

Sweeny ISD
GIFTED and TALENTED PROGRAM GUIDELINES



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State Plan for the Gifted

The Texas State Plan for the Education of the Gifted/Talented Students ([English](#), [Spanish](#)) establishes requirements and guidance for school districts. The guidelines are designed to assist in developing, implementing, and maintaining effective services for gifted students where the specific design of programs is determined by the local district. Sweeny ISD is committed to the state's guidelines and

“Students who participate in services designed for gifted 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 students will have produced products and performances of professional quality as part of their program services.”

Mission/Philosophy of Sweeny ISD

The Sweeny Independent School District, in partnership with parents and community, will provide a quality education for all students, empowering them to pursue their full intellectual, physical, and social potential and developing them to become productive citizens in an ever-changing, interdependent world.

Sweeny ISD holds high expectations for its students and has the responsibility for providing an instructional environment in which all students are challenged to reach their maximum potential. The principal mission of the schools is to ensure that all students master the knowledge, skills, and competencies through the TEKS and, to the extent of their ability, progressively advanced material and products and the development of higher order cognitive, creative, and affective thinking skills.

Gifted and Talented Program Objectives/Goals

Our country is facing dramatic changes in society, technology, and economics. Sweeny ISD will address these changes by providing a comprehensive curriculum program that enhances student learning. All students will have the opportunity to acquire knowledge of citizenship and economic responsibility and an appreciation of our common American heritage. Students will be offered activities that develop the ability to think logically, independently, and creatively, and to communicate effectively. A system that can accomplish this mission is characterized by quality, equity, and accountability.

PROGRAM GOALS:

GOAL 1 To identify gifted students in grades K-12 through the use of multiple and specific criteria.

GOAL 2 To provide a program of instruction and services which is differentiated from the regular school program and which addresses the unique needs of the gifted students in grades K-12.

GOAL 3 To offer a planned program of staff development which will facilitate the Implementation and support of the gifted program.

GOAL 4 To actively involve parents and community in the programs for the gifted students.

GOAL 5 To provide for the evaluation of both the gifted program and student progress.

STUDENT GOALS: Gifted students will strive to:

- Develop, to a greater degree, their critical and creative thinking skills and their decision-making strategies; and will apply these to problem-solving and the creation of advanced products.
- Gain knowledge of more complex and/or new content.
- Become more independent and self-directed learners.
- Gain expanded skills in self-evaluation and insights into their own academic ability and their potential for success, as well as the inherent responsibility that these gifts imply.
- Develop a positive self-concept and improve their interpersonal skills so that they, as gifted individuals, can interact more effectively with gifted and non-gifted peers, adults, and others in society.

Program Guidelines and Procedures

SERVICE DESIGN AND CURRICULUM A flexible system of viable service options 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. Identified GT students are assured an array of challenging learning opportunities that are commensurate with their abilities and that emphasize content from the four foundation curricular areas: math, language arts, science, and social studies (19 TAC §89.3). Parents will be informed of these learning opportunities. The District shall ensure that students are instructed in all Texas Essential Knowledge Skills (TEKS) and demonstrate an acceptable degree of mastery while participating in the gifted and talented program.

The District meets the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school. The curriculum for the Sweeny ISD GT program will focus on higher-level thinking abilities and problem solving using a multi-discipline approach. A continuum of learning experiences is provided that leads to the development of advance-level products and/or performances, such as those provided with the Texas Performance Standards Project (19 TAC §89.3(2)). Course offerings and options available for gifted students will, to the extent possible, provide for the interest, motivation, and exceptional ability of learners in the gifted/talented program. The program will allow for independent study and in-depth research on the part of the student. Emphasis and opportunities will vary with the achievement levels, previous experiences, and interest of the students. Flexible pacing is employed in the GT curriculum, allowing students to learn at the level and pace appropriate for their abilities and skills. Opportunities are provided to accelerate in areas of student strengths (19 TAC §89.3(4)).

Elementary Campus: The Gifted/Talented program in kindergarten through fifth grade is designed to provide differentiated instruction for identified GT students. Differentiated instruction offers a variety of learning options designed to tap into students' interests and abilities by providing academic enrichments and extensions to the grade level curriculum. At each grade level (1-5), the identified students will be placed into a class taught by a teacher with the required thirty hours of training in gifted instruction. Within the class, identified students will receive instruction and activities which provide extension to the regular curriculum. Additionally, identified students will have the opportunity to be involved in varied enrichment instruction and activities within the daily advisory (extension/remediation) period.

Secondary Campuses: In grades 6-12, teachers with the required thirty hours of training in gifted instruction provide services to identified students through advanced (honors), Pte-AP (Pre-Advanced Placement; Accelerated) classes, or AP (Advanced Placement) classes. Sweeny ISD offers advanced courses in several of the four core areas (language arts, math, science, and social studies) as well as in several elective areas.

Additional opportunities for advancement may include dual credit courses, credit by exam, and early graduation. The District has adopted policies consistent with State Board of Education rules on credit by examination (19 TAC §74.24) and early high school graduation opportunities (TEC §56.203).

The District shall ensure the program options enable gifted and talented students opportunities to work as a group, work with other students, and work independently during the school day as well as the entire school year (19 TAC §89.3(1)).

Student assessment and services are in compliance with the Texas State Plan for the Education of Gifted/Talented Students (19 TAC §89.5).

PROFESSIONAL DEVELOPMENT

All personnel involved in the planning, creation, and delivery of services to GT students possess the knowledge required to develop and provide appropriate options and differentiated curricula. Teachers who provide instruction and services that are a part of the program for gifted students have a minimum of thirty (30) clock hours of staff development and include: Nature and Needs of GT Students, Assessing Student Needs, and Curriculum and Instruction for Gifted Students (19 TAC §89.2(1)). In extenuating circumstances where a teacher does not possess the requisite training, a plan showing how that teacher will receive the required thirty clock hours of training within one semester must be on file (19 TAC §89.2(2)). Teachers who provide instruction and services for GT students will receive a minimum of six clock hours annually of professional development in Gifted Education (19 TAC §89.2(3) and TAC §233.1). Administrators and counselors will have a minimum of six clock hours of training that includes nature and needs of GT Students and program options for GT students (19 TAC §89.2(4)). Professional development activities for GT education are evaluated and the results are used in making decisions regarding future staff development plans (19 TAC §89.5 and TAC §233.1).

FAMILY-COMMUNITY INVOLVEMENT

The district involves family and community members in services designed for gifted/talented students throughout the school year. The district ensures that information about the Sweeny ISD 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. An awareness session providing an overview of the assessment procedures and services for GT students will be offered for families prior to the referral period. The district, with parent input, evaluates the effectiveness of the program annually and uses the data to modify and update District and Campus Improvement Plans (TEC §11.251- 11.253). The Sweeny ISD GT program will advertise and solicit nominations for the GT program from parent and community members via the District website. Additionally, this comprehensive manual or program guide describes all programs and services for Sweeny ISD's gifted students in grades K-12 and is available to family members, SISD staff, and Sweeny community members.

GIFTED/TALENTED WEBPAGE

The district will attempt to ensure that families, staff, and community members are informed about the referral and identification process, district services provided through the GT program, and available parent/teacher resources through the use of a G/T webpage on the Special Programs page on the District website. Information concerning special opportunities (contests, academic recognition, summer camps, community programs, volunteer opportunities, etc.) as well as district-sponsored parent/family

education programs is available and disseminated to parents and community members via the G/T webpage.

REFERRALS

Teachers, counselors, parents or other interested persons may refer students in first through twelfth grades for the Gifted and Talented Program. Referral forms may be obtained from the campus GT coordinator(s), the SISD Special Programs office, or the Sweeny ISD website. Regular referrals will be solicited once a year; however, students may be referred for the Gifted and Talented Program at any time. All kindergarten students are automatically considered for gifted/talented services (Texas State Plan for the Education of Gifted/Talented Students, 1.5.2R).

PARENTAL CONSENT

Written parental consent shall be obtained before any special testing or individual assessment is collected 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 board policies.

ASSESSMENT AND IDENTIFICATION

Assessment instruments and gifted/talented identification procedures provide students, grades K-12, an opportunity to demonstrate their diverse talents and abilities. Access to assessment and, if needed, gifted and talented services is available to all populations of the district (19 TAC §89.1(3)). Students are assessed in languages they understand or with nonverbal assessments as needed. Assessment opportunities for gifted/talented identification are made available to students at least once per school year.

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 not be limited to the following:

1. Achievement tests
2. STAAR test or its replacement
3. Intelligence tests
4. Checklists completed by teachers and/or parents
5. Tests of problem-solving abilities and/or creativity
6. Student/parent conferences
7. Student portfolio

Specific normed and/or standardized assessments might include but not be limited to:

1. NNAT (Naglieri)
2. SAG ES-2
3. Renzuli Rating Scales
4. ITBS
5. WRAT
6. KOI
7. COgAT
8. RIAS-2
9. Other assessments as needed

All kindergarten students will be screened to ensure that students from all populations in the district have access to referral. Those demonstrating remarkably high levels of accomplishment relative to age peers will be administered further testing. Those students shall be assessed using a minimum of three (3) qualitative criteria by March 1 of each year.

For students in grades 1-12, qualitative and quantitative data will be collected through three (3) or more measures and shall be used to determine whether or not the student needs gifted/talented services.

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)). The District board of trustees have approved written policies on student identification of gifted/talented services which are disseminated to all parents (19 TAC §89.1).

SELECTION

Final determination of students' needs for gifted/talented services shall be made by a committee comprised of at least three local district or campus professional educators who have received a minimum of six hours of training in the nature and needs of gifted students. Members of the selection committee must include persons with knowledge about the child being considered as well as an understanding of how to interpret the evaluation data. The selection committee shall reflect the ethnicity of the district as much as possible. The committee shall meet, conduct a balanced examination of all assessment data, 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.

NOTIFICATION

Parents and referring staff shall be notified in writing regarding student assessment results and placement decisions. Parents are given an opportunity to schedule a conference to discuss assessment data. Participation in any program or services provided for gifted

students is voluntary; and before a student is placed in a gifted program, the District shall obtain the parent's written permission. If criteria are not met for inclusion in the program, students may be referred again and reassessed after a period of 1 year. Parents should be notified of their right for reassessment and/or appeal.

REASSESSMENT

After placement in the G/T program, the District will not perform routine reassessments.

TRANSFER STUDENTS

When a student identified as gifted by a previous school district enrolls in the District, the District shall place the student in the District's program for gifted and talented students immediately upon receipt of verification from the transferring district allowing for equitable access to gifted/talented services for transferring students.

FURLOUGHS

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. In accordance with administrative regulations, 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 program, be placed on another furlough, or be exited from the program.

EXIT PROVISIONS

The District shall monitor student performance in the program. If at any time the selection committee determines it is in the best interest of the student and his or her educational needs, the committee may exit a student from the program. Decisions related to exiting of students from gifted/talented services will be 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.

APPEALS

A parent, student, or educator may appeal any final decision of the selection committee regarding selection for or exit from the gifted program. New data, if appropriate, may be presented during the appeals process. Appeals shall be made first to the selection committee (including the campus principal). Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.

PROGRAM EVALUATION

The District shall annually evaluate the effectiveness of the District's gifted program for the purpose of continued service development. 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 (TEC §11.251- 11.253).

PROGRAM FUNDING

Not more than five percent (5%) of a district's students in average daily attendance (ADA) are eligible for funding (TEC 542.156 (c)). No more than 45% of state funds allocated for gifted education is spent on indirect costs as defined in the Financial Accounting and 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). Local funding for gifted/talented education programs is used to supplement the state funding.

Gifted and Talented Members

For information contact:

District Special Programs – Sandra Vandaveer	-	979-491-8000
Sweeny Elementary – Assistant Principal	-	979-491-8300
Sweeny Junior High – Assistant Principal	-	979-491-8200
Sweeny High School – Assistant Principal	-	979-491-8100

Information can be found on the district Special Programs page, as well as forms needed for referrals. www.sweenyisd.org

CHARACTERISTICS OF GIFTEDNESS

INFORMAL INDICATORS OF GIFTEDNESS

- Walks and talks at an early age
- Has a large and advanced vocabulary
- Learns rapidly and easily
- Reads at an early age
- Demonstrates a great appetite for books and reading
- Entertains self for large blocks of time
- Has a long attention span
- Readily retains a large amount of information
- Consistently organizes, sorts, classifies and groups things, and names them
- Has a heightened curiosity (asks 'why' often)
- Fantasizes often
- Is self-motivated, self-sufficient, and independent
- Shows sensitivity to other people's feelings and empathy in response to their troubles
- Demonstrates leadership abilities
- Exhibits perfectionism
- Likes to discuss abstract concepts (such as love, justice, etc.)
- Has a high energy, needing less sleep than age-mates
- Learns new material rapidly
- Loves puzzles, mazes, building blocks, and toys that challenge
- Has an advanced sense of humor
- Prefers the company of older children or adults
- Is highly creative, imaginative
- Is a keen observer
- Expresses unusual sensitivity to what they see, hear, touch, smell or feel
- Is widely informed, especially in areas of personal interest
- Expresses concern for the world's problems

CHARACTERISTICS OF GIFTED STUDENTS VERBAL PROFICIENCY

- Large vocabulary
- Facility of expression
- Breadth of information Power of Abstraction
- Interest in inductive learning and problem-solving
- High level of conceptualization
- Pleasure in intellectual activity Intellectual Curiosity
- Interest in a wide range of things
- Willingness for complexity
- Persistent pursuit of goals Retentiveness/Power of Concentration
- Intense attention
- Retains and uses information
- Long attention span Independence/Goal Directed
- Self-initiated student
- Pursues individual interests
- Seeks direction Power of Critical Thinking
- Self-criticism
- Skepticism
- Adept in analyzing strengths and weaknesses Sensitivity/Intuitiveness
- High level of awareness
- Keenly observant
- Emotional depth Potential for Creativity
- Inventiveness
- Liking for new ways of doing things
- Interest in brainstorming, free-wheeling Versatility/Virtuosity
- Diversity of interests and abilities
- Many hobbies
- Proficiency in art forms such as music and drawing

From: *Raising Champions: A Parent's Guide for Nurturing Their Gifted Children*, by Dr. Michael Sayler

NEEDS OF THE GIFTED

Gifted and talented children often have vastly different characteristics, and are sometimes grouped accordingly. For example, although a violin prodigy has a great deal in common with a math whiz, their needs are quite different. It must be remembered that all gifted children share a common need for a strong, supportive person to help them develop their gifts and talents to full potential.

Needs of Academically Gifted Individuals

- Varied outlets for intellectual curiosity
- Opportunity to work with challenging situations and people
- Expectations appropriate to ability
- Opportunities to make wide application of knowledge
- To study, discuss, and develop ideas within a responsive environment
- To be valued as a unique individual, not stereotyped as “gifted” only
- Training in constructive, responsible leadership
- Thorough training in all facets of thinking
- Assistance with reasonable, high standards of performance
- Emotional support and peer acceptance
- Help in dealing with frustration and inactivity

Needs of Creative Individuals

- Opportunity to respond constructively to new situations
- Freedom to question and examine the unusual, unknown, and puzzling
- Opportunity to meet challenge and attempt difficult tasks
- Preference for complexity
- Willingness to take risks
- To submerge oneself completely in a task
- To be honest and search for truth
- Urge to be different, unique, individual

Needs of Talented Individuals

- Access to models in the area of talent
- Development of skills to a high level
- Feedback on success
- Specific help in overcoming obstacles
- Opportunity to progress at one’s own rate
- Systematic teaching of techniques for changing oneself
- Someone to study performance carefully and critique thoroughly
- Assistance in setting a reasonable, high standard of achievement
- Assistance with knowledge of how to tolerate frustration

~ written by Thelma Epley

The Demands of Giftedness

Premises:

1. High level intelligence makes certain demands upon the gifted child.
 2. Behavior of gifted children results from these demands.
 3. There are curriculum implications inherent in these demands.
-
1. To crave for knowledge — to satisfy the need to feel progress in what is being learned.
 2. To feel the need to focus on or devour a subject.
 3. To make observations; to see relationships.
 4. To place high standards on himself.
 5. To be creative or inventive; to seek an unusual or unique approach to an assignment.
 6. To question generalizations.
 7. To be serious-minded; to be intolerant (usually) of foolishness or silliness.
 8. To concentrate — to become totally absorbed in a task — to have a longer attention span.
 9. To explore wide interests at a maturity beyond his chronological age.
 10. To be sensitive to honor and truth.
 11. To express ideas and reactions. (Sometimes seen as argumentative)
 12. To resist routine, drill; to require unique ways of pursuing drill.
 13. To work alone.
 14. To be intolerant of stupidity.
 15. To seek order, structure, and consistency.
 16. To do critical, evaluative thinking. (May lead to critical attitude toward self and others)
 17. To be rarely satisfied with the simple and obvious.
 18. To be impatient with a sloppy or disorganized thinking.
 19. To have his intelligence responded to.
 20. To seek out his mental peers.
 21. To be friendly and outgoing.
 22. To use his power of abstraction; to see and point out cause-and-effect relationships.
 23. To have time for thinking — solitude.
 24. To pursue a learning pace of his own. (May be fast or slow)
 25. To be outstanding in several areas but average in some.
- ~ Developed by Jeanne Deip, Consultant for Gifted, Garden Grove, California

Challenges of Giftedness

STRENGTHS	POSSIBLE PROBLEMS
Acquires/retains information quickly	Impatient with others; dislikes routine
Inquisitive; searches for significance	Asks embarrassing questions
Intrinsic motivation	Strong-willed; resists direction
Enjoys problem-solving; able to use abstract	Resists routine practice; questions rationale reasoning and reasons
Seeks cause-effect relations	Dislikes unclear/illogical areas (such as traditions or feelings)
Emphasizes truth, equity, and fair play	Worries about humanitarian concerns
Seeks to organize things and people	Constructs complicated rules; often seen as bossy
Large vocabulary; advanced, broad	May use words to manipulate; bored with information school and same-age peers
High expectations of self and others	Intolerant, perfectionist; may become depressed
Creative/inventive; likes new ways of doing	May be seen as disruptive and out-of-step things
Intense concentration; long attention span	Neglects duties/people during periods of persistence in areas of interest focus; seen as stubborn
Sensitivity, empathy, desire to be accepted	Sensitivity to criticism or peer rejection
High energy, alertness, eagerness	Frustration with inactivity; may be seen as hyperactive
Independent, prefers working solo; self-reliant	May reject parent or peer input; nonconformity
Diverse interests and abilities; versatility	May appear disorganized or scattered; frustrated over lack of time
Strong sense of humor	Peers may misunderstand humor; may become "class clown"

Adapted from Clark (1992) and Seago (1972)

Twice Exceptional Students

[Equity in Gifted/Talented Education](#)

Resources for Parents of Gifted and Talented Learners

[I Nominate My Student](#)

[Nomino a mi Hijo/a](#)

[GT State Plan in English](#)

[GT State Plan in Spanish](#)

[Baylor University Center for Gifted Education and Talent Development](#)

[Duke TIP Information](#)

[American Mensa](#)

[National Association for Gifted Children - Resources](#)

[Texas Association for the Gifted and Talented](#)

[Gifted and Talented Resources - Equity](#)

TEXAS EDUCATION CODE CHAPTER 29. EDUCATIONAL PROGRAMS

Subchapter D. Education Programs for Gifted and Talented Students

§29.121. Definition. In this subchapter, “gifted and talented students” 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:

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

§29.122. Establishment.

(a) Using criteria established by the State Board of Education, each school district shall adopt a process for identifying and serving gifted and talented students in the district and shall establish a program for those students in each grade level. A district may establish a shared services arrangement program with one or more other districts.

(b) Each school district shall adopt a policy regarding the use of funds to support the district's program for gifted and talented students.

§29.123. State Plan: Assistance. The State Board of Education shall develop and periodically update a state plan for the education of gifted and talented students to guide school districts in establishing and improving programs for identified students. The regional education service centers may assist districts in implementing the state plan. In addition to obtaining assistance from a regional education service center, a district may obtain other assistance in implementing the plan. The plan shall be used for accountability purposes to measure the performance of districts in providing services to students identified as gifted and talented.

Texas Education Code as passed by the 74th Legislature of the State of Texas. Effective September 1, 1995/2019.

**TEXAS EDUCATION CODE TITLE 2. PUBLIC EDUCATION SUBTITLE I. SCHOOL
FINANCE AND FISCAL MANAGEMENT CHAPTER 42.
FOUNDATION SCHOOL PROGRAM
SUBCHAPTER C. SPECIAL ALLOTMENTS TEC 42.156 TEC, §42.156.
GIFTED AND TALENTED STUDENT ALLOTMENT.**

- (a) For each identified student a school district serves in a program for gifted and talented students that the district certifies to the commissioner as complying with Subchapter D, Chapter 29, a district is entitled to an annual allotment equal to the district's adjusted basic allotment as determined under Section 42.102 or Section 42.103, as applicable, multiplied by .12 for each school year or a greater amount provided by appropriation.
- (b) Funds allocated under this section, other than the amount that represents the program's share of general administrative costs, must be used in providing programs for gifted and talented students under Subchapter D, Chapter 29, including programs sanctioned by International Baccalaureate and Advanced Placement, or in developing programs for gifted and talented students. Each district must account for the expenditure of state funds as provided by rule of the State Board of Education. If by the end of the 12th month after receiving an allotment for developing a program a district has failed to implement a program, the district must refund the amount of the allotment to the agency within 30 days.
- (c) Not more than five percent of a district's students in average daily attendance are eligible for funding under this section.
- (d) If the amount of state funds for which school districts are eligible under this section exceeds the amount of state funds appropriated in any year for the programs, the commissioner shall reduce each district's tier one allotments in the same manner described for a reduction in allotments under Section 42.253.
- (e) If the total amount of funds allotted under this section before a date set by rule of the State Board of Education is less than the total amount appropriated for a school year, the commissioner shall transfer the remainder to any program for which an allotment under Section 42.152 may be used.
- (f) After each district has received allotted funds for this program, the State Board of Education may use up to \$500,000 of the funds allocated under this section for programs such as, MATHCOUNTS Future Problem Solving, Odyssey of the Mind, and Academic Decathlon, as long as these funds are used to train personnel and provide program services. To be eligible for funding under this subsection, a program must be determined by the State Board of Education to provide services that are effective and consistent with the state plan for gifted and talented education.

TEXAS ADMINISTRATIVE CODE
Title 19, Part II Chapter 89. Adaptations for Special Populations
Subchapter A. Gifted/Talented Education

§89.1 Student Assessment.

School districts shall develop written policies on student identification that are approved by the local board of trustees and disseminated to parents. The policies must:

- (1) include provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in the Texas Education Code, §29.121;
- (2) include assessment measures collected from multiple sources according to each area defined in The Texas State Plan for the Education of Gifted/Talented Students;
- (3) include data and procedures designed to ensure that students from all populations in the district have access to assessment and, if identified, services for the gifted! talented program;
- (4) provide for final selection of students to be made by a committee of at least three local district educators who have received training in the nature and needs of gifted students; and
- (5) include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.

Source: The provisions of the §89.1 adopted to be effective September 1, 1996,21 TexReg 5690.

§89.2 Professional Development. School districts shall ensure that:

- (1) prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students;
- (2) teachers without training required in paragraph (1) of this section who provide instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement within one semester;
- (3) teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education; and
- (4) administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

Source: The provisions of this §89.2 adopted to be effective September 1, 1996,21 TexReg 5690; amended to be effective February 13, 2000, 25 TexReg 776.

§89.3 Student Services.

districts shall provide an array of learning opportunities for gifted/talented students in kindergarten through Grade 12 and shall inform parents of the opportunities. Options must 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; and
- (4) opportunities to accelerate in areas of strength.

Source: The provisions of this §89.3 adopted to be effective September 1, 1996, 21 TexReg 5690.

§89.4 Fiscal Responsibility.

Repealed. Please see §105.11 below.

Source: The provisions of this §89.4 repealed to be effective May 23, 2011, 36 TexReg 3187.

§89.5 Program Accountability.

School districts 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.

Source: The provisions of this §89.5 adopted to be effective September 1, 1996, 21 TexReg 5690.

SWEENY ISD BOARD POLICIES ON GIFTED and TALENTED STUDENTS

[EHBB \(LEGAL\)](#)

[EHBB \(LOCAL\)](#)

TEXAS STATE PLAN FOR THE EDUCATION OF GIFTED/TALENTED STUDENTS

[Link to plan](#)