

SPECIAL PROGRAMS  
GIFTED AND TALENTED STUDENTS

EHBB  
(LOCAL)

~~Advanced Academics  
(Gifted/Talented)  
Program~~

~~The District believes that every student deserves a stimulating curriculum and the opportunity to excel; therefore, a comprehensive advanced academics program shall be provided to any student in kindergarten-grade 12 who meets the statutory definition of "gifted and talented student." [See EHBB(LEGAL)]~~

**Referral**

Any District-enrolled student may be referred for the District's gifted and talented (GT) program by the following persons: teachers, school counselors, students (self-referral), parents of children in kindergarten-grade 12, and other interested persons.

**Student  
Identification**

The District believes that application and identification procedures should be consistent, credible, and uniformly applied to all students. Instruments and procedures used to assess students for program services shall measure diverse abilities and intelligences and provide students with an opportunity to demonstrate their talents and strengths. [The definition of a gifted and talented student is statutory as described in EHBB\(LEGAL\).](#)

The District shall provide opportunities to complete the screening and identification process for referred students at least once per school year.

Written procedures include provisions regarding the appeals of District decisions on program placement, furlough, and transfer of students.

Written documentation shall be disseminated to all parents and shall include the following:

- Procedures on student identification for GT programs; and
- Additional provisions regarding furloughs, transfer students, and appeals of District decisions regarding program placement.

**Assessments**

Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Instruments and procedures used to assess students for program services shall measure diverse abilities and intelligences and provide students with an opportunity to demonstrate their talents and strengths. 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.

**Parental Consent**

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(LEGAL) and (LOCAL).

### Identification

A placement committee shall evaluate each referred student according to the established criteria and shall identify those students for whom placement in the GT 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.

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

### Definition

Campus Gifted  
Education Plan

The term “campus gifted education plan” (C-GEP) means a ~~written statement for each student who qualifies for gifted education~~ GT service plan created by the principal that ~~includes:~~

- Describes the services that are provided to the GT students at the campus;
- Shares the Texas Education Agency (TEA) service code for GT services at the campus ~~A statement of the student's present levels of academic achievement;~~
- Gives a description of how the campus provides opportunities for the GT students to work on their GT products ~~A description of how the student's education shall be differentiated based on GT identification results and past academic performance;~~ and
- Describes how the campus is informing stakeholders of the GT services at the campus ~~A statement of the curricular modifications or supports for school personnel that shall be provided for the student.~~

### GT Committee

Responsibilities

A campus shall have a GT committee for the purpose of implementing the District's GT programs in accordance with state rules and Board policy. The responsibilities of the campus GT committee include:

- Determination of eligibility for GT services based on District-established criteria; and
- Determination of appeals, furloughs, or exits of GT students ~~Development of the student's GEP.~~

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|                                    |   |
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|                                    | Appeals of District decisions regarding program placement shall be in accordance with FNG(LOCAL) <del>as well as the Elementary and Secondary School Guidelines.</del>  |
| Committee Members                  | A campus shall ensure that each GT committee shall be composed of at least three local-campus certified educators who have received training in the nature and needs of gifted students, as required by law.  |
| Committee Meetings                 | <p>A campus shall initiate and conduct GT committee meetings for the purposes of <u>reviewing appeals and making decisions, deciding whether a request for a furlough is appropriate, and determining if an exit for a GT student is needed</u> <del>developing, reviewing, and revising the GEP of a student who qualifies for gifted education. The committee shall review each student's GEP, and, if appropriate, revise it. A meeting must be held for this purpose at least once a year.</del></p> <p><del>A "meeting" does not include informal or unscheduled conversations involving District personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provisions if those issues are not addressed in the student's GEP.</del></p>  |
| Notification                       | Parents and students shall be notified in writing of selection or rejection for the gifted program. Participation in any program or services provided for gifted students is voluntary.   |
| Reassessments                      | If the District reassesses students in the GT 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. The District shall not perform routine reassessments unless requested by a parent or guardian.  |
| Transfer Students<br>Interdistrict | <p>When a student identified as gifted by a previous school district transfers into the District, <u>the campus GT coordinator will notify and send documentation to the GT Department.</u> <del>t</del><u>The GT Office Department</u> shall review the student's records, and <del>conduct</del> <u>recommend</u> assessment procedures when necessary, to determine if placement in the District's program for GT students is appropriate. The GT <del>Office Department</del> shall <u>submit its decision in writing to the campus GT coordinator to notify the parent within 30 days of receiving the GT transfer records</u> <del>make a recommendation to the campus.</del></p> <p><del>The GT Committee shall make its determination within 30 days of receiving GT transfer records and shall base its decision on the recommendation of the GT office and the collection of additional</del></p> |

~~screening criteria as needed. The parent shall be notified in writing of the placement decision.~~

[See FDD(LEGAL) for information regarding transfer students and the *Interstate Compact on Educational Opportunities for Military Children*.]

**Intradistrict**

Intradistrict transfer students who have been identified as GT according to established District criteria shall continue in the program on the campus to which they transfer.

**Furloughs**

In accordance with the Board-approved program, a furlough shall be granted for specified reasons and for a specified period of time up to one year. At the end of a furlough, the student may reenter the GT program or be exited from the program.

The following guidelines regarding furloughs shall apply:

- Furloughs are considered on a case-by-case basis and may include, but are not limited to, the following: custody issues, divorce, parent/guardian sabbatical leave, foreign exchange programs, medical problems, and the like. Students struggling with the work load is not a reason for a furlough, and campuses should use intervention resources to support students.
- A request with a specific timeline for a furlough must be submitted in writing to the campus GT coordinator. The campus will follow the procedures outlined by the GT Department.
- If a furlough is granted by the campus GT committee, space shall be reserved for the student with a one-school-year maximum.

**Exiting of Students from Program Services**

The District shall monitor student performance in response to GT program services. If at any time the [campus](#) placement committee or a parent determines the program is not meeting the student's educational needs, the committee shall meet with the parent and student before finalizing an exit decision. [The campus will follow the procedures outlined by the GT Department.](#)

**Appeals**

A parent, student, or educator may appeal any final decision of the placement committee regarding services in the GT program. [Level One appeals](#) ~~Appeals~~ shall be made ~~first~~ to the [testing campus](#) placement committee. [Level Two Any subsequent appeals shall be made to the district GT Department, if needed in accordance with FNG\(LOCAL\) beginning at Level Two. Level Two decisions are final.](#)

**Magnet/Vanguard Transfers**

See current provisions on transfers to Vanguard programs in policy FDB(LOCAL).

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**Program Design**

The District believes that GT programs are important and necessary in order to meet the special educational needs of GT students. A flexible system of viable program options that provides a learning continuum and reinforces the strengths, needs, and interests of GT students shall be established to:

- Provide an array of learning opportunities commensurate with the abilities of GT students and emphasize content in the core academic areas, as well as the areas of creativity, the arts, and leadership;
- Provide services during the school day as well as the entire school year; and
- Provide program options enabling GT students to work together as a group, work with other students, and work independently during the school day.

**Curriculum and Instruction**

Every student deserves a stimulating curriculum and the opportunity to excel; therefore, curriculum and instruction for GT students shall be modified in the depth, complexity, and pacing from the general school program and shall provide:

- An array of appropriately challenging learning experiences for GT students in kindergarten-grade 12 that emphasize content from the four core academic areas; and
- A continuum of learning experiences that lead to the development of advanced-level products and/or performances.

**Professional Learning**

All personnel involved in the planning, developing, and delivering of services to GT students shall meet the statutorily mandated staff-development requirements.

District teachers who provide instruction and services for GT students must receive annually six hours of professional development in gifted education, as required by law. [See EHBB(LEGAL)]

**Family-Community Involvement**

The District shall ensure that information about the District's GT program is available to parents and community members. The District shall schedule a GT program awareness session for parents that provides an overview of the identification procedures and services for the program prior to beginning the screening and identification process.

The District shall continue to encourage community and family participation in services designed for GT students through:

- Written policies on student identification and curriculum that are disseminated to parents;

- Programs that are evaluated annually with the data used to modify and update District plans; and
- Access to exemplar curriculum, as well as real-time access.

**Program Evaluation**

The District shall annually evaluate the effectiveness of its GT program, and the results of the evaluation shall be used to modify and update the District and campus action plans. The District shall include parents in the evaluation process and shall share the information with Board members, administrators, teachers, school counselors, students in the GT program, and the community.

**Use of Funds**

The Superintendent shall develop administrative procedures to ensure that 100 percent of the state funds allocated for the GT program are spent providing and enhancing the District's program and that a method accounting for expenditures related to the GT program is established and aligns with the ~~Texas Education Agency's~~ [TEA's](#) financial compliance guidance.