilities to retain information, compacting the skills to move beyond the basic requirements.</p>	<p>G/T students are served through G/T Humanities I / English I Advanced and G/T Humanities II / AP World History. These courses combine English I Advanced with AP World History in a two-year interdisciplinary spiral.</p>
<p>Students have the opportunity to participate in curricular extensions that are commensurate to the student's abilities and interests.</p>	<p>Students have the opportunity to participate in advanced science and math classes.</p>	<p>Juniors participate in G/T American Studies. The course is an interdisciplinary study combining AP US History and AP Language and Composition.</p>
<p>Students have the opportunity to apply for admission into the International Baccalaureate Primary Years Program.</p>		<p>Students have the additional opportunity to participate in a variety of advanced courses, including but not limited to Advanced Placement and admission in the International Baccalaureate Program.</p>
<p>Students have the opportunity to participate in fine arts and academic competitions where their gifts/talents may be showcased.</p>		

Student Progress/Performance

Students identified for gifted/talented services will receive progress and performance reports each year. Elementary students will have semester observation summary reports, and secondary students will have interim progress reports and final report cards each grading period.

SECTION FOUR Curriculum and Instruction

State Requirement

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

Elementary Gifted/Talented Program

Gifted/Talented Cluster Classroom Instruction

The objectives in each grade level are based on the Texas Essential Knowledge and Skills (TEKS). In core subjects, cluster teachers are able to adapt and/or modify the standard curriculum to meet the needs of gifted/talented students. Students are provided with opportunities to move at a pace and level appropriate to their abilities and skills. Opportunities for grade-level acceleration are provided through Credit by Exam testing.

Gifted/Talented Pull-out Curriculum

Gifted/talented elementary students attend weekly pull-out instruction designed to engage students through complex reasoning, complex questioning, challenge-based discovery, and multi-faceted projects. A variety of topics of study utilize research-based cognitive development strategies to introduce, develop, and apply four essential objectives: critical thinking, divergent thinking, inquiry/independent study, and metacognition. The skills-based curriculum supports the specific social-emotional needs of gifted/talented learners in an environment that encourages risk-taking, problem solving, and intellectual collaboration, through the sharing and debating of ideas. A continuum of learning experiences guide students to the development of advanced-level products and/or performances, such as those provided by and/or adapted from the Texas Performance Standards Projects. Opportunities are also provided for students to pursue areas of interest in selected disciplines through guided and independent research.

Secondary Gifted/Talented Program – Middle School

Gifted/Talented Integrated Language Arts

Middle school gifted/talented students are automatically enrolled in G/T Integrated Language Arts and are guided through a challenging course that embraces depth and complexity when reading, writing, listening, and speaking. These skills are woven into each unit through theme and purpose. Students have choice and voice when developing advanced products through challenges, inquiry, research, experimentation, and creativity. Innovation is embraced and encouraged through the use of technology and research-based learning opportunities. Students are

given the opportunity to produce sophisticated products in areas of interest through passion projects, electronic portfolios, project-based learning, and independent study projects. The course is designed to challenge and mentor gifted students through the emphasis of higher order thinking skills, and to nurture gifted students socially and emotionally. Students are prepared for the 6th, 7th, and 8th grade STAAR exams.

Mathematics

Gifted/talented students may choose to enroll in Advanced math classes in 6th, 7th, and/or 8th grade. These courses condense five days of curriculum into four to allow non-routine, rigorous problem solving on a weekly basis. In addition to an enrichment model, Advanced Math 7 lays the groundwork for students to accelerate and enroll in Advanced Algebra I as 8th graders. Additional options do exist that allow profoundly gifted students to take Advanced Geometry and PAP Algebra II while still in middle school.

Science

Gifted/talented students may choose to enroll in Advanced science classes in 7th and/or 8th grade. These courses are based on the Texas Essential Knowledge and Skills (TEKS) and extend the rigor to deeper levels, which include enrichment modules that provide independent research opportunities.

Social Studies

Students are served in middle school social studies classes through differentiation of content and products. Teachers are trained in instructional models that support differentiation and inquiry; in addition, they are provided resources to support the needs of gifted/talented students.

Secondary Gifted/Talented Program – High School

Gifted/Talented Humanities I and II (English I Advanced and AP World History)

Gifted/talented freshman and sophomore students are enrolled in G/T Humanities I and II. These courses combine English I Advanced and AP World History in a two-year interdisciplinary spiral. The content is a historical study of the commonalities of the fine arts, including areas such as literature, the visual arts, architecture, and music. Students will learn and practice the craft of writing through various products, including AP-style writing. Literature from a variety of traditions will also be a focus. Ninth and tenth grade students will sit in the same class while earning credit in separate courses; ninth grade students will earn English I Advanced credit while tenth grade students will earn AP World History credit. Freshman students will take the English I EOC, and sophomore students are strongly encouraged to take the AP exam for World History. Please note, G/T Humanities I and II do not fulfill the fine arts requirements for graduation and are not recognized as a fine arts course by TEA.

Gifted/Talented American Studies (AP Language and Composition and AP US History)

Gifted/talented junior students are enrolled in G/T American Studies. This course combines AP Language and Composition and AP US History through an interdisciplinary integration of curriculum that allows for deeper connections between the AP courses. The course is a study of

the development of the United States through the integration of history, composition, literature, and areas of the fine arts such as visual art, architecture, music, and theater. Students will learn and practice the craft of writing through various products, with AP style writing as a focus. This course integrates two Advanced Placement courses; therefore, the course is two class periods over the course of a student's A day/B day schedule. Student products will integrate both AP courses, and the grade earned in the class will be a single grade that is recorded for the AP Language and Composition grade and the AP US History grade. Students will take the End of Course History Exam for US History. Students are strongly encouraged to take the Advanced Placement exams for Language and Composition and US History.

Language Arts

Gifted/talented students may choose to enroll in Advanced English II and AP English Literature.

Mathematics

Gifted/talented students may choose to enroll in Advanced courses for Algebra I, Geometry, Algebra II, and/or Pre-Calculus. For students who have opted to accelerate, AP Calculus AB, AP Calculus BC, and AP Statistics are all available. At the high school level, mathematically gifted students are primarily served through acceleration; however, all Advanced and Advanced Placement courses offer an intense focus on high level application, problem solving, and higher order thinking processes.

Science

Gifted/talented students may choose to enroll in Advanced courses in Biology and Chemistry. Additional science electives that serve gifted/talented students are AP Biology, AP Chemistry, AP Physics 1/2/C, and AP Environmental Science.

Social Studies

Gifted/talented students may choose to enroll in AP Human Geography, AP Economics, and AP Government.

In addition, students are encouraged to participate in a variety of Advanced Placement courses, career and technology courses, dual-credit courses, academic competitions, and apply for the International Baccalaureate Program.

SECTION FIVE

Professional Learning

State Requirement

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

FISD teachers who provide instruction and services that are part of the program for gifted students have a minimum of thirty (30) clock hours of professional learning that includes nature and needs of G/T students, identification and assessment of G/T students, and curriculum and instruction for G/T students. This should be completed prior to the first day of instruction. Teachers without the required training prior to instruction are required to complete the thirty (30) hours within one semester. Teachers who provide G/T instruction and services receive a minimum of six (6) hours annually in G/T education.

Administrators and counselors who have supervisory duties or work with G/T students will complete a minimum of six (6) hours of professional

learning that includes nature and needs of G/T students, service options, and social emotional learning for G/T students.

Gifted/talented teachers and staff may provide professional learning opportunities according to district and individual campus or department needs.

Gifted Education Professional Learning Requirements

Grade	Audience	Training	Timeline
K*	All	One time 30 hours of training in gifted education	Prior to assignment/ within one semester
		Annual G/T Update***	By the end of April
K-5	Specials: PE / Art / Music	One time G/T Nature & Needs (6 hours)	By the end of the school year
1-5	General Education**	G/T Nature & Needs (6 hours)	Recommended within year one
		G/T Identification, Assessment, & Service Design (6 hours)	
		Remaining 18 hours of training in gifted education	Within years two and three
		Annual G/T Update***	By the end of April
1-5	Designated G/T Cluster Teachers	One time 30 hours of training in gifted education	Prior to assignment/ within one semester

		Annual G/T Update***	By the end of April
6-8	Core Advanced Subjects	One time 30 hours of training in gifted education -OR- Advanced Learning Summer Institute + G/T Nature & Needs (6 hours) + G/T Identification, Assessment, & Service Design (6 hours)	Prior to assignment/ within one semester
		Annual G/T Update	By end of April
6-8	6 th Grade Science & 6 th – 8 th Grade Social Studies (Not Designated as Advanced)	One time 30 hours of training in gifted education -OR- Advanced Learning Summer Institute + G/T Nature & Needs (6 hours) + G/T Identification, Assessment, & Service Design (6 hours)	Prior to assignment/ within one semester
		Annual G/T Update***	By the end of April
6-8	G/T Integrated Language Arts Advanced (ILA) Teachers	One time 30 hours of training in gifted education + Advanced Learning Summer Institute (Local requirement) Recommended: AP Language or AP Literature	Prior to assignment/ within one semester
		Annual G/T Update***	By the end of April

9-12	Advanced, AP & IB Core Subjects	One-time 30 hours of training in gifted education -OR- Advanced Learning Summer Institute/AP Summer Institute + G/T Nature & Needs (6 hours) + G/T Identification, Assessment, and Service Design (6 hours)	Prior to assignment/ within one semester
		Annual G/T Update***	By the end of the school year
K-12	Administrators and Teachers with Supervisory Duties	G/T Nature and Needs and Service Options (6 hours) This is a one-time requirement.	Prior to assignment/ within one semester
K-12	Counselors	G/T Nature and Needs, Service Options, and Social Emotional Learning (6 hours) This is a one-time requirement	Prior to assignment/ within one semester

*Kindergarten Teachers: It is recommended that G/T Foundations Part 1: Nature & Needs (6 hours) and G/T Foundations Part 2: G/T Identification, Assessment, and Service Design (6 hours) be taken prior to October 1 to assist the district with its kindergarten referrals and assessment window and to assist the district in its gifted diversity and equity initiative. The entire 30 hours of training in gifted education is available for kindergarten teachers during FISD Summer Professional Learning dates.

**General Education (Elementary Only): It is recommended that G/T Foundations Part 2: Identification and Assessment (6 hours) also be taken within the first year of employment to assist the district in its

gifted diversity and equity initiative. The entire 30 hours of training in gifted education is available for general education teachers during FISD Summer Professional Development dates.

***Annual G/T Update: If a teacher has completed the 30 hours of G/T training but has not completed an update within the past five or more years, then he or she must complete the entire 30-hour training again. If it has been less than five years since the last update, then the teacher must take both G/T Foundations Part 1: Nature and Needs of Gifted Students and G/T Foundations Part 2: G/T Identification, Assessment, and Service Design.

These courses can also count as the teacher's required annual 6-hour G/T update for that year.

Gifted Education Strands

- G/T Foundations Part 1:
Differentiation: G/T Nature and Needs of Gifted Students
- G/T Foundations Part 2:
Assessment: G/T Identification, Assessment, and Service Design
- G/T Foundations Part 3:
Curriculum and Instruction: Models of Differentiation
- G/T Foundations Part 4:
Depth and Complexity
- G/T Foundations Part 5:
Research, Creativity, and Advanced Products and Performances

SECTION SIX

Family and Community Involvement

State Requirement

The district involves family and community members in services designed for gifted/talented students throughout the school year. 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).

G/T Advisory Council

The FISS G/T Advisory Council is composed of parents, teachers, administrators, and district staff. The committee serves in an advisory capacity regarding G/T services and G/T parent/student/campus needs.

Communication to Parents

Information regarding the identification process, service design, curriculum, instruction, and family/community involvement opportunities can be found on the [district G/T website](#). Additionally, campuses provide information to parents via their campus websites and newsletters. Student products and evidence of learning may be showcased via district and campus social media.

Informational Nights

Informational nights are held throughout the year for various programs of interest for G/T students, including the Advanced Academics Nights, International Baccalaureate Nights, and Dual Credit Nights. Additionally, the district hosts a G/T Transition to Middle School and a G/T Transition to High School Night for parents and students. G/T Curriculum meetings are held annually at the elementary level.

Parent Teacher Association

The FISSD Gifted/Talented Program works in partnership with the Frisco ISD PTA Special and Gifted Education (SAGE) organization.

Board Approval

Frisco ISD Board Policy outlines the G/T identification process and was approved by the Board of Trustees. The Frisco ISD G/T Team presents information to the Board of Trustees in the form of written updates and presentations at board meetings.

Glossary

Terms and Definitions adapted from Texas State Plan for the Education of Gifted/Talented Students, April 2019.

Acceleration - Acceleration is an academic intervention that matches the level, complexity, and pace of the curriculum with the readiness and motivation of the student. It involves mastering knowledge and skills at a rate faster or at an age earlier than the norm. From A Nation Deceived—Colangelo, N., Assouline, S., & Gross, M. U. M. (2004). A Nation Deceived: How Schools Hold Back America's Brightest Students (Vol. 1). Iowa City: University of Iowa, Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development.

Area of Giftedness - The specific set of abilities in which a student performs or shows potential to perform at a remarkably high level of accomplishment.

Array of Learning Experiences - A menu of challenging activities or opportunities that fit the unique interests and abilities of advanced-level students.

Artistically Gifted - Possessing outstanding ability in the visual and/or performing arts.

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.

Concurrent Enrollment - The practice of enrolling in a college or university to earn college or university credit while in high school.

Continuum of Learning Experiences - Articulated intellectual, artistic, creative, and/or leadership activities and opportunities that build upon one another each year a student is in school.

Creatively Gifted - Possessing outstanding imagination, thinking ability, innovative or creative reasoning ability, ability in problem solving, and/or high attainment in original or creative thinking.

Credit by Exam (CBE) - 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, the familiar to the unfamiliar, the 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, process and/or product to meet unique student needs in the classroom.

Diversity - The presence of difference between individuals and among groups including but not limited to age, socioeconomics, education, race and ethnicity, gender, sexual orientation, culture, and religious beliefs.

Dual Credit - An opportunity for a student to earn high school credit for successful completion of a college course.

Flexible Pacing - Flexible pacing is defined as placing students at an appropriate instructional level and allowing them to move forward in the curriculum as they master content and skills. Flexible pacing is achieved by such methods as continuous progress, compacted course, advanced level courses, grade skipping, early entrance, concurrent or dual enrollment, and credit by examination.

Foundation Curricular Areas - English language arts/reading, mathematics, science, and social studies.

Furlough - A leave of absence from program services.

Gifted in Leadership - Possessing the natural ability to influence others; possessing skills in interpersonal relationships demonstrated, for example, by outstanding ability in such activities as student government.

Gifted in Specific Academic Fields - Possessing superior ability or potential in a specific course of study such as English language arts/reading, mathematics, science, or social studies.

Gifted/Talented Services - Services and activities not ordinarily provided by the school that are specifically designed to fully develop the capabilities of students who give evidence of high achievement or capability in areas such as intellectual, creative, artistic, or leadership capacity.

Independent Study - Self-directed learning strategy where the teacher acts as guide or facilitator, and the student plays a more active role in designing and managing his or her own learning.

Intellectually Gifted - Possessing superior intelligence, with potential or demonstrated accomplishments in several fields of study; ability to perform complex mental tasks.

Mentor - An individual who shares his or her expertise with a student of similar career or field-of-study aspirations.

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.

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/>).

Twice-Exceptional - A “twice-exceptional learner” 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: 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 (TEC 29.121) and who also gives evidence of one or more disabilities as defined by federal or state eligibility criteria.