

New Diana ISD



# **A Comprehensive Manual for the Gifted and Talented Program**

**Kindergarten – 12<sup>th</sup> Grade**

**Board of Trustees Approved: November 9, 2020**

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## **Preface**

New Diana ISD is committed to providing program and curricular options to meet the unique needs of the gifted/talented student. This document presents the official policies, processes, and procedures for organizing, operating, and evaluating the gifted and talented services at New Diana ISD. The appendices contain the instruments and forms that may be used to implement and maintain the program components.

## **Definition of Gifted and Talented Students**

“Gifted and talented student” means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who exhibits high performance capability in an intellectual, creative, or artistic area, possesses an unusual capacity for leadership, or excels in a specific academic field (TEC Subchapter D §29.121).

## **Philosophy/Rationale**

The philosophy of New Diana ISD reflects an understanding of the uniqueness of individual gifted/talented students. Because the learning characteristics of gifted and talented students dictate learning experiences that differentiate from those provided for them in the regular school program, the district recognizes that special provisions must be made for these students in order to stimulate and maximize their achievement as well as provide for their social and emotional needs.

New Diana ISD recognizes that gifted and talented students are found in all cultures, socioeconomic groups, geographic locales, and environments. New Diana ISD will serve the needs of those students who perform at or show the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment.

## **Program Objective**

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.

New Diana ISD will:

- comply with gifted/talented accountability standards and monitor the effectiveness of assessment and services for gifted/talented students.
- implement identification procedures and progress monitoring that allows students to demonstrate and develop their diverse talents and abilities.

- implement viable service options which provide 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.
- meet the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school.
- ensure all personnel involved in the planning, creation, delivery and administration of services to gifted/talented students possess the knowledge required to develop and provide differentiated programs and services, and
- involve family and community members in services designed for gifted/talented students throughout the school year.

## I. Program Service Design

Gifted and Talented services at New Diana ISD are designed for students who are identified as gifted and talented according to New Diana ISD's identification procedures. Program service design will include one or more of the following options:

1. **Pull-out:** Part-time services in a classroom, other than the student's regular class, that take place on a regular schedule provided by a gifted/talented 30-hour foundational and 6-hour update trained teacher.
2. **Push-in:** A gifted/talented 30-hour foundational and 6-hour update trained teacher provides occasional services to a student while the student is in their regular classroom.
3. **Full-time Gifted Only:** The student receives the majority of their core subjects from teachers with gifted/talented 30-hour foundational and 6-hour update training with peers who are all identified as gifted/talented.
4. **Full-time Inclusion:** The student receives a majority of their core subjects from a specific teacher or teachers with gifted/talented 30-hour foundational and 6-hour update training, but the classes may include peers who are not identified as gifted /talented.
5. **Special Day School:** A special school which is administratively separate from regular schools and is organized to serve gifted/talented students with gifted/talented 30-hour foundational and 6-hour update trained teachers.

In accordance with the *Texas State Plan for the Education of Gifted/Talented Students*, the district is accountable for the following:

- Identified gifted/talented students are assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas. Services are available during the school day as well as the entire school year, and parents are informed of these options (19 TAC §89.3(3)).
- Information concerning special opportunities is available and disseminated to parents and community members.
- Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas.

- Gifted/talented students are ensured opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year as a direct result of gifted/talented service options (19 TAC §89.3(1)).
- Flexible grouping patterns and independent investigations are provided throughout the program design/services.
- Out-of-school options relevant to the students' areas of strength are provided by school districts whenever possible (19 TAC §89.3(3)).
- Local board policies are developed that are consistent with State Board of Education rules on credit by examinations (19 TAC §74.24) and early high school graduation opportunities (TEC §56.203).
- Acceleration and flexible pacing are employed, allowing students to learn at the pace and level appropriate for their abilities and skills, and are actively facilitated by district administrators, counselors, and teachers.
- Local board policies are developed that enable students to participate in dual/concurrent enrollment, distance learning opportunities, and accelerated summer programs if available.
- A person who has thirty (30) hours of professional learning in gifted/talented education and annual six (6) hour professional learning updates as required in 19 TAC §89.2(1) is assigned to coordinate district level services for gifted/talented students in grades K – 12.
- Develop and implement services to address the social and emotional needs of gifted/talented students and their impact on student learning.

## **II. Student Assessment**

### **A. Communicate the Process to Parents and Community**

1. Prior to the referral period, New Diana ISD will conduct an awareness session for families to provide an overview of the assessment procedures and services for gifted/talented students.
  - a. To ensure equity, all family meetings and/or informational media will be offered in a language family can understand or a translator or interpreter will be provided to the extent possible.
  - b. Input from family and community representatives on gifted/talented identification and assessment will be encouraged.
  - c. In addition, information regarding the overview of assessment procedures and services for gifted/talented students will be outlined on New Diana ISD G/T website and/or an awareness video will be provided.
  - d. All referral procedures and forms for assessment will be provided to families in a language that the families understand, or a translator or interpreter is provided to the extent possible.

## **B. Referral Process**

1. The referral process occurs each year in January for Kindergarten and March for all other students. These dates are posted on the district website. However, referrals may be submitted at any time during the year to ensure students identified as gifted receive services through diverse program options to meet their specialized educational needs. Students may be referred by teachers, counselors, parents, or other interested parties.
2. Referral forms are available at Campus Office and must be returned to the Campus Office where student attends by the deadline indicated on the referral form.
  - a) Support will be provided for completing documents on an as needed basis or as requested.
3. Additional materials regarding the unique characteristics of gifted students as well as nature and needs of gifted learners may be found on the district Gifted/Talented webpage.

## **C. Assessment**

1. New Diana ISD will provide assessment opportunities for gifted/talented identification at least once per school year. Data collected from multiple sources for each area of giftedness served by the district are included in the assessment process for gifted/talented services. This assessment process allows for student exceptionalities to the extent possible. Access to assessment and, if needed, gifted/talented services is available to all populations of the district. Students will be assessed in languages they understand or with nonverbal assessments.
2. Based on a review of information gathered during the assessment process, those students whose data reflect that the District's G/T service options would best meet their identified educational needs will be recommended by the selection committee for gifted/talented services.
3. At the kindergarten level, as many criteria as possible, and at least three, are used to assess students who perform at or show potential of accomplishment relative to age peers.
4. In grades 1 - 12, qualitative and quantitative data are collected through three (3) or more measures and used to determine whether a student needs gifted/talented services.
5. Final determination of students' need for gifted/talented services will be

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.

6. Once identified, students will be provided services based on their strengths and interests and provided opportunities to produce advanced level products, such as those provided by the Texas Performance Standards Projects.
7. In addition, as commensurate with their abilities, students will be provided opportunities to accelerate in their areas of strength.

### **III. District/Campus Procedures**

#### **Transfer Students**

1. When a student identified as gifted by a previous school district transfers into the district, the committee will make its determination based on the sending district's assessment data, observation records of district teachers who instruct the student, and any additional data deemed appropriate by the committee to determine if placement in the district's program for gifted and talented students is appropriate.
2. When a student identified as gifted transfers to another district, New Diana ISD will provide the receiving district the student's assessment data.

#### **Furloughs**

1. A furlough (the opportunity for students to have a leave of absence from gifted/talented program services) may be implemented for specified reasons for a certain period of time without being exited. These reasons may include, but are not limited to:
  - a. Unable to maintain satisfactory performance within the structure of the gifted/talented program
  - b. Education needs are not being met within the structure of the gifted/talented program
  - c. Specific personal or life circumstances
2. A furlough may be initiated by the district, the parent, or the student.
3. A student may be furloughed for a specified period of time as deemed appropriate by the district. At the end of the furlough, the student may re-

enter the gifted program, exit from the program, or be placed on another furlough.

### **Reassessment**

1. If it is determined that it is in the best interest of an identified student to be reassessed, the district will inform parents/guardians and the student of the committee's decision and a reassessment will be conducted.
2. If reassessment does occur, it will be no more than once at the elementary level, once at the middle school level, and once at the high school level.

### **Exiting Students from Program Services**

1. Student progress in the program shall be monitored. Exiting from gifted/talented services is based on multiple criteria including but not limited to:
  - a. student performance in response to services
  - b. parent and/or student request to be exited
2. Exiting of a student is finalized by committee decision after consultation with parents and student regarding the student's educational needs.

### **Appeal Process Regarding Services**

A parent, student or educator may appeal any placement decisions in a timely manner and present new data, if appropriate. Appeals shall be made first to the committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.

## **IV. Curriculum and Instruction**

New Diana ISD will meet the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the district.

New Diana ISD will assure identified gifted/talented students are provided an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas. New Diana ISD will provide services during the school day as well as the entire school year.

New Diana ISD will ensure opportunities are provided for students to accelerate in areas of strengths. Flexible pacing, cluster grouping, and scheduling modifications, which include dual credit, will be implemented as necessary to allow students to learn at the pace and level appropriate to their abilities and skills.

In addition, New Diana ISD will provide opportunities for gifted/talented students to pursue areas of interest in selected disciplines through guided and independent research.



## **Primary and Elementary**

1. G/T students at the primary and elementary levels will participate in a pull-out program which is structured, modified, and/or accommodated to meet their individual strengths and interests and is based on the four core areas. Opportunities for students to participate in the Texas Performance Standards Projects or other experiences that lead to the development of advanced-level products will be provided. Out-of-school options such as those provided by Region 7 Education Service Center will be provided as appropriate. Options include:
  - a. Imagination Fair
  - b. Primary Robotics
  - c. 4th - 6th Robotics
  - d. 4th - 6th Innovative Inventions
  - e. 6th – Model United Nations
2. Additional opportunities such as participating in the Academic Rodeo and specialized events related to the strengths and interests of gifted students may be provided.

## **Middle School - High School**

1. G/T students at the middle and high school levels may participate in inclusionary programs which are structured, modified, and/or accommodated to meet their individual strengths and interests and are based in the four core areas. These programs may include Honors and Advanced Placement (AP) classes. Opportunities for students to participate in the Texas Performance Standards Projects or other experiences that lead to the development of advanced-level products will be provided. Out-of-school options such as those provided by Region 7 Education Service Center will be provided as appropriate. Options include:
  - a. 7th - 12th Robotics
  - b. 7th - 12th Model United Nations
  - c. 9th - 12th Mock Trial (this option is available for gifted students as well as other students who the district selects.
2. Additional opportunities such as the Academic Rodeo and specialized events related to the strengths and interests of gifted students may be provided.
3. The district may integrate the Texas Performance Standards Projects for gifted/talented students in a variety of ways which may include, but is not limited to:
  - a. Advanced courses such as Advanced Placement (AP) and Honors
  - b. Independent Study

Some other considerations in determining course credit for when using the Texas Performance Standard Projects (TPSP) or other experiences that lead to the development of advanced-level products and/or performances as a service option for gifted/talented students include the following:

Source: <https://www.texaspsp.org/highschool/course-credit>

New Diana ISD instructional staff, as appropriate, will adapt and/or modify the standard curriculum to meet the needs of gifted/talented students and those with special needs such as twice-exceptional, highly gifted, and English learners.

## **V. Assessment of Student Progress/Performance**

New Diana ISD will annually assess student progress and/or performance using district developed standards associated with the areas identified and served and parents or guardians will be informed. Assessment standards may include, but are not limited to:

- Grades received in courses designed for gifted students.
- Progress reports including the standards of services outlined in the *Texas State Plan for the Education of Gifted/Talented Students*. These standards of service include modifying the depth, complexity and pacing of the curriculum and instruction ordinarily provided by the school, appropriately challenging learning experiences, and advanced-level products and/or performances.
- Rubrics such as those found on the Texas Performance Standards Projects website ([www.texaspsp.org](http://www.texaspsp.org)) or other sources that indicate student progress and growth in the areas of identified giftedness.
- Region 7 Student Seminars: Consider using standards that demonstrate student progress and growth from participation in these G/T services.
- Other assessment of student progress and performance based on local district service options.

## **VI. Professional Learning**

Opportunities for professional learning in the area of gifted/talented education are provided on a regular basis, and information on these opportunities is disseminated to professionals in New Diana ISD. Each teacher new to the district will receive an orientation to the district's gifted/talented identification processes and the district's services for gifted/talented students.

### **Requirements**

#### **1. School Board**

New Diana ISD School Board members will be trained to ensure program accountability as outlined in the *Texas State Plan for the Education of Gifted/Talented Students*.

#### **2. Administrators/Teachers with Supervisory Duties**

New Diana ISD administrators as well as teachers who have supervisory duties for service decisions, will complete a minimum of six hours of professional development that includes the nature and needs of gifted/talented students and service options.

3. **District Personnel Assigned to Coordinate Gifted/Talented Program**  
A New Diana ISD staff member who has thirty (30) hours of professional learning in gifted/talented education and annual six (6) hour professional learning updates is assigned to coordinate district level services for gifted/talented students in grades K – 12.
4. **Counselors**  
New Diana ISD counselors who work with gifted/talented students will complete a minimum of six hours of professional development that includes the nature and needs of gifted/ talented students, service options, and social-emotional learning.
5. **Teachers**  
New Diana ISD teachers who provide instruction and services that are part of the New Diana ISD's G/T services will complete a minimum of 30 hours of professional learning related to identification and assessment, nature and needs, and curriculum for gifted and talented students. Teachers without the required training who are assigned to provide instruction and services that are part of the district's defined gifted/talented services are required to complete the thirty (30) hour training within one semester.  
  
Teachers who provide instruction and services that are a part of the district's defined gifted/ talented services receive a minimum of six (6) hours annually of professional development in gifted/talented education that is related to state teacher gifted/talented education standards.

### **Professional Learning Documentation**

Evidenced-based documentation of G/T professional learning will be maintained by the Curriculum Department

### **Professional Learning Evaluation**

New Diana ISD's evaluation of G/T professional learning will be ongoing and related to state teacher gifted/talented education standards. The information gathered from the evaluation will be used in making decisions related to future G/T staff development opportunities. A written plan for professional learning in the area of gifted/talented education that is based on identified needs is implemented and updated annually.

## **VII. Family and Community Involvement**

New Diana ISD will annually provide to parents/guardians policies related to gifted/talented student identification. These policies may be made available through a variety of methods which may include but is not limited to the District

G/T webpage, the student handbook, local media, etc. as deemed appropriate by the District.

New Diana ISD will annually seek input from family and community representatives on gifted/talented identification and assessment procedures.

New Diana ISD will ensure information is shared or meetings will be held annually to request parent and community recommendations regarding students who may need gifted/talented services.

New Diana ISD will provide an orientation and periodic updates for parents of students who are identified as gifted/talented and provided gifted/talented services.

### **Gifted/Talented Advocacy/Parent Association Group**

New Diana ISD, to the extent possible, will provide parents and community members an opportunity to participate in a parent and/or advocacy group. In addition, orientation and periodic updates will be provided for parents of identified G/T students.

### **Products and Achievements of Students Shared with Community**

Throughout the school year, New Diana ISD will showcase products and achievements of gifted learners via a variety of methods which may include, but is not limited to: social media, District website, and G/T Showcase.

## **VIII. G/T Program Evaluation**

New Diana ISD will annually evaluate the effectiveness of gifted/talented services and share the information with the board of trustees and parents of identified G/T students. This information will be used to modify and update district and campus improvement plans. Parents will be included in the evaluation process.

The evaluation process may include, but is not limited to:

1. Effectiveness of G/T services based on student and teacher growth.
2. Identified gifted/talented demographics population is reflective of total district demographics.
3. Professional development completed by staff based on:
  - teacher needs relative to designing curriculum for gifted students.
  - understanding characteristics of gifted English learners, economically disadvantaged, twice-exceptional, highly gifted, migrant, homeless, and military students.
  - the nature and social-emotional needs of gifted students.

4. Successful completion of Texas Performance Standards Projects or other experiences that lead to the development of advanced level products and/or performances.
5. Short and long-term goals based on input from G/T community.

## **IX. Certification and Reporting**

New Diana ISD shall annually certify to the commissioner that New Diana ISD has established a program for gifted and talented students as required by Texas Education Code Chapter 29. Subchapter D and that the program is consistent with the state plan developed under Section 29.123. If the commissioner determines New Diana ISD district has failed to comply with Subsection (a) for a school year, the commissioner shall reduce the total amount of funding to which the district is entitled under Chapter 48 for that school year by an amount equal to the basic allotment multiplied by the product of 0.12 and an amount equal to five percent of the students in average daily attendance in the district. The commissioner may restore to New Diana ISD all or part of the funding withheld from the district's entitlement under Subsection (b) if during the school year the district complies with Subsection (a). At the same time that a school district makes the certification required under Subsection (a), the district shall report to the commissioner regarding the use of funds on the district's program for gifted and talented students as provided by State Board of Education rule.

## **X. PEIMS Reporting**

### **October:**

1. Submission of district level PEIMS indicator (5 Categories)

A district may include more than one program design in the reporting.

- a. 01 – Pull-out
  - b. 02 – Push-in
  - c. 03 – Full-time gifted only
  - d. 04 – Full-time inclusion
  - e. 05 – Special day school
2. Identified and Served Students

Reference Section 8 Student Attendance Accounting Handbook

## June:

### Program Intent Code 21

#### Instruction

- 11 Instruction
  - Curriculum Development & Staff
- 13 Development
- Total:

#### Instructional Support

- 21 Instructional Leadership
- 23 School Leadership
- 31 Guidance & Counseling, Evaluation
- 32 Social Work Services
- 33 Health Services
- 36 Co-curricular/ Extra-curricular Activities
- Total

#### Central Administration

- 41\* General Administration
- District Operations
  - 52 Security and Monitoring
  - 53 Data Processing
  - 34 Student Transportation
- Total:

#### Other

- 61 Community Service
- 91 Contracted Instructional Services Between Public schools
- 93 Payments to Fiscal Agents for Shared Service Arrangements
- 99 Inter-government charges not Defined in Other codes
- Total:

\* Object Code: 6491 is calculated in function code 41. (This is for reference only)

Expenditures to publish all statutorily required public notices in the newspaper by the school district or their representatives.

Reference Financial Accountability System Resource Guide

## XI. Glossary

| Term                                     | Definition  |
|--|---|
| <b>Acceleration</b>                      | <p>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.</p> <p>From <i>A Nation Deceived</i>—Colangelo, N., Assouline, S., &amp; Gross, M. U. M. (2004). <i>A nation deceived: How schools hold back America's brightest students</i> (Vol. 1). Iowa City: University of Iowa, Connie Belin &amp; Jacqueline N. Blank International Center for Gifted Education and Talent Development</p> |
| <b>Area of Giftedness</b>                | the specific set of abilities in which a student performs or shows potential to perform at a remarkably high level of accomplishment  |
| <b>Array of Learning Experiences</b>     | a menu of challenging activities or opportunities that fit the unique interests and abilities of advanced-level students  |
| <b>Artistically Gifted</b>               | possessing outstanding ability in the visual and/or performing arts   |
| <b>Complexity</b>                        | 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   |
| <b>Concurrent Enrollment</b>             | the practice of enrolling in a college or university to earn college or university credit while in high school  |
| <b>Continuum of Learning Experiences</b> | articulated intellectual, artistic, creative, and/or leadership activities and opportunities that build upon one another each year a student is in school   |
| <b>Creatively Gifted</b>                 | possessing outstanding imagination, thinking ability, innovative or creative reasoning ability, ability in problem solving, and/or high attainment in original or creative thinking   |
| <b>Credit by Exam (CBE)</b>              | method in which a student may receive credit for a subject/course or accelerate through a grade by taking one or more exams   |
| <b>Depth</b>                             | 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  |
| <b>Differentiation</b>                   | modification of curriculum and instruction according to content, pacing, process, and/or product to meet unique student needs in the classroom  |

|   |  |
|---|--|
| <b>Diversity</b>                          | 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  |
| <b>Dual Credit</b>                        | an opportunity for a student to earn high school credit for successful completion of a college course  |
| <b>Flexible Pacing</b>                    | 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                |
| <b>Foundation Curricular Areas</b>        | English language arts/reading, mathematics, science, and social studies  |
| <b>Furlough</b>                           | a leave of absence from program services   |
| <b>Gifted in Leadership</b>               | possessing the natural ability to influence others; possessing skills in interpersonal relationships demonstrated, for example, by outstanding ability in such activities as student government  |
| <b>Gifted in Specific Academic Fields</b> | possessing superior ability or potential in a specific course of study such as English language arts/reading, mathematics, science, or social studies  |
| <b>Gifted/Talented Services</b>           | 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 |
| <b>Independent Study</b>                  | 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   |
| <b>Intellectually Gifted</b>              | possessing superior intelligence, with potential or demonstrated accomplishments in several fields of study; ability to perform complex mental tasks   |
| <b>Mentor</b>                             | an individual who shares his or her expertise with a student of similar career or field-of-study aspirations   |
| <b>Qualitative Measures</b>               | performance indicators that cannot be recorded numerically and that include observations, anecdotal records, checklists, interviews, student products, performances, etc.  |
| <b>Quantitative Measures</b>              | performance indicators that can be expressed in terms of definite numbers or amounts such as scores on achievement tests   |



|   |  |
|---|--|
| <b>Texas Performance Standards Project (TPSP)</b> | 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 <a href="http://www.texaspsp.org/">http://www.texaspsp.org/</a> )  |
| <b>Twice-Exceptional</b>                          | <p>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:</p> <ol style="list-style-type: none"> <li>1. exhibits high performance capability in an intellectual, creative, or artistic area;</li> <li>2. possesses an unusual capacity for leadership; or</li> <li>3. excels in a specific academic field (TEC 29.121)</li> </ol> <p>and who also gives evidence of one or more disabilities as defined by federal or state eligibility criteria.</p> |

## **XII. District Contact Information**

Mr. Carl Key, Superintendent  
903-663-8000 Ext. 200

### **XIII. District Forms**

**EHBB LEGAL BOARD POLICY .....**

**EHBB LOCAL BOARD POLICY .....**

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**FURLOUGHS .....**

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**TRANSFER STUDENTS.....**

INTRADISTRICT .....

INTERDISTRICT .....

**APPEALS .....**

**G/T PROGRAM EVALUATION .....**

# EHBB LEGAL BOARD POLICY

SPECIAL PROGRAMS  
GIFTED AND TALENTED STUDENTS

EHBB  
(LEGAL)

**Learning  
Opportunities**

A district shall provide an array of learning opportunities for gifted/talented students in kindergarten through grade 12 and shall inform parents of the opportunities. Options shall include:

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

*19 TAC 89.3*

**Certification and  
Reporting**

A district shall annually certify to the commissioner of education that the district has established a program for gifted and talented students as required by Education Code Chapter 29, Subchapter D and that the program is consistent with the state plan.

If the commissioner determines that a district has failed to comply for a school year, the commissioner shall reduce the total amount of funding as described by Education Code 29.124(b). The commissioner may restore to a district all or part of the funding withheld if during the school year the district complies with the program requirements.

At the same time that a district makes the certification described above, the district shall report to the commissioner regarding the use of funds on the district's program for gifted and talented students as provided by State Board of Education rule.

Nothing in these provisions may be construed as limiting the number of students that a school district may identify as gifted and talented or serve under the district's program for gifted and talented students.

*Education Code 29.124*

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**Note:** See DMA(LEGAL) for training requirements for teachers of gifted and talented education.

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# EHBB LOCAL BOARD POLICY

**SPECIAL PROGRAMS  
GIFTED AND TALENTED STUDENTS**

**EHBB  
(LOCAL)**

|   |  |
|---|--|
| <b>Referral</b>                             | Students may be referred for the gifted and talented program at any time by teachers, counselors, parents, or other interested persons.  |
| <b>Screening and Identification Process</b> | <p>The District shall provide assessment opportunities to complete the screening and identification process for referred students at least once per school year.</p> <p>The District shall schedule a gifted and talented program awareness session for parents that provides an overview of the assessment procedures and services for the program prior to beginning the screening and identification process.</p>                       |
| <b>Parental Consent</b>                     | The District shall obtain written parental consent before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies at FL.   |
| <b>Identification Criteria</b>              | The Board-approved program for the gifted and talented shall establish criteria to identify gifted and talented students. The criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities.   |
| <b>Assessments</b>                          | Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but are not limited to, the following: achievement tests, intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, student/parent conferences, and available student work products. |
| <b>Selection</b>                            | A selection committee shall evaluate each referred student according to the established criteria and shall identify those students for whom placement in the gifted and talented program is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students, as required by law.                                  |
| <b>Notification</b>                         | The District shall provide written notification to parents of students who qualify for services through the District's gifted and talented program. Participation in any program or services provided for gifted students shall be voluntary, and the District shall obtain written permission from the parents before placing a student in a gifted and talented program.   |

SPECIAL PROGRAMS  
GIFTED AND TALENTED STUDENTS

EHBB  
(LOCAL)

|                           |  |
|---------------------------|--|
| <b>Reassessment</b>       | If the District reassesses students in the gifted and talented program, the reassessment shall be based on a student's performance in response to services and shall occur no more than once in elementary grades, once in middle school grades, and once in high school grades.   |
| <b>Transfer Students</b>  | <p>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.</p> <p>[See FDD(LEGAL) for information regarding transfer students and the Interstate Compact on Educational Opportunities for Military Children]</p>   |
| <b>Furloughs</b>          | <p>The District may place on a furlough any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted and talented program. A furlough may be initiated by the District, the parent, or the student.</p> <p>In accordance with the Board-approved program, a furlough shall be granted for specified reasons and for a specified period of time. At the end of a furlough, the student may reenter the gifted and talented program, be placed on another furlough, or be exited from the program.</p> |
| <b>Exit Provisions</b>    | The District shall monitor student performance in response to gifted and talented program services. If at any time the selection committee or a parent determines it is in the best interest of the student to exit the program, the committee shall meet with the parent and student before finalizing an exit decision.  |
| <b>Appeals</b>            | A parent, student, or educator may appeal any final decision of the selection committee regarding selection for or exit from the gifted and talented program. Appeals shall be made first to the selection committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.   |
| <b>Program Evaluation</b> | The District shall annually evaluate the effectiveness of the District's gifted and talented program, and the results of the evaluation shall be used to modify and update the District and campus improvement plans. The District shall include parents in the evaluation process and shall share the information with Board members, administrators, teachers, counselors, students in the gifted and talented program, and the community.   |

SPECIAL PROGRAMS  
GIFTED AND TALENTED STUDENTS

EHBB  
(LOCAL)

The District's gifted and talented program shall address effective use of funds for programs and services consistent with the standards in the state plan for gifted and talented students.

The District shall annually report to the Texas Education Agency (TEA) regarding funding used to implement the District's gifted and talented program. The District shall annually certify to TEA:

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

**Community  
Awareness**

The District shall ensure that information about the District's gifted and talented program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program.



# PERMISSION FOR ASSESSMENT

# Gifted/Talented Referral Form

## New Diana Independent School District

I, \_\_\_\_\_, as parent/guardian/community member  
(Please Print) (Please Circle)  
would like to refer \_\_\_\_\_ for the  
(Print student's name)  
Gifted/Talented screening and assessment process. I believe this child has an  
extraordinarily high level of intellectual or academic ability and that his/her  
educational needs can best be met by Gifted/Talented Services. I understand that  
this referral does not guarantee that the student will be placed in the program.

Please indicate in a short paragraph reasons why you believe this student  
warrants nomination. Include unusual behaviors, characteristics, and attitudes  
you have witnessed.

Grade of student: \_\_\_\_\_

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Signature \_\_\_\_\_ Date \_\_\_\_\_

# **Bright Child vs. Gifted Learner**

| <b>Bright Child</b>                        | <b>Gifted Learner</b>                      |
|--|--|
| <b>Knows the answers</b>                   | <b>Asks the questions</b>                  |
| <b>Is interested</b>                       | <b>Is highly curious</b>                   |
| <b>Is attentive</b>                        | <b>Is mentally and physically involved</b> |
| <b>Has good ideas</b>                      | <b>Has wild, silly ideas</b>               |
| <b>Works hard</b>                          | <b>Plays around, yet tests well</b>        |
| <b>Answers the questions</b>               | <b>Discusses in detail, elaborates</b>     |
| <b>Top group</b>                           | <b>Beyond the group</b>                    |
| <b>Listens with interest</b>               | <b>Shows strong feelings and opinions</b>  |
| <b>Learns with ease</b>                    | <b>Already knows</b>                       |
| <b>6-8 repetitions</b>                     | <b>1-2 repetitions for mastery</b>         |
| <b>Understands ideas</b>                   | <b>Constructs abstractions</b>             |
| <b>Enjoys peers</b>                        | <b>Prefers adults</b>                      |
| <b>Grasps the meaning</b>                  | <b>Draws inferences</b>                    |
| <b>Completes assignments</b>               | <b>Initiates projects</b>                  |
| <b>Is receptive</b>                        | <b>Is intense</b>                          |
| <b>Copies accurately</b>                   | <b>Creates a new design</b>                |
| <b>Enjoys school</b>                       | <b>Enjoys learning</b>                     |
| <b>Absorbs information</b>                 | <b>Manipulates information</b>             |
| <b>Technician</b>                          | <b>Inventor</b>                            |
| <b>Good memorizer</b>                      | <b>Good guesser</b>                        |
| <b>Enjoys straightforward presentation</b> | <b>Thrives on complexity</b>               |
| <b>Is alert</b>                            | <b>Is keenly observant</b>                 |
| <b>Is pleased with own learning</b>        | <b>Is highly self-critical</b>             |

# New Diana Independent School District

## Permission to Test

Child's Name: \_\_\_\_\_

\_\_\_\_\_ Yes, I give my permission for you to assess my child for  
Gifted/Talented Services.

\_\_\_\_\_ No, I do not wish to have my child tested at this time.

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

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

# ASSESSMENT INSTRUMENTS AND MEASURES



# Kaufman Brief Intelligence Test, Second Edition

Alan S. Kaufman, PhD, & Nadeen L. Kaufman, EdD

Name: \_\_\_\_\_

Sex: \_\_\_\_\_ ID: \_\_\_\_\_ Grade (if applicable): \_\_\_\_\_

Highest Grade Completed (if not in school): \_\_\_\_\_

School (if applicable): \_\_\_\_\_

Current or Previous Occupation (if applicable): \_\_\_\_\_

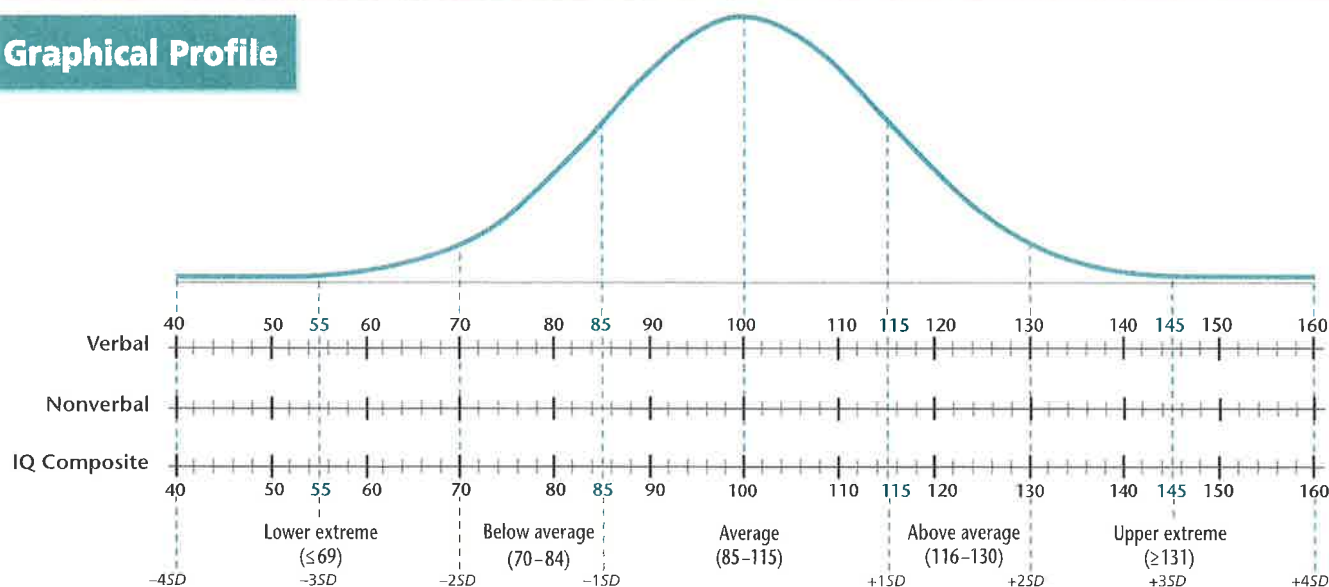
Examiner: \_\_\_\_\_

Language Spoken at Home: \_\_\_\_\_

| YEAR              | MONTH | DATE |
|-------------------|-------|------|
| Test Date: _____  |       |      |
| Birth Date: _____ |       |      |
| Age: _____        |       |      |

| Raw Score                               | Standard Score<br>(Table B.1/B.2) | 90% Confidence Interval<br>(Table B.1/B.2) | Percentile Rank<br>(Table B.1/B.2) | Descriptive Category<br>(Table B.4) | Age Equivalent<br>(optional)<br>(Table B.5) |
|---|-----------------------------------|--|------------------------------------|-------------------------------------|---|
| Verbal Knowledge + Riddles = Verbal Sum | <input type="text"/>              | _____ - _____                              | _____                              | _____                               | _____                                       |
| Matrices = Nonverbal                    | <input type="text"/>              | _____ - _____                              | _____                              | _____                               | _____                                       |
| Sum of Standard Scores                  | <input type="text"/>              | _____ - _____                              | _____                              | _____                               | _____                                       |
| IQ Composite                            | <input type="text"/>              | _____ - _____                              | _____                              | _____                               | _____                                       |

## Graphical Profile



## Score Comparison

| STANDARD SCORE       |                      | Difference | Significance of Difference<br>(Table B.6) |      |      | Frequency of Occurrence of Difference<br>(Table B.7) |      |              |     |     |     |
|----------------------|----------------------|------------|---|------|------|--|------|--------------|-----|-----|-----|
| Verbal               | Nonverbal            |            | NS  | <.05 | <.01 | ≥16%   | <16% | <10%         | <5% | <2% | <1% |
| <input type="text"/> | <input type="text"/> | _____      | (circle one)                              |      |      |  |      | (circle one) |     |     |     |

PEARSON

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Product Number 32302



# Scales for Identifying Gifted Students

Student's Name \_\_\_\_\_

Date of Birth \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
YEAR MONTH DAY

Age in Years \_\_\_\_\_

Grade ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6  
☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

Examiner's Name \_\_\_\_\_

School Name \_\_\_\_\_

## Areas Rated

- |   |   |
|---|---|
| <input type="checkbox"/> General Intellectual Ability | <input type="checkbox"/> Social Studies |
| <input type="checkbox"/> Language Arts                | <input type="checkbox"/> Creativity     |
| <input type="checkbox"/> Mathematics                  | <input type="checkbox"/> Leadership     |
| <input type="checkbox"/> Science                      |   |

## School Rating Scales

Rater's Name \_\_\_\_\_

Relationship to Student \_\_\_\_\_

Date of Rating \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
YEAR MONTH DAY

## Home Rating Scales

Rater's Name \_\_\_\_\_

Relationship to Student \_\_\_\_\_

Date of Rating \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
YEAR MONTH DAY

## Summary of Scores

|                              | School               |                      |                      |                      |                      | Home                 |                      |                      |                      |                      |
|------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
|                              | General Norms        |                      |                      | Gifted Norms         |                      | General Norms        |                      |                      | Gifted Norms         |                      |
|                              | Raw Score            | Standard Score       | Percentile Rank      | Standard Score       | Percentile Rank      | Raw Score            | Standard Score       | Percentile Rank      | Standard Score       | Percentile Rank      |
| General Intellectual Ability | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Language Arts                | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Mathematics                  | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Science                      | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Social Studies               | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Creativity                   | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Leadership                   | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

## Quantitative and Qualitative Information About the Student from Multiple Sources

| Measure                      | Standard Score       |                      | Minimum Score        |                      | SEM/CI               |                      | Meets Minimum with SEM   |                          |                          |                          |
|------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|                              |                      |                      |                      |                      |                      |                      | Yes                      |                          | No                       |                          |
| SIGS                         | SRS                  | HRS                  | SRS                  | HRS                  | SRS                  | HRS                  | SRS                      | HRS                      | SRS                      | HRS                      |
| General Intellectual Ability | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Language Arts                | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mathematics                  | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Science                      | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Social Studies               | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Creativity                   | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Leadership                   | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="text"/>         | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="text"/>         | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="text"/>         | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="text"/>         | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Qualitative information about the student provided on SIGS:**

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**Qualitative information about the student provided on other measures:**

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### Committee Members

|                           |                            |
|---------------------------|----------------------------|
| Name <input type="text"/> | Title <input type="text"/> |
| Name <input type="text"/> | Title <input type="text"/> |
| Name <input type="text"/> | Title <input type="text"/> |





## Scales for Identifying Gifted Students

Student's Name \_\_\_\_\_

Date of Rating \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
YEAR MONTH DAYDate of Birth \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
YEAR MONTH DAY

Age in Years \_\_\_\_\_

Grade ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6  
☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

Rater's Name \_\_\_\_\_

Relationship to Student \_\_\_\_\_

Examiner's Name \_\_\_\_\_

School Name \_\_\_\_\_

## Areas Rated

- ☐ General Intellectual Ability
- ☐ Language Arts
- ☐ Mathematics
- ☐ Science
- ☐ Social Studies
- ☐ Creativity
- ☐ Leadership

## Summary of Scores

|                              | Raw<br>Score         | Standard<br>Score    | Percentile<br>Rank   |
|------------------------------|----------------------|----------------------|----------------------|
| General Intellectual Ability | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Language Arts                | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Mathematics                  | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Science                      | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Social Studies               | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Creativity                   | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Leadership                   | <input type="text"/> | <input type="text"/> | <input type="text"/> |

Norms Used: ☐ General ☐ Gifted

## Directions

Read each statement and decide how often the student you are rating exhibits each behavior. As you respond, ask yourself, "To what degree does the student exhibit the behavior listed when compared with his or her age peers?" Please respond to **all** statements, circling one number for each.

- 0 = Never exhibits the behavior in comparison to his or her age peers
- 1 = Rarely exhibits the behavior in comparison to his or her age peers
- 2 = Exhibits the behavior about the same as his or her age peers
- 3 = Exhibits the behavior somewhat more in comparison to his or her age peers
- 4 = Exhibits the behavior much more in comparison to his or her age peers

If the student is rated with six or more 4s, please provide examples that demonstrate his or her strength in that area in the space provided below the scale.



# Scales for Identifying Gifted Students

Child's Name \_\_\_\_\_

Date of Rating \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
YEAR MONTH DAYDate of Birth \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
YEAR MONTH DAY

Age in Years \_\_\_\_\_

Grade ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6  
☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

Rater's Name \_\_\_\_\_

Relationship to Child \_\_\_\_\_

Examiner's Name \_\_\_\_\_

School Name \_\_\_\_\_

## Areas Rated

- ☐ General Intellectual Ability
- ☐ Language Arts
- ☐ Mathematics
- ☐ Science
- ☐ Social Studies
- ☐ Creativity
- ☐ Leadership

## Summary of Scores

|                              | Raw<br>Score         | Standard<br>Score    | Percentile<br>Rank   |
|------------------------------|----------------------|----------------------|----------------------|
| General Intellectual Ability | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Language Arts                | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Mathematics                  | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Science                      | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Social Studies               | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Creativity                   | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Leadership                   | <input type="text"/> | <input type="text"/> | <input type="text"/> |

Norms Used: ☐ General ☐ Gifted

## Directions

Read each statement and decide how often your child exhibits each behavior. As you respond, ask yourself, "To what degree does my child exhibit the behavior listed when compared with his or her age peers?" Please respond to **all** statements, circling one number for each.

- 0 = Never exhibits the behavior in comparison to his or her age peers
- 1 = Rarely exhibits the behavior in comparison to his or her age peers
- 2 = Exhibits the behavior about the same as his or her age peers
- 3 = Exhibits the behavior somewhat more in comparison to his or her age peers
- 4 = Exhibits the behavior much more in comparison to his or her age peers

If your child is rated with six or more 4s, please provide examples that demonstrate his or her strength in that area in the space provided below the scale.

## NNAT3 Exam Sample Questions

# Sample questions for the Naglieri Nonverbal Ability Test® (NNAT3®) Grades K-12

The NNAT3 tests consist of 4 testing areas:

**Pattern completion**

**Analogy**

**Serial Reasoning**

**Spatial Visualization**

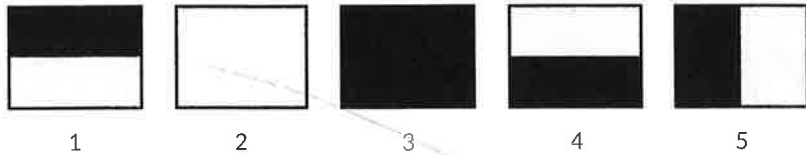
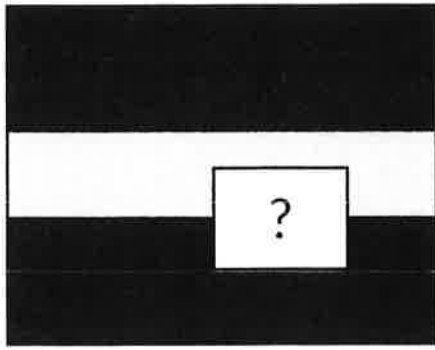
The grade and level of the test will depend on which question types will be on your child's test. Please see our table under FAQ that will show the number of question types per grade level.

For a more in-depth description of the NNAT3 exam, utilize our **Frequently Asked Questions** (/nnat/faq) page to answer any questions you may still have.

## Pattern Completion

Each question in this section has a large rectangle with a picture or design. There is a small section of that picture hidden behind the rectangle with a question mark. The student should select the answer that best completes the picture.

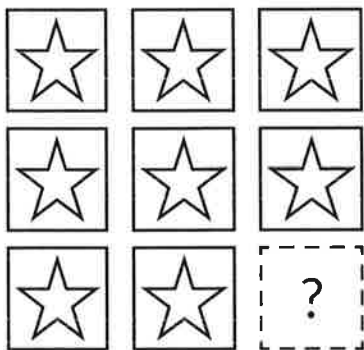
Sample question:



## Reasoning by Analogy

In these questions the design of objects changes as the pictures go across the row. The student will need to determine how each of the objects is modified as they go from the first picture to the second picture in each row and, again, modified from the second picture to the third picture in, perhaps, a different way.

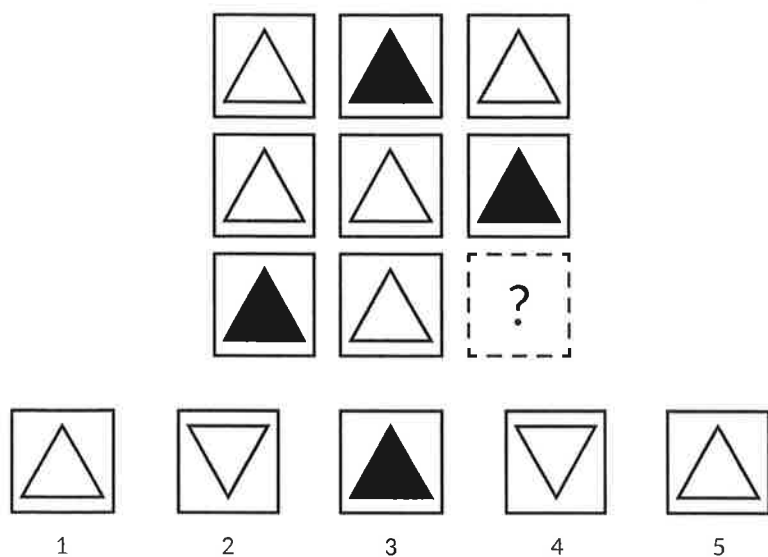
Sample question:



## Serial Reasoning

In these questions the design of objects changes as the pictures go across the row and down the columns. The student will need to determine sequences and patterns within the matrix and select the figure from the five available answers that will best complete the matrix.

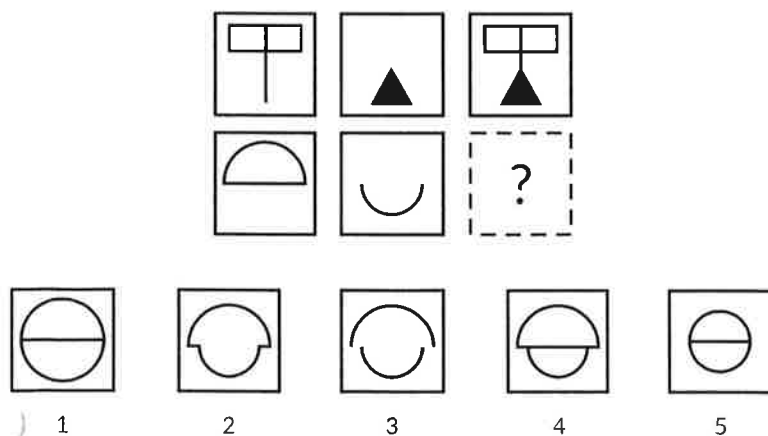
Sample question:



## Spatial Visualization

Each question in this section has three pictures or designs on each row. The third picture in each row is created from combining the first two pictures. The student should select the picture from the five available answers that would be created when the first two pictures on that row are combined.

Sample question:



To begin preparing your child for success, click on the relevant grade level to view our selection of grade specific practice tests and materials.

Select Grade Level ▾

## Mercer Publishing

PO Box 1075

Mercer Island, WA 98040

[info@mercerpublishing.com](mailto:info@mercerpublishing.com) (<mailto:info@mercerpublishing.com>)

(206) 452-0030 (tel:2064520030)

## We are social



facebook

(<https://www.facebook.com/Mercer-Publishing-1670893473154435/>)



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(<https://pinterest.com/mercerpublishingcompany/>)



youtube

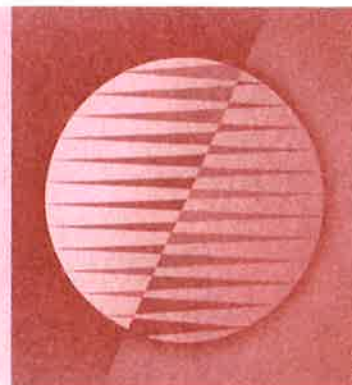
(<https://www.youtube.com/channel/UCqAzphyy817JOeaDfaC67g>)

# SAGES-3: K-3

## Examiner Record Form

Ages 5-0 to 9-11

Susan K. Johnsen Anne L. Corn



### Section 1. Identifying Information

Name \_\_\_\_\_ Female ☐ Male ☐ Grade \_\_\_\_\_

School \_\_\_\_\_

Date Tested \_\_\_\_\_ Year \_\_\_\_\_ Month \_\_\_\_\_ Day \_\_\_\_\_

Date of Birth \_\_\_\_\_ Examiner's Name \_\_\_\_\_

Age\* \_\_\_\_\_ Examiner's Title \_\_\_\_\_

\*When accessing the normative tables, use years and months. Do not round up.

### Section 2. Subtest Performance

| Subtest                           | Raw Score | Index                | %ile Rank | _____ %<br>Confidence Interval |
|-----------------------------------|-----------|----------------------|-----------|--------------------------------|
| Nonverbal Reasoning (NV)          | _____     | <input type="text"/> | _____     | _____ to _____                 |
| Language Arts/Social Studies (LS) | _____     | <input type="text"/> | _____     | _____ to _____                 |
| Verbal Reasoning (VR)             | _____     | <input type="text"/> | _____     | _____ to _____                 |
| Mathematics/Science (MS)          | _____     | <input type="text"/> | _____     | _____ to _____                 |

### Section 3. Composite Performance

| Composite         | Subtest Index |       |       |       | Sum of Subtest<br>Indexes | %ile<br>Rank | _____ %<br>Confidence<br>Interval | Index                | Probability of<br>Giftedness |
|-------------------|---------------|-------|-------|-------|---------------------------|--------------|-----------------------------------|----------------------|------------------------------|
|                   | NV            | LS    | VR    | MS    |                           |              |                                   |                      |                              |
| Reasoning Ability | _____         | _____ | _____ | _____ | <input type="text"/>      | _____        | _____ to _____                    | <input type="text"/> | _____                        |
| Academic Ability  | _____         | _____ | _____ | _____ | <input type="text"/>      | _____        | _____ to _____                    | <input type="text"/> | _____                        |
| General Ability   | _____         | _____ | _____ | _____ | <input type="text"/>      | _____        | _____ to _____                    | <input type="text"/> | _____                        |

### Section 4. Probability of Giftedness

| Probability of<br>Giftedness | Very Unlikely | Unlikely | Possibly | Likely  | Very Likely |
|------------------------------|---------------|----------|----------|---------|-------------|
| Index Score                  | <90           | 90-109   | 110-119  | 120-129 | >129        |



# SAGES-3: K-3

by Susan K. Johnsen and Anne L. Corn

## Student Response Booklet

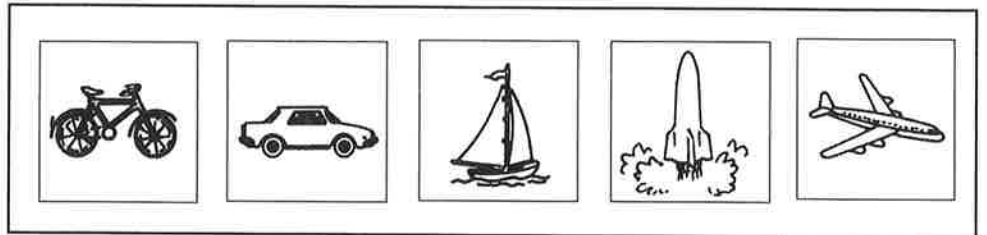
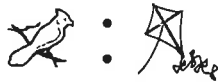
### Subtest 1: Nonverbal Reasoning

Name \_\_\_\_\_ Date \_\_\_\_\_

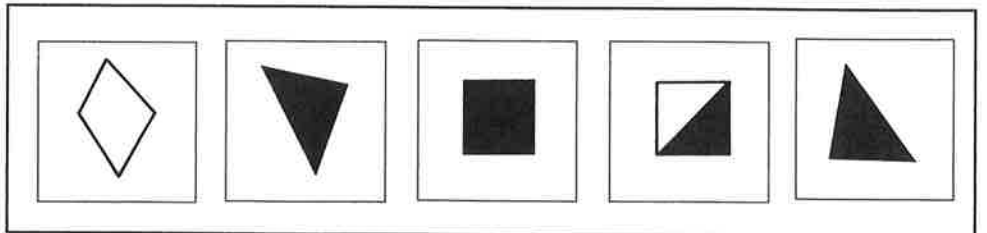
Grade \_\_\_\_\_ School \_\_\_\_\_

#### EXAMPLES

A.



B.





# SAGES-3: K-3

by Susan K. Johnsen and Anne L. Corn

## Student Response Booklet

### Subtest 2: Language Arts/Social Studies

Name \_\_\_\_\_ Date \_\_\_\_\_

Grade \_\_\_\_\_ School \_\_\_\_\_

#### **EXAMPLES**

- A. Which letter is a lowercase H?



|   |   |   |   |   |
|---|---|---|---|---|
| t | l | h | H | i |
|---|---|---|---|---|

- B. Which picture shows a house for a bird?



|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|



# SAGES-3: K-3

by Susan K. Johnsen and Anne L. Corn

## Student Response Booklet

### Subtest 3: Verbal Reasoning

Name \_\_\_\_\_ Date \_\_\_\_\_

Grade \_\_\_\_\_ School \_\_\_\_\_

#### EXAMPLES

A.



eye : see

ear :

hear

nose

face

smell

see

B.



up : down

stop :

on

help

go

work

look



# SAGES-3: K-3

by Susan K. Johnsen and Anne L. Corn

## Student Response Booklet

### Subtest 4: Mathematics/Science

Name \_\_\_\_\_ Date \_\_\_\_\_

Grade \_\_\_\_\_ School \_\_\_\_\_

#### EXAMPLES

A. Which is the number 2?



|   |   |   |   |   |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

B. Which one can fly to the moon?



|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|

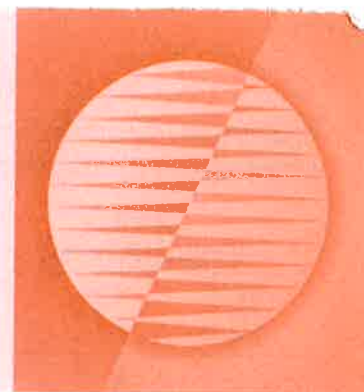


# SAGES-3: 4–8

## Examiner Record Form

Ages 9-0 to 14-11

Susan K. Johnsen Anne L. Corn



### Section 1. Identifying Information

Name \_\_\_\_\_ Female ☐ Male ☐ Grade \_\_\_\_\_

School \_\_\_\_\_

Date Tested \_\_\_\_\_  
 Year \_\_\_\_\_ Month \_\_\_\_\_ Day \_\_\_\_\_

Date of Birth \_\_\_\_\_ Examiner's Name \_\_\_\_\_

Age\* \_\_\_\_\_ Examiner's Title \_\_\_\_\_

\*When accessing the normative tables, use years and months. Do not round up.

### Section 2. Subtest Performance

| Subtest                           | Raw Score | Index                | %ile Rank | _____%<br>Confidence Interval |
|-----------------------------------|-----------|----------------------|-----------|-------------------------------|
| Nonverbal Reasoning (NV)          | _____     | <input type="text"/> | _____     | _____ to _____                |
| Language Arts/Social Studies (LS) | _____     | <input type="text"/> | _____     | _____ to _____                |
| Verbal Reasoning (VR)             | _____     | <input type="text"/> | _____     | _____ to _____                |
| Mathematics/Science (MS)          | _____     | <input type="text"/> | _____     | _____ to _____                |

### Section 3. Composite Performance

| Composite         | Subtest Index |       |       |       | Sum of Subtest Indexes | %ile Rank | _____ %             | Index                | Probability of Giftedness |
|-------------------|---------------|-------|-------|-------|------------------------|-----------|---------------------|----------------------|---------------------------|
|                   | NV            | LS    | VR    | MS    |                        |           | Confidence Interval |                      |                           |
| Reasoning Ability | _____         |       | _____ |       | <input type="text"/>   | _____     | _____ to _____      | <input type="text"/> | _____                     |
| Academic Ability  |               | _____ |       | _____ | <input type="text"/>   | _____     | _____ to _____      | <input type="text"/> | _____                     |
| General Ability   | _____         | _____ | _____ | _____ | <input type="text"/>   | _____     | _____ to _____      | <input type="text"/> | _____                     |

### Section 4. Probability of Giftedness

| Probability of Giftedness | Very Unlikely | Unlikely | Possibly | Likely  | Very Likely |
|---------------------------|---------------|----------|----------|---------|-------------|
| Index Score               | <90           | 90–109   | 110–119  | 120–129 | >129        |

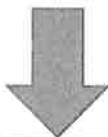


# ASSESSMENT PROFILE

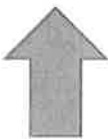
Student \_\_\_\_\_

**New Diana ISD**

Gifted/Talented Student Ident. Profile



| <b>Quantitative Data</b>    |                                | <b>Below<br/>Average</b> | <b>Average</b> | <b>Strong<br/>Average</b> | <b>Excellent</b> | <b>Superior</b> |
|-----------------------------|--------------------------------|--------------------------|----------------|---------------------------|------------------|-----------------|
|                             | <b>KBIT2</b>                   | <b>&lt;90</b>            | <b>90-109</b>  | <b>110-119</b>            | <b>120-129</b>   | <b>130+</b>     |
|                             | <b>NNAT3</b>                   | <b>&lt;89</b>            | <b>89-111</b>  | <b>112-120</b>            | <b>121-130</b>   | <b>131+</b>     |
|                             | <b>SAGES3 *See attached</b>    |                          |                |                           |                  |                 |
|                             | <b>Reasoning</b>               |                          |                |                           |                  |                 |
|                             | <b>Lang. Arts/SS</b>           |                          |                |                           |                  |                 |
|                             | <b>Math/Science</b>            |                          |                |                           |                  |                 |
|                             | <b>Academic Ability</b>        |                          |                |                           |                  |                 |
|                             | <b>Overall General Ability</b> |                          |                |                           |                  |                 |
|                             | <b>STAAR *See attached</b>     |                          |                |                           |                  |                 |
| <b>Qualitative<br/>Data</b> | <b>SIGS *See Attached</b>      |                          |                |                           |                  |                 |
|                             | <b>Kingore Obs. Inventory</b>  | <b>1</b>                 | <b>2</b>       | <b>3</b>                  | <b>4</b>         | <b>5</b>        |
|                             |                                |                          |                |                           |                  |                 |
|                             |                                |                          |                |                           |                  |                 |
|                             |                                |                          |                |                           |                  |                 |
|                             |                                |                          |                |                           |                  |                 |
|                             |                                |                          |                |                           |                  |                 |
|                             |                                |                          |                |                           |                  |                 |



Comments \_\_\_\_\_

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# SERVICE DETERMINATION

# New Diana Independent School District

## Gifted and Talented Program

### Selection Committee Recommendation

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Date of meeting to review data: \_\_\_\_\_

Determination of Educational Need for GT Services: \_\_\_\_\_ Yes \_\_\_\_\_ No

Comments:

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Selection Committee Signatures:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



**Date Entered:**\_\_\_\_\_

**Entered by:**\_\_\_\_\_

**Gifted & Talented Code Sheet**

**Student Name:**\_\_\_\_\_ **ID#**\_\_\_\_\_ **Grade:**\_\_\_\_\_

**Campus:**\_\_\_\_\_

**G & T Indicator:**

**Service Type Code:**\_\_\_\_\_ (enter 1 for Participates)

**Entry Code:**\_\_\_\_\_ (E-entered)    **Exit Code:**\_\_\_\_\_ (X-exited program)

**Entry Date:**\_\_\_\_\_    **Exit Date:**\_\_\_\_\_

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

## PARENT NOTIFICATION



## NEW DIANA INDEPENDENT SCHOOL DISTRICT

**Carl Key**  
Superintendent

**D. Scott Farler, EdD.**  
Curriculum/Instruction

**Melissa Ryan**  
Federal/State  
Programs

**Greg Pope**  
Operations

**Sharon Wager**  
Technology/PEIMS

**Mark Ferrer**  
Human Resources

**Teresa Beckham**  
Business Manager

**Bruce Jeffery**  
Maintenance

**Toni Druschke**  
Food Service

1373 US Hwy 259 S  
Diana, TX 75640

(903)663-8000  
Fax (903)241-7393

[www.ndisd.org](http://www.ndisd.org)

### Gifted/Talented Services Determination of Educational Need

To the parents of: \_\_\_\_\_ Date: \_\_\_\_\_

This letter is to inform you that your child, \_\_\_\_\_ has been identified to receive services through our program for gifted and talented students.

If you would like for your child to participate in the Gifted/Talented Program for the **2020-2021** school year, please sign and return the attached form.

During the year, you will be invited to orientation and/or information meetings, where we will discuss the nature and needs of gifted children and how our district provides GT services. Throughout your child's attendance in the New Diana ISD, we will seek to keep you informed and involved in activities that serve your child's unique needs.

Thank You for allowing us to serve your child.

If you have any questions, please contact me at 903-663-8000, ext. 206.

Sincerely,

D. Scott Farler, EdD.  
Director of Curriculum and Instruction  
903-663-8000, Ext. 206

# PLACEMENT PERMISSION TO SERVE



## NEW DIANA INDEPENDENT SCHOOL DISTRICT

**Carl Key**  
Superintendent

**D. Scott Farler, EdD.**  
Curriculum/Instruction

**Melissa Ryan**  
Federal/State  
Programs

**Greg Pope**  
Operations

**Sharon Wager**  
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Maintenance

**Toni Druschke**  
Food Service

1373 US Hwy 259 S  
Diana, TX 75640

(903)663-8000  
Fax (903)241-7393

[www.ndisd.org](http://www.ndisd.org)

### Gifted/Talented Services Participation Agreement

Your child has met the educational qualifications for placement in the Gifted/Talented program. Before we can officially begin program services for the 2020-2021 school year for your child, we must have your written approval. Please complete this form and return it to school as soon as possible.

Please check the appropriate space:

\_\_\_\_\_ Yes, I do wish for my child to participate and I understand and agree that it is the responsibility of my child to participate actively in class with a positive and cooperative attitude. I understand and agree that the activities will include both in-class and independent study opportunities.

\_\_\_\_\_ No, I do not want my child to receive Gifted/Talented Services.

Students Name: \_\_\_\_\_

Parents Name: \_\_\_\_\_

Parents Signature: \_\_\_\_\_

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

D. Scott Farler EdD.  
Director of Curriculum and Instruction  
903-663-8000, Ext. 206

# NON-PLACEMENT



## NEW DIANA INDEPENDENT SCHOOL DISTRICT

### Gifted/Talented Services Determination of Educational Need

**Carl Key**  
Superintendent

**D. Scott Farler, EdD.**  
Curriculum/Instruction

**Melissa Ryan**  
Federal/State  
Programs

**Greg Pope**  
Operations

**Sharon Wager**  
Technology/PEIMS

**Mark Ferrer**  
Human Resources

**Teresa Beckham**  
Business Manager

**Bruce Jeffery**  
Maintenance

**Toni Druschke**  
Food Service

1373 US Hwy 259 S  
Diana, TX 75640

(903)663-8000  
Fax (903)241-7393

[www.ndisd.org](http://www.ndisd.org)

To the parents of: \_\_\_\_\_ Date: \_\_\_\_\_

Thank You for allowing us to assess \_\_\_\_\_ for our educational program for gifted and talented students. We recognize that your child has many abilities; however, at this time the Selection Committee has determined that your child does not qualify for the gifted program. He/she will continue to be observed as a possible candidate in the future and will receive enrichment activities in the classroom in order to enhance high-level thinking skills.

If you have any questions, please contact me at 903-663-8000, Ext. 206.

Sincerely,

D. Scott Farler EdD.  
Director of Curriculum and Instruction  
903-663-8000, Ext. 206

## FURLOUGHS



**New Diana Independent School District  
Gifted and Talented Services  
Furlough from G/T Services Form**

Requested by: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Student's Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Length of Furlough Requested \_\_\_\_\_

Reason for request:

\_\_\_\_\_

\_\_\_\_\_

Gifted/Talented Committee Decision:

\_\_\_\_\_ Furlough Granted

\_\_\_\_\_ Furlough Denied

Date of committee meeting: \_\_\_\_\_ Return Date: \_\_\_\_\_

Length of Furlough: \_\_\_\_\_

Comments:

\_\_\_\_\_

\_\_\_\_\_

Signatures:

\_\_\_\_\_ Student

\_\_\_\_\_ Parent

Gifted/Talented Committee Members:

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |

# EXIT PROCEDURES

**New Diana Independent School District  
Gifted and Talented Services  
Exit From G/T Services Form**

Requested by: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Student's Grade: \_\_\_\_\_ Date of Request: \_\_\_\_\_

Reason for Request:

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

Gifted/Talented Committee Decision:

\_\_\_\_\_Exit Granted

\_\_\_\_\_Exit Denied

Date of committee meeting: \_\_\_\_\_

Comments:

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

Signatures:

\_\_\_\_\_Student

\_\_\_\_\_Parent

Gifted/Talented Committee Members:

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |
|  |  |

# TRANSFER STUDENTS

## APPEALS

# New Dian ISD

## Gifted and Talented Appeal Form

Please fill out this form completely and submit it by hand delivery, electronic communication or U.S. Mail to the administration office within 30 days of GT committee decision being appealed. All appeals will be reviewed by the GT selection committee and the result of the review will be communicated to the person listed below within 30 days of receipt of the appeal form.

If the appeal is not resolved the person filing the appeal may file a complaint with the district using the level two complaint form in accordance with local board policy FHG (LEGAL) and (LOCAL). The level two complaint form may be obtained from the district administrative office. A copy is also provided within the GT plan listed on the district website.

*(Please print)*

Name: \_\_\_\_\_

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

Telephone number: \_\_\_\_\_

Name of student: \_\_\_\_\_

Address (if different from above): \_\_\_\_\_

Telephone (if different from above): \_\_\_\_\_

Please describe the decision you wish to appeal. (Give specific, factual details)

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What was the date of the decision or circumstances causing your appeal? \_\_\_\_\_

Please describe the outcome or remedy you seek for this appeal \_\_\_\_\_

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Signature of person filing appeal: \_\_\_\_\_

Date of filing: \_\_\_\_\_

*Please note: Attach to this form any documents you believe will support your appeal. Please keep a copy of the completed form and any supporting documents for your records.*

## Level Two Appeal Notice

To appeal a Level One decision, or the lack of a timely response after a Level One conference, please fill out this form completely and submit it by hand delivery, electronic communication, or U.S. Mail to the Superintendent or designee within the time established in FNG(LOCAL). Appeals will be heard in accordance with FNG(LEGAL) and (LOCAL) or any exceptions outlined therein.

A person filing a complaint regarding refusal of entry to or ejection from property under the District's control based on Education Code 37.105 will be permitted to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before reaching the Board. [See GKA]

*(Please print.)*

Name: \_\_\_\_\_

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

Telephone number: \_\_\_\_\_

Email address: \_\_\_\_\_

Campus: \_\_\_\_\_

If you will be represented in presenting your appeal, please identify the person representing you.

Name: \_\_\_\_\_

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

Telephone number: \_\_\_\_\_

Email address: \_\_\_\_\_

Who held the Level One conference? \_\_\_\_\_

Date of conference: \_\_\_\_\_

Date you received a response to the Level One conference: \_\_\_\_\_

Please explain specifically how you disagree with the outcome at Level One.

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

1. Attach a copy of your original Level One complaint and any documentation submitted at Level One.
2. Attach a copy of the Level One response being appealed, if applicable.



STUDENT RIGHTS AND RESPONSIBILITIES  
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG  
(EXHIBIT)

Student's or parent's signature: \_\_\_\_\_

Signature of student's or parent's representative: \_\_\_\_\_

Date of filing: \_\_\_\_\_

*Complainant, please note:*

*If you are initiating a formal complaint with the District, please use the Exhibit A—Level One form. The appropriate level administrator or level hearing will be designated to respond to the complaint in accordance with this policy.*

*A complaint or appeal form that is incomplete in any material way may be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing a complaint or appeal.*

*Please keep a copy of the completed form and any supporting documentation for your records.*

STUDENT RIGHTS AND RESPONSIBILITIES  
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG  
(LOCAL)

**Complaints**

In this policy, the terms "complaint" and "grievance" shall have the same meaning.

**Other Complaint  
Processes**

Student or parent complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with FNG after the relevant complaint process:

1. Complaints alleging discrimination or harassment based on race, color, gender, national origin, disability, or religion shall be submitted in accordance with FFH.
2. Complaints concerning dating violence shall be submitted in accordance with FFH.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with FFH.
4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI.
5. Complaints concerning failure to award credit or a final grade on the basis of attendance shall be submitted in accordance with FEC.
6. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.
7. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.
8. Complaints concerning identification, evaluation, or educational placement of a student with a disability within the scope of Section 504 shall be submitted in accordance with FB and the procedural safeguards handbook.
9. Complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability within the scope of the Individuals with Disabilities Education Act shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.
10. Complaints concerning instructional resources shall be submitted in accordance with EF.
11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with CKE.

STUDENT RIGHTS AND RESPONSIBILITIES  
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG  
(LOCAL)

12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.
13. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

**Notice to Students and Parents**

The District shall inform students and parents of this policy through appropriate District publications.

**Guiding Principles**

Informal Process

The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other campus administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Formal Process

A student or parent may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.

**Freedom from Retaliation**

Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.

**General Provisions**

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic

STUDENT RIGHTS AND RESPONSIBILITIES  
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG  
(LOCAL)

|                          |  |
|--------------------------|--|
|                          | <p>communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.</p>   |
| Scheduling Conferences   | <p>The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If a student or parent fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the student's or parent's absence.</p>   |
| Response                 | <p>At Levels One and Two, "response" shall mean a written communication to the student or parent from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the student's or parent's email address of record, or sent by U.S. Mail to the student's or parent's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.</p>  |
| Days                     | <p>"Days" shall mean District business days. In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."</p>   |
| Representative           | <p>"Representative" shall mean any person who or organization that is designated by the student or parent to represent the student or parent in the complaint process. A student may be represented by an adult at any level of the complaint.</p> <p>The student or parent may designate a representative through written notice to the District at any level of this process. If the student or parent designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.</p> |
| Consolidating Complaints | <p>Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.</p>  |
| Untimely Filings         | <p>All time limits shall be strictly followed unless modified by mutual written consent.</p> <p>If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the</p>  |

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level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and  
Appeal Forms

Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the student or parent does not have copies of these documents, copies may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the student or parent unless the student or parent did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing.

**Level One**

Complaint forms must be filed:

1. Within 15 days of the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

In most circumstances, students and parents shall file Level One complaints with the campus principal.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the student or parent within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the student or parent a written response within ten days following

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the conference. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

**Level Two**

If the student or parent did not receive the relief requested at Level One or if the time for a response has expired, the student or parent may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The student or parent may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the student or parent at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the student or parent may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the student or parent a written response within ten days following the conference. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

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**Level Three**

If the student or parent did not receive the relief requested at Level Two or if the time for a response has expired, the student or parent may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

The Superintendent or designee shall inform the student or parent of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two appeal. The student or parent may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.

The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the student or parent notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the student or parent and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the student or parent or the student's representative, any

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presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.



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**United States  
Constitution**

A district shall take no action abridging the freedom of speech or the right of the people to petition the board for redress of grievances. *U.S. Const. Amend. I, XIV* [See FNA]

A board may confine its meetings to specified subject matter and may hold nonpublic sessions to transact business. But when a board sits in public meetings to conduct public business and hear the views of citizens, it may not discriminate between speakers on the basis of the content of their speech or the message it conveys. *Rosenberger v. Rector & Visitors of Univ. of Virginia*, 515 U.S. 819, 828 (1995); *City of Madison v. Wis. Emp. Rel. Comm'n*, 429 U.S. 167, 174 (1976); *Pickering v. Bd. of Educ.*, 391 U.S. 563, 568 (1968)

**Texas Constitution**

Citizens shall have the right, in a peaceable manner, to assemble together for their common good and to apply to those invested with the powers of government for redress of grievances or other purposes, by petition, address, or remonstrance. *Tex. Const. Art. I, Sec. 27*

There is no requirement that a board negotiate or even respond to complaints. However, a board must stop, look, and listen and must consider the petition, address, or remonstrance. *Prof'l Ass'n of College Educators v. El Paso County Cmty. [College] Dist.*, 678 S.W.2d 94 (Tex. App.—El Paso 1984, writ ref'd n.r.e.)

**Federal Laws**

Section 504

A district that receives federal financial assistance, directly or indirectly, and that employs 15 or more persons shall adopt grievance procedures that incorporate appropriate due process standards and that provide for the prompt and equitable resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973. *34 C.F.R. 104.7(b)*

Americans with  
Disabilities Act

A district that employs 50 or more persons shall adopt and publish grievance procedures providing for prompt and equitable resolution of complaints alleging any action that would be prohibited by the Code of Federal Regulations, Title 28, Part 35 (Americans with Disabilities Act regulations). *28 C.F.R. 35.107*

Title IX

A district that receives federal financial assistance, directly or indirectly, shall adopt and publish grievance procedures providing for prompt and equitable resolution of student complaints alleging any action prohibited by Title IX of the Education Amendments of 1972. *34 C.F.R. 106.8(b)* [See FB]

**Education Code  
Chapter 26**

Parents are partners with educators, administrators, and the board in their children's education. Parents shall be encouraged to actively participate in creating and implementing educational programs for their children. *Education Code 26.001(a)*

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Unless otherwise provided by law, a board, an administrator, an educator, or other person may not limit parental rights. *Education Code 26.001(c)*

"Parent" Defined

For purposes of Education Code Chapter 26 (Parental Rights), "parent" includes a person standing in parental relation, but does not include a person as to whom the parent-child relationship has been terminated or a person not entitled to possession of or access to a child under a court order. Except as provided by federal law, all rights of a parent under Education Code Title 2 and all educational rights under Family Code 151.001(a)(10) shall be exercised by a student who is 18 years of age or older or whose disabilities of minority have been removed for general purposes under Family Code Chapter 31, unless the student has been determined to be incompetent or the student's rights have been otherwise restricted by a court order. *Education Code 26.002*

Complaint  
Procedures

A board shall provide for procedures to consider complaints that a parent's right has been denied. *Education Code 26.001(d)*

A board shall adopt a grievance procedure under which the board shall address each complaint that it receives concerning a violation of a right guaranteed by Education Code Chapter 26 (Parental Rights).

The board is not required by the provision above or Education Code 11.1511(b)(13) (requiring adoption of a process to hear complaints) to address a complaint concerning a student's participation in an extracurricular activity that does not involve a violation of a right guaranteed by Education Code Chapter 26. This provision does not affect a claim brought by a parent under the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.) or a successor federal statute addressing special education services for a child with a disability.

*Education Code 26.011*

Parental Rights

Parental rights listed in Education Code Chapter 26 are:

1. Rights concerning academic programs. *Education Code 26.003* [See EHA, EIF, FDB, and FMH]
2. Access to student records. *Education Code 26.004* [See FL]
3. Access to state assessments. *Education Code 26.005* [See EKB]
4. Access to teaching materials. *Education Code 26.006* [See EF and EKB]

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5. Access to board meetings, other than a closed meeting under the Open Meetings Act. *Education Code 26.007* [See BE and BEC]
6. Right to full information concerning a student. *Education Code 26.008* [See DF, FFE, and FM]
7. Right to information concerning special education and education of students with learning disabilities. *Education Code 26.0081* [See FB]
8. Requests for public information. *Education Code 26.0085* [See GBA]
9. Consent required for certain activities. *Education Code 26.009* [See EHA, FFE, FL, FM, and FO]
10. Refusal of psychiatric or psychological treatment of child as basis for report of neglect. *Education Code 26.0091* [See FFG]
11. Exemption from instruction. *Education Code 26.010* [See EMB]

**Right to Attend  
School Activities**

Unless limited by court order, a parent appointed as a conservator of a child has at all times the right to attend school activities, including school lunches, performances, and field trips. *Family Code 153.073(a)(5)*

**Objection to School  
Assignment**

The parent or person standing in parental relation to any student may object to the student's school assignment. Upon receiving a written petition to request or object to a student's assignment, a board shall follow the procedures set forth at Education Code 25.034. *Education Code 25.033(2), .034* [See FDB]

**Challenge to  
Education Records**

A district shall give a parent or eligible student, on request, an opportunity for a hearing to challenge the content of the student's education records on the grounds that the information contained in the records is inaccurate, misleading, or in violation of the privacy rights of the student. *34 C.F.R. 99.21* [See FL]

**Denial of Class  
Credit or Final Grade**

If a student is denied credit or a final grade for a class by an attendance committee, the student may appeal the decision to the board. *Education Code 25.092(d)* [See FEC]

**Complaints Against  
Professional  
Employees**

A person may not file suit against a professional employee of a district unless the person has exhausted the district's remedies for resolving the complaint. *Education Code 22.0514*

"Professional employee of a district" includes:

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1. A superintendent, principal, teacher, including a substitute teacher, supervisor, social worker, school counselor, nurse, and teacher's aide employed by a district;
2. A teacher employed by a company that contracts with a district to provide the teacher's services to the district;
3. A student in an education preparation program participating in a field experience or internship;
4. A DPS-certified school bus driver;
5. A member of the board; and
6. Any other person whose employment by a district requires certification and the exercise of discretion.

*Education Code 22.051(a)*

**Finality of Grades**

An examination or course grade issued by a classroom teacher is final and may not be changed unless the grade is arbitrary, erroneous, or not consistent with a district's grading policy applicable to the grade, as determined by the board.

A board's determination is not subject to appeal. This provision does not prohibit an appeal related to a student's eligibility to participate in extracurricular activities under Education Code 33.081. [See FM]

*Education Code 28.0214*

**Public Information Requests**

A district that receives a request from a parent for public information relating to the parent's child shall comply with Government Code Chapter 552 (Public Information Act). A district shall also comply with the deadlines and provisions set forth at Education Code 26.0085. *Gov't Code Ch. 552; Education Code 26.0085*

**Closed Meeting**

A board may conduct a closed meeting on a parent or student complaint to the extent required or provided by law. *Gov't Code Ch. 551, Subch. D* [See BEC]

**Record of Proceedings**

An appeal of a board's decision to the Commissioner of Education shall be decided based on a review of the record developed at the district level. "Record" includes, at a minimum, an audible electronic recording or written transcript of all oral testimony or argument. *Education Code 7.057(c), (f)*

It is a district's responsibility to make and preserve the records of the proceedings before the board. If a district fails to create and preserve the record without good cause, all substantial evidence issues that require missing portions of the record for resolution shall be deemed against the district. The record shall include:

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1. A tape recording or a transcript of the hearing at the local level. If a tape recording is used:
  - a. The tape recording must be complete, audible, and clear; and
  - b. Each speaker must be clearly identified.
2. All evidence admitted;
3. All offers of proof;
4. All written pleadings, motions, and intermediate rulings;
5. A description of matters officially noticed;
6. If applicable, the decision of the hearing examiner;
7. A tape recording or transcript of the oral argument before the board; and
8. The decision of the board.

19 TAC 157.1073(d)

**Disruption**

It is a criminal offense for a person, with intent to prevent or disrupt a lawful meeting, to substantially obstruct or interfere with the ordinary conduct of a meeting by physical action or verbal utterance and thereby curtail the exercise of others' First Amendment rights. *Penal Code 42.05; Morehead v. State, 807 S.W. 2d 577 (Tex. Crim. App. 1991)*

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**Note:** See EHBAB for provisions concerning students with disabilities; see the FO series for provisions concerning student discipline; see FL for provisions concerning student records.

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# G/T PROGRAM EVALUATION

## FIDELITY OF SERVICES

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

| Accountability   | Exemplary   |
|--|---|
| 1.1 Student assessment and services are in compliance with the Texas State Plan for the Education of Gifted/Talented Students (19 TAC §89.5).  |   |
| 1.2 Gifted/talented education policies and procedures are reviewed and recommendations for improvement are made by an advisory group of community members, parents of gifted/talented students, school staff, and gifted/talented education staff, who meet regularly for that purpose.  |   |
| 1.3 To the extent that state funding is provided for gifted/talented student education, no more than 45% of state funds allocated for gifted/talented education is spent on indirect costs as defined in the Texas Education Agency Reporting Module (Financial Accountability Resource Guide). At least 55% of the funds allocated to gifted/talented education is spent on assessment and services for gifted students (19 TAC §105.11). | 1.3.1 To the extent that state funding is provided for gifted/talented student education, additional funding from business appropriations, scholarships, and other sources is used to supplement the state and local funding. |
| 1.4 To the extent that state funding is provided for gifted/talented student education, local funding for gifted/talented education programs is used to supplement the state funding.  |   |
| 1.5 Annual evaluation activities are conducted for the purpose of continued service development.   | 1.5.1 Ongoing formative and summative evaluation strategies, based on quantitative and qualitative data, are reviewed by the school board and used for substantive program improvement and development.                       |
| 1.6 Long-range evaluation of services is based on evidence obtained through gifted/talented-appropriate performance measures such as those provided through the Texas Performance Standards Project (TPSP).  |   |
| 1.7 The development and delivery of curriculum for gifted/talented students is monitored regularly by trained administrators.  |   |
| 1.8 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.   |   |
| 1.9 Curriculum for gifted/talented students is modified based on annual evaluations.   | 1.9.1 Gifted/talented curriculum is designed and evaluated through collaboration by specialists in content areas, special populations, instructional techniques, and gifted/talented education.                               |

**No longer applicable with the repeal of TEC§42.156**

| Accountability  | Exemplary   |
|---|---|
| 1.10 Develop a comprehensive manual or program guide describing all gifted/talented programs, services, assessments, and communication, which is accessible to parents, community and students and includes district G/T contact information. | 1.10.1 Develop a comprehensive manual or program guide describing all gifted/talented programs, services, assessments, and communication which is accessible to parents, community and students including district G/T contact information that is reported to the state. |
| 1.11 For any standard of service for which the district is out of compliance, develop a written plan specifying actions and timelines for achieving compliance.   |   |
| 1.12 Funds used for programs and services must be determined effective and consistent with the standards set forth in this document.  |   |
|   | 1.13.1 Release time and/or extended contracts are provided to enable teachers at all levels to form horizontal and vertical teams that coordinate gifted/talented services in the district.   |



## STUDENT ASSESSMENT

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

| Accountability  | Exemplary   |
|---|---|
| 2.1 Written policies on student identification for gifted/talented services are approved by the district board of trustees and disseminated to all parents (19 TAC §89.1).  | 2.1.1 Board-approved policies are reviewed at least once every three years and modified as needed.  |
| 2.2 Referral procedures for assessment of gifted/talented students are communicated to families in a language and form that the families understand or a translator or interpreter is provided to the extent possible.  |   |
| 2.3 Referral forms for assessment of gifted/talented students are provided to families in a language and form that the families understand, or a translator or interpreter is provided to the extent possible.  | 2.3.1 Referral forms for assessment of gifted/talented students are provided to families in language and form that the families understand, or a translator or interpreter is provided.         |
| 2.4 Families and staff are informed of individual student assessment results and placement decisions as well as given opportunities to schedule conferences to discuss assessment data.   |   |
| 2.5 An awareness session providing an overview of the assessment procedures and services for gifted/talented students is offered for families by the district and/or campus prior to the referral period.   |   |
| 2.6 All family meetings are offered in a language families can understand or a translator or interpreter is provided to the extent possible.  |   |
| 2.7 Provisions regarding transfer students, furloughs, reassessment, exiting of students from program services, and appeals of district decisions regarding program placement are included in board-approved policy (19 TAC §89.1(5)).  |   |
| 2.8 Policy ensuring that transfer students are properly assessed and appropriately placed following notification of enrollment in the district is included in board-approved policy. Transfers from campus to campus within the district are also addressed in board-approved policy. | 2.8.1 Equitable access to gifted/talented services for transfer students is provided through board-approved policy that is developed in consideration of current best-practice recommendations. |
| 2.9 When a gifted/talented student transfers to another district either in or out of Texas, that district is provided with the student's assessment data by the sending district.   |   |
| 2.10 Policy is adopted allowing student furlough (the opportunity for students to have a leave of absence from gifted/talented program services) for specified reasons and for a certain period of time without being exited.   |   |

| Accountability   | Exemplary  |
|--|--|
| 2.11 Policy related to reassessment of gifted/ talented students is based on performance in response to gifted/talented services and if reassessment occurs at all, it is no more than once in elementary grades, once in middle school grades, and once in high school.                                     |  |
| 2.12 Policy related to exiting of students from gifted/talented services is based on multiple criteria including student performance in response to services. Exiting of a student is finalized by committee decision after consultation with parents and student regarding the student's educational needs. | 2.12.1 Policy related to exiting of students from gifted/talented services is based on multiple criteria including student performance in response to services. Interventions are provided prior to committee decision. Exiting of a student is finalized by committee decision after consultation with parents and student regarding the student's educational needs. |
| 2.13 Policy related to appeals allows parents, students, and educators to appeal placement decisions in a timely manner and to present new data, if appropriate.   |  |
| 2.14 Provisions for ongoing identification of students who perform or show potential for performing at remarkably high levels of accomplishment in each area of giftedness served by the district are included in board-approved policy (19 TAC §89.1(1)).   | 2.14.1 The identification process for gifted/ talented services is ongoing, and assessment of students occurs at any time the need arises.   |
| 2.15 Assessment opportunities for gifted/talented identification are made available to students at least once per school year.   | 2.15.1 Assessment opportunities for gifted/ talented identification are made available to students at least once a year at the elementary grades and once a semester at the secondary level.   |
| 2.16 Students in grades K–12 shall be assessed and, if identified, provided gifted/talented services (TEC §29.122 and 19 TAC §89.1(3)).  | 2.16.1 Students in grades K–12 are assessed and, if identified, served in all areas of giftedness included in TEC §29.121.   |
| 2.17 Data collected from multiple sources for each area of giftedness served by the district are included in the assessment process for gifted/talented services (19 TAC §89.1(2)). The assessment process allows for student exceptionalities to the extent possible.                                       |  |
| 2.18 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 selection committee for gifted/talented services.                   |  |
| 2.19 Students are assessed in languages they understand or with nonverbal assessments.   |  |
| 2.20 All kindergarten students are automatically considered for gifted/talented and other advanced level services.   |  |
| 2.21 At the kindergarten level, as many criteria as possible, and at least three (3), are used to assess students who perform at or show the potential of accomplishment relative to age peers.  |  |

| Accountability  | Exemplary   |
|---|---|
| 2.22 In grades 1–12, qualitative and quantitative data are collected through three (3) or more measures and used to determine whether a student needs gifted/talented services.   |   |
| 2.23 If services are available in leadership, artistic, and creativity areas, a minimum of three (3) criteria are used for assessment.  |   |
| 2.24 Access to assessment and, if needed, gifted/talented services is available to all populations of the district (19 TAC §89.1(3)).   |   |
| 2.25 The population of the gifted/talented services program is closely reflective of the population of the total district and/or campus.  |   |
| 2.26 Final determination of students' need for gifted/talented services is made by a committee of at least three (3) local district or campus educators who have received training in the nature and needs of gifted/talented students and who have met and reviewed the individual student data (19 TAC §89.1(4)). |   |
| 2.27 The selection committee is formed of members who have completed training as required by 19 TAC §89.2.  | 2.27.1 The selection committee is formed of a majority of members who have completed thirty (30) hours of training and are current with the six-hour training update as required by 19 TAC §89.2(2-3).  |
| 2.28 A balanced examination of all assessment data collected through the district's gifted/talented assessment process is conducted and used by the selection committee in making identification decisions.   | 2.28.1 Additional data beyond that collected through the district's standard gifted/talented assessment process are considered, as needed, by the selection committee in making identification decisions in order to make the most appropriate placement. |
| 2.29 Student progress/performance in response to gifted/talented services is periodically assessed using standards in the areas served and identified in the written plan. Results are communicated to parents or guardians.  |   |

## SERVICE DESIGN

**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.**

| Accountability   | Exemplary   |
|--|---|
| 3.1 Identified gifted/talented students are assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas. Services are available during the school day as well as the entire school year. Parents are informed of these options (19 TAC §89.3(3)). | 3.1.1 Specialists and advocates for gifted/talented students are consulted in the development of program policies and options.  |
| 3.2 Information concerning special opportunities (i.e. contests, academic recognition, summer camps, community programs, volunteer opportunities, etc.) is available and disseminated to parents and community members.  |   |
| 3.3 Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas.  | 3.3.1 Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas: arts, leadership, creativity, and career & technical education. |
| 3.4 Gifted/talented students are ensured opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year as a direct result of gifted/talented service options (19 TAC §89.3(1)).  |   |
| 3.5 Flexible grouping patterns and independent investigations are provided throughout the program design/services.   |   |
| 3.6 Out-of-school options relevant to the students' areas of strength are provided by school districts whenever possible (19 TAC §89.3(3)).  | 3.6.1 Options that meet the needs of gifted/talented students are available on a continuous basis outside the regular school day.   |
| 3.7 Local board policies are developed that are consistent with State Board of Education rules on credit by examination (19 TAC §74.24) and early high school graduation opportunities (TEC §56.203).  |   |
| 3.8 Acceleration and flexible pacing are employed, allowing students to learn at the pace and level appropriate for their abilities and skills, and are actively facilitated by district administrators, counselors, and teachers.   |   |
| 3.9 Local board policies are developed that enable students to participate in dual/concurrent enrollment, distance learning opportunities, and accelerated summer programs if available.   |   |

| <b>Accountability</b>   | <b>Exemplary</b>   |
|---|--|
| 3.10 A person who has thirty (30) hours of professional learning in gifted/talented education and annual six (6) hour professional learning updates as required in 19 TAC §89.2(1) is assigned to coordinate district level services for gifted/talented students in grades K-12. | 3.10.1. A person or persons with a gifted/talented endorsement, supplementary certification, or advanced degree in gifted/talented education is assigned to coordinate the district's K-12 gifted/talented education services. |
| 3.11 Develop and implement services to address the social and emotional needs of gifted/talented students and their impact on student learning.   |  |
|   | 3.12.1 Gifted/Talented Education Plans for identified students detail the individual gifted/talented needs and services.   |

## CURRICULUM AND INSTRUCTION

**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.**

| Accountability   | Exemplary   |
|--|---|
| 4.1 An array of appropriately challenging learning experiences in each of the four (4) foundation curricular areas is provided for gifted/talented students in grades K-12, and parents are informed of the opportunities (19 TAC §89.3).                                      | 4.1.1 Curriculum options in intellectual, creative and/or artistic areas; leadership; and specific academic fields are provided for gifted/talented students.   |
| 4.2 Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research.   |   |
| 4.3 A continuum of learning experiences is provided that leads to the development of advanced-level products and/or performances such as those provided through the Texas Performance Standards Project (TPSP) (19 TAC §89.3(2)).  | 4.3.1 Students who have been served in a gifted program for one or more years are provided the opportunity, through gifted/talented curricula, to develop sophisticated products and/or performances assessed by external evaluators who are knowledgeable in the field that is the focus of the product. |
| 4.4 Participation in the Texas Performance Standards Project (TPSP), or other experiences that result in the development of sophisticated products and/or performances that are targeted to an audience outside the classroom, is available through gifted/talented curricula. |   |
| 4.5 Opportunities are provided to accelerate in areas of student strengths (19 TAC §89.3(4)).  |   |
| 4.6 Flexible pacing is employed, allowing students to learn at the pace and level appropriate to their abilities and skills.   |   |
| 4.7 Scheduling modifications are implemented in order to meet the identified needs of individual students.   |   |
| 4.8 Provisions to improve services to gifted/talented students are included in district and campus improvement plans (TEC §§11.251-11.253).  | 4.8.1 Resources and release time for staff are provided for curriculum development for gifted/talented services.  |
| 4.9 Educators adapt and/or modify the core or standard curriculum to meet the needs of gifted/talented students and those with special needs such as twice-exceptional, highly gifted, and English learners.   |   |
|  | 4.10.1 Release time and/or extended contracts are provided to enable teachers at all levels to form vertical teams that coordinate gifted/talented services in the district.  |

## PROFESSIONAL LEARNING

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

| Accountability   | Exemplary   |
|--|---|
| <p>5.1 A minimum of thirty (30) clock hours of professional learning that includes nature and needs of gifted/talented students, identification and assessment of gifted/talented students, and curriculum and instruction for gifted/talented students is required for teachers who provide instruction and services that are a part of the district's defined gifted/talented services. Teachers are required to have completed the thirty (30) hours of professional learning prior to their assignment to the district's gifted/talented services (19 TAC §89.2(1)).</p> |   |
| <p>5.2 Teachers without required training who are assigned to provide instruction and services that are part of the district's defined gifted/talented services are required to complete the thirty (30) hour training within one semester (19 TAC §89.2(2)).</p>  |   |
| <p>5.3 Teachers are encouraged to obtain additional professional learning in their teaching discipline and/or in gifted/talented education.</p>  | <p>5.3.1 District support in the form of release time or tuition assistance is available for graduate studies in gifted/talented education for teachers who provide services to gifted/talented students.</p> <p>5.3.2 Teachers are encouraged to pursue advanced degrees in their teaching discipline and/or in gifted/talented education.</p> <p>5.3.3 Release time is provided for teachers and administrators to visit campuses or districts that have model services for gifted/talented students.</p> |
| <p>5.4 A written plan for professional learning in the area of gifted/talented education that is based on identified needs is implemented and updated annually.</p>  |   |
| <p>5.5 Opportunities for professional learning in the area of gifted/talented education are provided on a regular basis, and information on them is disseminated to professionals in the district.</p>   | <p>5.5.1 Mentors and others who offer specialized instruction for gifted/talented students are provided training or resources to increase their understanding of the nature and needs of these students and the district goals for the students, including the state goal for gifted/talented students.</p>   |

| Accountability  | Exemplary   |
|---|---|
| <p>5.6 Teachers who provide instruction and services that are a part of the district's defined gifted/talented services receive a minimum of six (6) hours annually of professional development in gifted/talented education that is related to state teacher gifted/talented education standards (19 TAC §89.2(3) and TAC §233.1).</p> | <p>5.6.1 Teachers who provide instruction and services that are a part of the district's defined gifted/talented services receive a minimum of six (6) hours annually of professional development in gifted/talented education based on evaluation of G/T services.</p> <p>5.6.2 All staff receive an orientation to the district's gifted/talented identification processes and gifted/talented services provided by the district or campus, along with training on the nature and needs of the gifted/talented.</p> |
| <p>5.7 Annually, each teacher new to the district receives an orientation to the district's gifted/talented identification processes and the district's services for gifted/talented students.</p>  |   |
| <p>5.8 Teachers as well as administrators who have supervisory duties for service decisions are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students and service options for gifted/talented students (19 TAC §89.2(4)).</p>                          | <p>5.8.1 Administrators who have authority for gifted/talented service decisions receive a minimum of six (6) hours annually of professional development in gifted/talented education.</p>  |
| <p>5.9 Counselors who work with gifted/talented students are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students, service options for gifted/talented students, and social emotional learning (19 TAC §89.2(4)).</p>                                 | <p>5.9.1 Counselors who work with gifted/talented students receive a minimum of six (6) hours annually of professional development in gifted/talented education.</p>  |
| <p>5.10 Local district boards of trustees are trained to ensure program accountability based on the Texas State Plan for the Education of Gifted/Talented Students (19 TAC §89.5).</p>  | <p>5.10.1 Local district boards of trustees are encouraged to pursue professional development on the Texas State Plan for the Education of Gifted/Talented Students.</p>  |
| <p>5.11 Evaluation of professional learning activities for gifted/talented education is ongoing and related to state teacher gifted/talented education standards, and the results of the evaluation are used in making decisions regarding future staff development plans (19 TAC §89.5 and TAC §233.1).</p>                            | <p>5.11.1 A long-range plan for professional development that culminates in graduate studies in gifted/talented education, supplemental gifted/talented certification, advanced degrees in gifted/talented education, and/or their teaching discipline is pursued by a majority of the teachers who provide advanced-level and/or gifted/talented services.</p>   |
| <p>5.12 Gifted/talented services staff are involved in planning, reviewing, and/or conducting the district's gifted/talented professional learning.</p>   |   |



## FAMILY/COMMUNITY INVOLVEMENT

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

| Accountability  | Exemplary  |
|---|--|
| 6.1 Written policies are developed on gifted/talented student identification, approved by the local board of trustees and disseminated to parents (19 TAC §89.1).   |  |
| 6.2 Input from family and community representatives on gifted/talented identification and assessment procedures is invited annually.  |  |
| 6.3 Information is shared or meetings are held annually requesting parent and community recommendations regarding students who may need gifted/talented services.   |  |
| 6.4 The opportunity to participate in a parent association and/or gifted/talented advocacy groups is provided to parents and community members.   | 6.4.1 Support and assistance is provided to the district in gifted/talented service planning and improvement by a parent/community advisory committee.   |
| 6.5 An array of learning opportunities is provided for gifted/talented students in grades K-12, and parents are informed of all gifted/talented services and opportunities (19 TAC §89.3).  |  |
| 6.6 Products and achievements of gifted/talented students are shared with the community.  |  |
| 6.7 Orientation and periodic updates are provided for parents of students who are identified as gifted/talented and provided gifted/talented services.  |  |
| 6.8 The effectiveness of gifted/talented services is evaluated annually, shared with the board of trustees, and the data is used to modify and update district and campus improvement plans. Parents are included in the evaluation process, and the outcomes and findings of the evaluation are shared with parents (TEC §§11.251-11.253). |  |
|   | 6.9.1 Community volunteers are organized and provided an orientation about working with gifted/talented students.  |
|   | 6.10.1 Liaisons with business and community organizations are established, and the use of community resources (retired community members, foundations, universities, etc.) is evident in the service options available for gifted/talented students. |
|   | 6.11.1 Professional development opportunities are offered by the gifted/talented coordinator in collaboration with the parent advisory committee to staff, parents, and community members.   |

| Accountability | Exemplary   |
|----------------|---|
|                | 6.12.1 Presentations are given to community groups and organizations to solicit their involvement in services for gifted/talented students. |
|                | 6.13.1 A data bank of resources is compiled for use by gifted/talented students, their teachers, and their parents.                         |
|                | 6.14.1 Support for mentorship and independent study programs in the district is solicited by the parent/ community advisory committee.      |