



DISTRICT PLAN TO SERVE GIFTED/TALENTED STUDENTS

Revised 2026

District Contact: Director of Curriculum 806.894.9628

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FOREWORD

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) 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.

In 1999, the 76th Texas Legislature introduced Rider 69, which spurred the initial development and ongoing refinement of the Texas Performance Standards Project for Gifted/Talented Students (TPSP) as a vehicle through which districts might address the stated goal. With the TPSP and ongoing research to inform and improve practice, Texas educators are committed to meeting the unique needs of G/T students and to expanding the ways to do so.

Pursuant to Section 29.123 of the Texas Education Code (TEC), the State Plan forms the basis of G/T standards of services and divides them into the categories of accountability and exemplary. The plan offers an outline for services without prohibitive regulation. Districts are accountable for services as described in the State Plan where performance measures are included for six aspects of G/T service design. The accountability standards reflect actions required in state law and/or SBOE rule. Many districts, in collaboration with their communities, will provide more comprehensive services incorporating research-based best practices for G/T learners. To offer some guidance to those districts and campuses, standards for “exemplary” performance are included in the plan and provide viable targets that

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~~local district educators seeking excellence, both for their district and for their students, may strive to attain.~~

The TEA assists districts in providing comprehensive services to G/T learners in the following ways:

- Provides information on best practices, developments, and achievements in the field of G/T education to all interested parties
- Develops materials designed to assist districts in the development and implementation of model assessment procedures and services
- Facilitates partnerships among parents, institutions of higher education, communities, and school districts to design comprehensive G/T services
- Sponsors demonstration projects and develops materials that support the implementation of Advanced Placement and International Baccalaureate programs that are differentiated for the G/T students
- Collaborates with business and industry to provide additional opportunities for G/T students
- Monitors and implements any state and/or federal legislation designed to provide educational opportunities for G/T students

Through the combined efforts of the TEA, the Education Service Centers, local district personnel, colleges and universities, and the communities they serve, all children will experience an academically challenging education that enables them to maximize their potential.

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POSITION STATEMENT

The number one priority of the Levelland Independent School District is to assure student achievement for all students commensurate with their learning styles and abilities. There are many variables which influence a child's ability and willingness to learn. The challenge for Levelland I.S.D. is to assure success on the part of every child, regardless of background or abilities. The district is aware that there are children whose abilities are so advanced that special programs must be instituted to challenge these students.

STATE DEFINITION OF GIFTED/TALENTED STUDENT

A Gifted/Talented student is a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

- exhibits high performance capability in an intellectual, creative, or artistic area;
- possesses an unusual capacity for leadership; or
- excels in a specific academic field.

The Levelland I.S.D. will strive to meet the educational needs of students who excel consistently or who show potential to excel beyond their chronological peers in one or more of the following areas:

- general intellectual ability
- specific subject matter aptitude
- creative and productive thinking

Gifted/Talented students are found in all socioeconomic and racial groups. It is incumbent upon the district to meet these students' special learning needs through the G/T program.

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PROGRAM GOALS AND IDENTIFICATION

Levelland I.S.D. shall identify students who excel consistently or who demonstrate the potential to excel in general intellectual ability, specific subject matter aptitude, and creative and productive thinking. The district will provide a differentiated program for this student that goes beyond the regular program in grades K-12.

A Campus Placement Committee will be established on every district campus. At least three local district or campus educators who have received training in the nature and needs of gifted students and student identification will serve on the committee.

REFERRALS

Referrals for the program may be made by:

- Levelland I.S.D. professional staff
- a parent
- the student
- other interested persons

Referred students in Kindergarten through grade twelve will be considered for placement in the G/T program. Parent permission will be secured for any special testing.

Parents of students in L.I.S.D. are informed of the district program to serve Gifted Students by:

- district handbooks and campus handouts
- Back to School Night presentations by building principals
- L.I.S.D. Web Page

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ASSESSMENT AND IDENTIFICATION

Students referred for the G/T program will be given qualitative and quantitative assessment measures. If the Campus Placement Committee determines that there is a preponderance of evidence, the student will be identified and placed in the G/T program. Students will be evaluated for G/T only once in any twelve-month period.

The window for referrals each school year will be posted on the district website. As required, qualifying Kindergarten students will begin Gifted/Talented services by March 1st in the same year they were tested.

Parents will be informed of identification results. Signed permission from the parent must be obtained prior to a student's being assessed for or placed in the program. An awareness session for all identified students and their parents will be held at the beginning of each new school year.

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**APPEALS
PROCEDURES**

A parent who wishes to appeal an identification decision made by the Campus Placement Committee may do so by following these procedures:

- (1) Within fifteen days after the Campus Placement Committee's decision has been announced, an appeal may be made to the building principal. At this time the identification procedures and the individual student information will be reviewed with the questioner by the building principal and/or the school counselor.
- (2) Should a person wish to appeal the placement decision, a letter of appeal shall be submitted to the building principal who will forward the letter to the Levelland I.S.D. Gifted/Talented Coordinator. The letter of appeal must include a statement of the problem and any explanation or information pertinent to the situation. The District Gifted/Talented Coordinator will then meet with the Campus Placement Committee. If the parent so desires, he/she may appear personally before the committee and should so indicate in the letter of appeal. The campus principal will notify the person of the date and place of the meeting.
- (3) Within five school days after the meeting, the Campus Placement Committee will respond in writing to the questioner of its intent to either remain with its original decision or to amend its decision. The committee's letter must explain its action.
- (4) Students who wish to appeal to the Campus Placement Committee should do so through a parent.
- (5) After the above process has been exhausted, further questions regarding identification should be directed to the Superintendent of Schools.

GUIDING PRINCIPLES FOR APPEALS

The following principles shall guide the staff in responding to appeals:

- (1) All information regarding the identification of students is confidential and should be regarded as such throughout the identification and appeals processes.
- (2) No parent has the right to information about any other student(s) other than his/her own child.

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FURLOUGH

A furlough is a temporary cessation of receiving Gifted/Talented services and may be requested by parents or district personnel at any time if receiving Gifted/Talented services is not meeting the student's educational needs. The decision of whether or not to furlough a student from the Gifted/Talented program will be made by the Campus Placement Committee with the input from the parent(s).

{LI.S.D. policy EHBB(LOCAL) adopted 06/05}

The length of the furlough will be determined by the Campus Placement Committee. At the conclusion of the furlough period, the committee will review whether or not it is in the student's best educational interest to resume Gifted/Talented services. At that time, the student may be reinstated into the G/T program, exited from the program, or remain on an extended furlough for a length of time determined by the committee.

EXIT

An exit from Gifted/Talented services is a removal of the student from the G/T program. At any time, the parent or district personnel may request a meeting for the purpose of reviewing a student's placement in the G/T program. The decision of whether or not to furlough a student from the Gifted/Talented program will be made by the Campus Placement Committee with the input from the parent(s) and district personnel requesting the exit. All review requests will be made through the building principal.

{LI.S.D. Policy EHBB (LOCAL) adopted 06/05}

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STUDENT TRANSFERS

Students new to the district who have not been evaluated for the G/T program may be referred for G/T testing after being in district for at least four weeks. Once referred, the student shall be evaluated in the same manner as any other referred student. Students identified for the G/T program may begin participating in the program as soon as parental permission is received.

Students new to the district who were qualified and participating in a G/T program in another school district will be placed in the Levelland Gifted/Talented Program as soon as documentation is received from the other school district and the parent has signed a Permission to Place in G/T form.

In-district students who transfer to another campus in the district and who previously have been identified as qualifying for Gifted/Talented services will remain in the G/T program.

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STUDENT REASSESSMENT

If the district reassesses students in the Gifted/Talented program, the reassessment shall be based on a student's performance in response to the services and shall occur no more than once in elementary grades, once in middle school grades, and once in high school grades.

GRADE ACCELERATION

At the end of grade 4 the district offers an opportunity for students to accelerate their math program if they meet the requirements defined in board policy and in the student handbook. Each year 4th grade students will be identified based on STAAR performance and their history of NWEA MAP performance. Parents will be notified by letter of the opportunity in the summer following their fourth grade year.

A student will be permitted to earn credit by examination for an academic course or subject area for which the student had no prior instruction for advancement or to accelerate to the next grade level. The examinations offered by the district are approved by the district's board of trustees. Testing windows for these examinations will be published in district publications and on the district's website. A student may take a specific examination only once per testing window.

Please refer to the district student handbook posted on the website for more information and contact the curriculum department for questions – 806.894.9628.

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PROGRAM ORGANIZATION: ELEMENTARY AND MIDDLE SCHOOL (K-8th)

The elementary and middle schools of the Levelland I.S.D. serve the identified Gifted/Talented students through a pull-out program model. The G/T pull-out classroom provides a curriculum that integrates content from ELAR, math, social studies, and science and focuses on creative and critical thinking skills.

Within the Gifted/Talented program, students are provided with appropriately challenging learning experiences that allow students to work together, in groups with other students, and independently during the school year. Students also are given opportunities to pursue areas of interest in selected disciplines through guided and independent research that leads to the development of advanced-level products and/or performances such as those provided through the Texas Performance Standards Project (TPSP).

Parents will be informed annually of the learning opportunities and options for G/T services. Parents will also be informed when additional services or special opportunities are available outside the school day.

PROGRAM ORGANIZATION: HIGH SCHOOL (9th-12th)

The Levelland I.S.D. serves the high school identified Gifted/Talented students through an inclusion program model in the four core content areas (ELAR, math, science, and social studies). Advanced courses are also included within the district's service model.

Within the Gifted/Talented program, students are provided with appropriately challenging learning experiences that allow students to work together, in groups with other students, and independently during the school year. Students also are given opportunities to pursue areas of interest in selected disciplines through guided and independent research that leads to the development of advanced-level products and/or performances.

Parents will be informed annually of the learning opportunities and options for G/T services. Parents will also be informed when additional services or special opportunities are available outside the school day.

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PROFESSIONAL LEARNING

District staff will complete the professional learning requirements according to position as required under the State Plan for the Education of Gifted/Talented Students.

Each teacher designated as part of the district's G/T program will complete a minimum of 30 hours of professional development that includes Nature and Needs of Gifted/Talented Students, Identification and Assessment, and Curriculum and Instruction for Gifted Students. This training must be completed within the first semester of the G/T teacher's assignment. Additionally, each campus G/T teacher will receive a minimum of six hours annually of professional development in gifted education.

Administrators and counselors, members of the G/T Campus Placement Committee, and the Board of Trustees will have the appropriate training designated in the State Plan.

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PROGRAM EVALUATION

The Levelland I.S.D. will conduct an annual evaluation of its Gifted/Talented program in accordance with the requirements of the State Plan for the Education of Gifted/Talented Students. This evaluation will include feedback obtained from all of the program's stakeholders (parents, teachers, administrators, and students).

The annual program evaluation will also identify any areas in which further compliance by the district is required, the results of which will be compiled in a written plan for compliance.

The annual evaluation will be shared with parents of G/T students, classroom teachers, and principals and will be presented to the superintendent for distribution to the Board of Education and other interested persons. The results of the evaluation will be utilized in upgrading the quality of the G/T program each year.

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**STUDENT PROCESSING AND FILE MANAGEMENT
FOR GIFTED/TALENTED STUDENT**

NEW STUDENTS REFERRED FOR G/T PROGRAM

- 1) Use Appendix Permission for Evaluation for parent permission to test.
- 2) Add G/T Student Status form to Student in Eduphoria Aware even if there is already a previous form in place.
- 3) Complete the status form as information is available.
- 4) If a parent denies evaluation document on form, add comments and save form. If a parent grants permission, it will be documented on the status form and then add the Levelland I.S.D. -- G/T Student Profile Summary.
- 5) Use Evaluation forms in Appendix along with appropriate assessment tools to conduct the evaluation.
- 6) Record assessment results on the Student Profile Form.
- 7) Print the form and bring it along with other needed information to the Campus Placement Committee meeting.
- 8) If identified and placed, add the Student Profile Form in Eduphoria and complete during the committee meeting along with entering dates to complete the required parts of the status form.
- 9) A copy of the Student Profile Form of any student identified and placed by the Campus Placement Committee will be placed in the student's permanent folder.

TRANSFER STUDENTS IDENTIFIED G/T IN PREVIOUS DISTRICT

- 1) Request documentation from the previous district.
- 2) Add G/T Student Status form to Student in Eduphoria Aware even if there is already a previous form in place.
- 3) Complete the status form as information is available.
- 4) Once parent permission is received, student may be placed in G/T program.

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BEGINNING EACH YEAR FOR ALL G/T STUDENTS

- 1) Use Student tab in Eduphoria to search for all G/T students by grade level.
- 2) Check the Student Status form for each student or add a form if one is not already there.
- 3) If the student is furloughed, then contact parent to either reinstate, renew the furlough, or exit with committee approval.
- 4) If the student is exited, then archive all forms and update student G/T identification in PEIMS. **(This is very important because it is connected to funding.)**
- 5) If the student is reinstated, update the student status form and update PEIMS information for the student. **(This is very important because it is connected to funding.)**

APPENDICES

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**GIFTED/TALENTED PROGRAM
PERMISSION FOR EVALUATION**

Please evaluate my child, _____, to determine if he/she qualifies to receive services through the Levelland I.S.D. Gifted/Talented program.

I understand that he/she may be given an individual test of mental ability as well as any other tests deemed necessary. These may include tests of academic achievement and creative ability. At the Kindergarten level, audio recordings may be used for the product sample.

I further understand that I have the right to see and study all the information obtained from this evaluation, and that I may participate in determining his/her future education plans.

Signature of Parent or Guardian

Date

**PLEASE RETURN THIS FORM TO YOUR CHILD'S SCHOOL COUNSELOR
NO LATER THAN _____.**

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GIFTED/TALENTED PROGRAM NOTIFICATON (QUALIFIES)

DATE: _____
TO THE PARENTS OF: _____

Your child has met the district's criteria to receive services through the Gifted/Talented program. Receiving services through the Gifted/Talented program requires advanced academic work. We must also have your written permission before your child can participate. Please fill out the bottom portion of this letter and return it to me or our school counselor as soon as possible. Services will not begin until we receive this permission form. If you have any questions, feel free to call the school.

Principal

I give permission for my child to be in the G/T program.

Child's Name

Grade

Parent's Signature

Date

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GIFTED/TALENTED PROGRAM NOTIFICATION (DOES NOT QUALIFY)

DATE: _____

TO THE PARENTS OF _____

On behalf of the Levelland Independent School District I want to thank you for allowing us to evaluate your child for our Gifted/Talented Program. However, _____ has not met the criteria established by the Levelland I.S.D. to receive Gifted/Talented services.

If you wish to review the process that has been followed to arrive at this decision, please contact our school counselor. If you wish to appeal the decision of the Selection Committee, you may do so by submitting a letter of appeal to your building principal within fifteen days after the date on this notification. Your letter should include why you think the decision is incorrect and any information you may want to include that might affect the decision.

The G/T program is but one of many enriching experiences provided by the Levelland Schools. Please feel free to contact me at any time if you have questions or concerns about your child's progress.

Sincerely,

Principal

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EXIT REQUEST

This is to request that my child, _____, be exited from the Levelland I.S.D. Gifted/Talented program. I understand that I may be required to meet with the Campus Placement Committee to finalize this removal. If a meeting is required, I will be notified of the date and time of the meeting.

I also understand that if I should desire that my child re-enter the program at a later date, he/she will have to be re-evaluated and must meet the L.I.S.D. Gifted/Talented qualification standards at that time.

I also understand my child will not be eligible to be re-evaluated for one calendar year from the final removal date.

Parent/Guardian Signature

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FURLOUGH REQUEST

This letter is to request that my child, _____,
be granted a furlough (temporary leave) from the Levelland I.S.D.
Gifted/Talented Program.

It is my request that this furlough be for the following length of time:

I understand that at the end of this time, my child will be re-entered
into the program unless I request otherwise.

Parent Signature

Date

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**Forms used in the testing and identification process are located
in Eduphoria.**

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EVALUATION OF PROGRESS GIFTED/TALENTED STUDENTS

STUDENT: _____ GRADE: _____ DATE: _____

Each school year we will send a performance progress evaluation to the parents of each Gifted/Talented student. The evaluation in no way reflects the student's abilities, but rather gives you, the parent, a measure of your child's performance. If you have any questions, please contact your child's G/T teacher or school counselor.

RATING SCALE

1=Minimal Performance 2=Acceptable 3=Exceeds Expectations 4=Outstanding

PERFORMANCE GOAL RATING

- I. **INDEPENDENCE** _____
Sets individual goals and objectives; makes wise selection of activities; follows through with commitments.
- II. **PLANNING** _____
Is self-initiating; pursues individual interests and seeks own direction.
- III. **CRITICAL THINKING** _____
Is inquisitive; uses reasoning and analytical approaches in problem solving, attitudes, and feelings.
- IV. **CREATIVE THINKING** _____
Seeks varied approaches; generates unique ideas; is developing insights by predicting, comparing, generalizing, and elaborating on ideas and products; is willing to risk expressing ideas and perceptions.
- V. **ACHIEVEMENT** _____
Completes planned projects and products; participates in instruction experiences involving research and organization; provides evidence of comprehension of pertinent information.
- VI. **EVALUATION** _____
Displays ability to evaluate themselves; judges process and products; formulates objectives based on past performances.
- VII. **SERVICE** _____
Demonstrates willingness to assist others when appropriate; is developing sense of group responsibility
- VIII. **ATTITUDES** _____
Demonstrates acceptance of personal responsibility, respect for others; is aware of strengths and limitations

COMMENTS:

