

SPECIAL PROGRAMS  
GIFTED AND TALENTED STUDENTS

EHBB  
(LOCAL)

Referral

Students may be referred for the gifted and talented program at any time by teachers, counselors, parents, or other interested persons.

Screening and Identification Process

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

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.

**Nomination**

~~Students not yet identified shall be considered for nomination and screened once a year for services that are a part of the program for gifted students. A nomination and testing schedule and guidelines shall be established for the District in the Board-approved program for the gifted and talented.~~

**Identification Criteria**

~~Criteria to identify gifted and talented students shall be established in the program. The criteria shall be specific to the state definition of gifted and talented. Data and procedures shall ensure that all populations of the District have access to assessment, and, if identified, to services offered as part of the program for gifted students.~~

**Parental Consent**

The District shall obtain written~~Written~~ parental consent ~~shall be obtained~~ before any special testing or individual assessment is conducted as part of the screening and identification process. ~~If selected, participation in any program or services provided for gifted students is voluntary; therefore, the District shall obtain written permission of the students and parents before a student is placed in a gifted program.~~

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.~~policy in FL and FL(LOCAL).~~

**Identification Criteria**

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.

**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. Assessment tools may include, but are not limited to, the following: achievement

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tests, intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, student/parent conferences, and available student work products.

**Selection**

~~A selection committee~~Selection committees shall evaluate each referred student according to the~~be~~ established criteria and shall identify those students for whom placement in the gifted and talented program is the most appropriate educational setting. The ~~committee~~committees 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 majority of members of each selection committee shall have completed 30 hours of gifted/talented training and shall be current with the six-hour update training as required in 19 TAC w 89.2(2). The committees shall evaluate each nominated student according to the established criteria and shall select those students for whom gifted program placement is the most appropriate educational setting.~~

**Assessments**

~~Data collected through both objective and subjective assessments shall be measured against the approved criteria to determine individual eligibility for the program.~~

~~Assessment tools may include but not be limited to the following:~~

- ~~1. Achievement tests.~~
- ~~2. Intelligence tests.~~
- ~~3. Creativity tests.~~
- ~~4. Behavioral checklists completed by teachers, parents, and/or students.~~
- ~~5. Student work products, if available.~~

**Notification**

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.

~~Parents and students shall be notified in writing as to whether or not the student has been selected for the gifted program.~~

**Reassessment**

If the~~The District~~ reassesses students in the ~~may reassess~~ gifted and /talented students within each area of service to determine appropriate program, the reassessment shall be ~~placement based on a student's performance while enrolled in response to services and the area of service. If assessment occurs, it shall occur~~be no

more than once in elementary grades, once in middle school grades, and once in high school grades. -

**Transfer Students**  
Interdistrict

When a student identified as gifted by a previous school district en-rolls in ~~transfers into~~ the District, the ~~student's records shall be re-viewed by the appropriate~~ selection committee shall review the stu-dent's records and conduct assessment procedures when necessary to determine if placement in the District's program for gifted and talented students is appropriate.

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

Intradistrict

A student who transfers from one campus ~~The committee shall make its determination within six weeks of the student's enrollment in the District to the same and shall base its decision on the Dis-trict's criteria for the student's~~ grade level at another District cam-pus shall continue to receive services in the District's gifted and tal-ented program.

~~Identified students who transfer within the District shall be placed in equivalent gifted program services at the receiving campus.~~

**Furloughs**

The District may place on a furlough any A-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.

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 tal-ented program, be placed on another furlough, or be exited from the program. ~~Guidelines for furloughs shall be established in the program.~~

**Exit Provisions**

The District shall monitor student performance in response to gifted and talented program services. If at any time the selection commit-tee 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 stu-dent before finalizing an exit decision.

~~Student performance in the program shall be monitored. A student shall be removed from the program based on multiple criteria in-cluding student performance. If a student or parent requests re-moval from the program, the District shall honor that request. The decision shall be finalized by the appropriate selection committee upon receipt of documentation verifying that exit procedures out-lined in the program have been followed.~~

**Appeals**

A parent/~~guardian of a student, or educator~~ may appeal any final decision of the selection committee regarding selection for or ~~ex-  
it~~removal from the gifted and talented program. Appeals shall be  
made first~~Failure to provide "due process" or lack of access to Dis-  
trict identification or exit/withdrawal procedures shall be the selec-  
tion committee. Any subsequent~~basis for appeals shall be made in  
accordance with under this policy. [~~Appeals which qualify under  
FNG(LOCAL) beginning~~shall follow procedures in that policy.]

~~For purposes of this policy, "days" shall mean workdays, unless  
specified or mutually agreed upon.~~

**Informal Level**

~~A parent/guardian shall request a conference with the gifted/tal-  
ented or curriculum enrichment specialist assigned to the respec-  
tive campus within ten days of the time the parent knew, or should  
have known, of the event or series of events causing the com-  
plaint, and before requesting a conference with the principal.~~

**Level One**

~~If the outcome of the Informal Level Conference with the campus  
specialist is not to the parent's satisfaction, the parent/guardian  
shall have ten days to request a conference with the principal, who  
shall schedule and hold a conference within ten days of the re-  
quest. Prior to or at the conference, the parent/guardian shall sub-  
mit a written complaint that includes a statement of the complaint  
and any evidence in its support, the solution sought, the student's  
and the parent's/guardian's signature, and the date of the Informal  
Level Conference with the campus specialist.~~

**Level Two**

~~If the outcome of the Level One Conference with the principal is  
not to the parent's satisfaction, the parent/guardian shall have ten  
days to request a conference with the Advanced Academic Ser-  
vices (AAS) director, who shall schedule and hold a conference  
within ten days of the request. Prior to or at the conference, the  
parent/guardian shall submit a written complaint that includes a  
statement of the complaint and any evidence in its support, the so-  
lution sought, the student's and the parent's/guardian's signature,  
and the date of the Level One Conference with the principal.~~

**Level Three**

~~If the outcome of the Level Two Conference with the AAS director  
is not to the parent's satisfaction, the parent/guardian shall have  
ten days to request a conference with the Superintendent or his or  
her designee, who shall schedule and hold a conference. Prior to  
or at the conference, the parent/guardian shall submit a written  
complaint that includes a statement of the complaint and any evi-  
dence in its support, the solution sought, the student's and par-  
ent's/guardian's signature, and the date of the Level Two Confer-  
ence with the AAS director. Representation of the student shall be  
made by the parent/guardian.~~

**Program Evaluation**

~~The District shall annually evaluate the effectiveness of the District's gifted Ongoing formative and talented program, and the results of the summative evaluation strategies, based on quantitative and qualitative data, shall be used to modify and update the District and campus ~~for substantive program~~ improvement plans. The District shall include parents in the evaluation process and shall share the information and development, and shall be shared with the Board members, administrators, teachers, counselors, professional staff, parents, students in the gifted and talented program ~~programs~~, and the community.~~

~~The District's evaluation process shall ensure that those involved in the planning and implementation of the gifted and talented program shall address effective use of funds for programs and services consistent with the standards are also involved 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

That the District's program is consistent with the state plan for gifted and talented students ~~its evaluation.~~

**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.

**Curriculum and Instruction**

~~The District shall provide an array of appropriately challenging learning experiences that shall include, but not be limited to, those that emphasize content from the four core academic areas for gifted/talented students in grades K-12, and shall inform parents of the opportunities.~~

~~District and campus improvement plans shall include provisions to improve/modify services to gifted/talented students within the domain of the District and campus respectively as defined in the District gifted/talented plan.~~

**Fiscal Responsibility**

~~The District shall ensure compliance with state guidelines. 19 TAC w 89.4(1)~~

**Program Accountability**

~~The District shall ensure that student assessment and services for gifted/talented students comply with accountability standards defined in the Texas State Plan for the Education of the Gifted/Talented. 19 TAC w 89.5~~