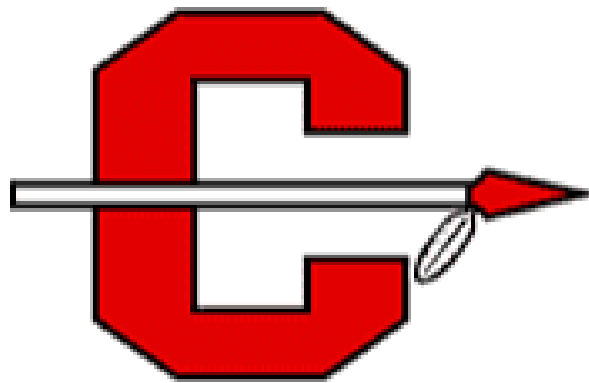


**CLEVELAND**ISD  
THE CLEVELAND ISD WAY



Gifted and Talented  
Program Guide

# Gifted/ Talented Contacts

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Pine Burr Elementary  
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346.799.4900

Santa Fe Elementary  
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346.799.4950

Southside Elementary  
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Cleveland Middle School  
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Santa Fe Middle School  
Contact Campus Counselor  
346.799.4990

Cleveland Ninth Grade Center  
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# Foreword

## Texas State Plan for the Education of Gifted and Talented Students

In 1977, the Texas Legislature passed its first legislation concerning the education of gifted/talented (G/T) students. In 1979, state funds for providing services to G/T children were made available, but providing such services was optional for school districts. In 1987, the Texas Legislature mandated that all school districts must identify and serve G/T students at all grade levels. In 1990, the Texas State Plan for the Education of Gifted/Talented Students (State Plan) was adopted by the Texas State Board of Education (SBOE) that included a commitment to high-level learning opportunities for G/T learners expressed in the following goal:

### **STATE GOAL FOR SERVICES FOR GIFTED/TALENTED STUDENTS**

Students who participate in services designed for gifted/talented students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who have participated in services for gifted/talented students will have produced products and performances of professional quality as part of their program services.

[Texas State Plan for the Education of Gifted/Talented Students \(English\)](#)

[Texas State Plan for the Education of Gifted/Talented Students \(Spanish\)](#)

In 1999, the 76th Texas Legislature introduced Rider 69 which spurred the initial development and ongoing refinement of the Texas Performance Standards Project for Gifted/Talented Students (TPSP) as a vehicle through which districts might address the stated goal. With the TPSP and ongoing research to inform and improve practice, Texas educators are committed to meeting the unique needs of G/T students and to expanding the ways to do so. To learn more about programs and resources for G/T education in Texas visit the [Texas Education Agency \(TEA\) Gifted/Talented website](#), contact a local Texas public school district or regional education service center (ESC), or email TEA at [gted@tea.state.tx.us](mailto:gted@tea.state.tx.us).

## **Definition of Gifted/Talented**

As defined by the Texas Education Agency, a gifted/talented student is a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

- (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. (Texas Education Code §29.121)

## **Program Goals**

Cleveland ISD

- will identify students for GT services using an equitable process that results in the gifted population closely mirroring the overall district population.
- will utilize research based instructional strategies to support gifted/talented students in developing and accomplishing their personalized academic and social emotional goals.
- Will provide gifted/talented students the opportunity to demonstrate their learning through the creation of professional quality, innovative products and performances.

# **SECTION ONE**

## **Fidelity of Services**

### **State Requirement**

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

### **Annual Program Evaluation Process**

A program evaluation of the Cleveland ISD Gifted/Talented Program Guide occurs annually and includes district staff, campus staff, and members of the G/T Advisory Council.

### **Funding**

The District's Gifted/Talented program shall address effective use of funds for programs and services consistent with the standards in the state plan for Gifted/Talented students. The District shall annually report to the Texas Education Agency (TEA) regarding funding used to implement the District's Gifted/Talented program. The District shall annually certify to TEA:

1. The establishment of a Gifted/Talented program by the District;  
and
2. That the District's program is consistent with the state plan for Gifted/Talented students. EHBB (LOCAL)

### **Alignment to State Plan**

Cleveland ISD's Program Guide for Gifted/Talented Students was approved in the 2022-2023 school year and presented to the Cleveland ISD Board of Trustees. The plan aligns to the Texas State Plan for the Education of Gifted/Talented Students. In accordance with the Texas State Plan for the Education of Gifted/Talented Students, Accountability Standard 1.11, any standard of service which Cleveland ISD is out of compliance will be addressed in the Corrective Action Plan.

# **Cleveland ISD Plan for the Education of Gifted /Talented Student**

Cleveland ISD provides a comprehensive plan for parents, community, and students that include district G/T contact information. Additional information can be found on the district web page.

## **G/T Advisory Council**

An advisory group consisting of community members, parents of gifted/talented students, school staff, and gifted/talented education staff will meet to review policies and procedures and recommendations for improvements will be made.

## **G/T Curriculum**

Curriculum for gifted/talented students is modified based on annual evaluations. 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. The development and delivery of curriculum for gifted/talented students is monitored by trained administrators who completed the Nature and Needs of Gifted Students including service options for administrators course.

## **Student Assessment**

Student assessment and services must be in compliance with the Texas State Plan for the Education of Gifted/Talented Students.

# **SECTION TWO**

## **Student Assessment**

### **State Requirement**

Gifted/talented identification procedures allow students to demonstrate and develop their diverse talents and abilities. A three-step process determines the identification and placement of students for participation in the CISD gifted program: (1) referral, (2) screening and assessment, and (3) identification and placement. Access to assessment and, if needed, gifted/talented services is available to all populations and grade levels of the district.

### **Step 1: Referral**

Referrals may be made by persons familiar with the student's abilities, potential performance, and past records. Student referral opportunities will be available during designated referral windows each school year. Gifted/Talented referral windows are posted on the district and campuses websites, campus newsletters, and district social media outlets. In addition, an online awareness session providing an overview of the assessment procedures and services for gifted/talented students is offered for families by the district prior to the referral period. Referral documents are provided for families in a language and form that the families understand, or a translator or interpreter is provided to the extent possible.

Parent/Guardian permission will and must be obtained prior to the administration and collection of assessment data.

Students continuously enrolled in Cleveland ISD may be referred only once each academic year.

Students will be assessed during the regularly scheduled/published assessment window.

Assessment and Identification for the Cleveland ISD's GT Program is not available prior to enrollment in Cleveland ISD.

### **Step 2: Screening and Assessment**

The CISD Gifted/Talented Program assessment process includes both qualitative and quantitative data collected to identify students who perform at or show the potential for performing beyond

the norm in areas of superior cognitive ability and or academic achievement when compared to others of the same age, experience, or environment (TEC § 29.121).

Students are assessed in languages they understand to the extent possible. The assessment process allows for student exceptionalities (*see glossary – twice-exceptional*) to the greatest extent possible.

### **Step 3: Placement**

Final determination of a student's need for gifted/talented services is made by a district screening and identification committee that includes 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)). A balanced examination of all assessment data collection through the district's gifted/talented assessment process is conducted and used by the screening and identification committee in making program placement decisions. It is a continued goal for the CISD gifted/talented services program to be closely reflective of the population of the total district and/or campus. Parents will be notified in writing of their child's assessment results.

### **Identification and Assessment Appeal Process**

Parents/Guardians may appeal the decision of the Campus GT Committee. Requests for appeals must be submitted in writing to the campus Principal within ten school business days upon receipt of the selection decision. Within no more than ten business days of receipt of the written appeal request, the Principal shall reconvene the Campus GT Committee to review the original decision. The Principal will provide the parent with a written response within ten school business days of the Campus GT Committee meeting. Subsequent appeals shall be made in accordance with FNG (LOCAL).

If parents did not receive the desired outcome through the campus level appeal process, parents may appeal at the district level. Requests for appeals must be submitted in writing to the district G/T Coordinator within ten business days upon receipt of the campus level appeal decision. Within no more than five business days of receipt of the written appeal request, the G/T Coordinator will convene the District Gifted and Talented Committee. The G/T Coordinator will provide the parent with a written response within ten school business days of the District Gifted and Talented Committee decision.

Subsequent appeals shall be made in accordance with EHBB (LOCAL) and FNG (LOCAL).

# Continuing Placement in the Gifted Program

## Continuing Students

Once the student has been placed in the Gifted/Talented Program, the student will continue to receive services each consecutive year unless there is sufficient evidence (such as assessment data, course selection, grades, etc.) that the program no longer meets the student's educational needs and the student has been furloughed or exited from the program. Students identified for gifted/talented services in CISD will continue to receive services at any CISD school they attend unless furlough or exit has occurred.

## New to CISD Students

Currently identified G/T students transferring into the district may be placed in the Cleveland ISD G/T Program with appropriate information of previous placement in the sending district. Without the appropriate documentation and/or upon recommendations of the receiving teacher(s), the student's placement may be reviewed by the Campus GT Committee. Cleveland ISD reserves the right to use its own standard procedures and measurements if there is any question regarding appropriate placement. This screening may occur outside the regular assessment window if necessary. The Campus GT Committee shall make its determination within the 30 days of the student's enrollment.

Test scores will not be automatically accepted from private sources, e.g. psychologists, learning centers, or state curriculum assessments; however, data from such testing may be used in informing the decisions of the Building Selection Committee. Students who transfer from private/home schools may be referred for GT Identification/Assessment at the time of enrollment. Students will be assessed during the regularly scheduled/published assessment window.

## Furlough

Gifted/Talented students may be furloughed from the program because of personal or health reasons. To consider a furlough, the Campus GT Committee must recognize the advisability of this option. Parents shall be included in the furlough process. The maximum length of the furlough is one year. If granted, a change of status form should be completed and placed in the student's cumulative folder. The counselor should monitor the student's re-admission to the appropriate class after the furlough. If at any time a student is unable to maintain satisfactory academic performance, the Campus GT Selection Committee may convene to consider an

intervention plan to meet the student's individual needs. Documentation of such plan will be recorded in the student's cumulative folder. Upon completion of the intervention plan, if it is in the best interest of the student to be furloughed, the request shall be granted by the Campus GT Committee. A change of status form should be completed and placed in the student's cumulative folder.

Secondary G/T identified students (6-12) who choose to not participate in at least two/three of the designated core academic courses as outlined in the 6-12 Gifted and Talented service design shall be considered to furlough or exit the G/T program.

## Furlough Procedures

- Review of student progress in the program
- Conference with student, parent(s), G/T teacher, and/or other teachers.
- Completion of Change of Status Form, if approved.

At the end of the furlough year, student will be reenrolled in the GT program or parents will complete the exit procedures on behalf of the student.

*Note: If a parent disagrees or declines to participate in the decision making process, a campus-level committee meeting will be held to review the information and make a decision.*

## Exit

If the Gifted/Talented services do not meet a student's educational needs, an exit request may occur. Exiting a student from the G/T program will be based on multiple criteria, including student performance. It is recommended that students furlough before exiting. Exiting G/T services will be finalized by a campus-level committee decision.

## Exit Procedures

- Review of student progress in the program
- Conference with student, parent(s), G/T teacher, and/or other teachers.
- Completion of Change of Status Form.
- In the case of a secondary student, class reassignment will occur in the best interest of the student in consultation with the parent(s), counseling staff, and the G/T teacher(s).

*Note: If a parent disagrees or declines to participate in the decision making process, a campus-level committee meeting will be held to review the information and make a decision.*

# SECTION THREE

## Service Design

### State Requirement

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.

### Guiding Principles

The special qualities and abilities of gifted/talented students present the need for specialized educational services. The Cleveland ISD Gifted/Talented Program recognizes these qualities and strives to meet the unique needs of these students. Instructional practices and strategies appropriate and essential for a gifted learner are implemented in order to provide the opportunity for these learners to reach their academic potential. Students are exposed to an array of research-based learning experiences that are commensurate with their abilities.

Instructional strategies encourage students to make connections across disciplines; embrace challenges; offer student choice in process and product; and encourage innovation through the use of technology, collaboration, research, experimentation, and creativity. Reading, writing, speaking, and listening are integrated through themes and purpose.

Gifted/talented students will have the opportunity to work together as a group, work with other GT students, and work independently during the school day. Flexible grouping and independent investigations are provided through CISD's guaranteed and viable curriculum. Students are also able to move at a pace that is commensurate with their abilities. A continuum of learning experiences is provided that leads to the development of advanced-level products.

The unique social and emotional needs of gifted/talented students are recognized, and support is given to those students through intentional lessons, grouping opportunities, and parent education/support.

# Program Design

## Instructional Grouping: Elementary

Elementary students are clustered together within designated heterogeneous classrooms with a G/T trained teacher. G/T trained teachers are teachers who have received professional learning in gifted and talented education and an annual six-hour professional learning updates as required in 19 TAC §89.2 (1).

## Honors/GT Course Guidance: Grades 6-8

Grade	Honors	GT
6th	<ul style="list-style-type: none"> <li>● STAAR passing score at approaches</li> <li>● Passed course with 80 or above</li> <li>● Students will self-select courses (there is no minimum or maximum)</li> </ul>	<ul style="list-style-type: none"> <li>● Automatically enrolled in honors courses for services</li> <li>● <b>2 Courses minimum: Student self-selected</b></li> </ul>
7th	<ul style="list-style-type: none"> <li>● STAAR passing score at approaches</li> <li>● Passed course with 80 or above</li> <li>● Students will self-select courses (there is no minimum or maximum)</li> </ul>	<ul style="list-style-type: none"> <li>● Automatically enrolled in honors courses for services</li> <li>● <b>2 Courses minimum: Student self-selected</b></li> </ul>
8th	<ul style="list-style-type: none"> <li>● STAAR passing score at approaches</li> <li>● Passed course with 80 or above</li> <li>● Students will self-select courses (there is no minimum or maximum)</li> </ul>	<ul style="list-style-type: none"> <li>● Automatically enrolled in honors courses for services</li> <li>● <b>3 Courses minimum: Student self-selected</b></li> </ul>

## Honors/GT/AP Course Guidance: Grades 9-12

Grade	Honors	GT	AP
9th	<ul style="list-style-type: none"> <li>❖ Open Enrollment</li> <li>❖ Courses self-selected by student</li> <li>❖ There is no minimum or maximum*</li> </ul>	<ul style="list-style-type: none"> <li>❖ Automatically enrolled in honors courses for services</li> <li>❖ <b>2 Courses minimum: Student self-selected</b></li> </ul>	<ul style="list-style-type: none"> <li>❖ Currently No AP courses offered at 9th Grade.</li> <li>❖ No minimum number of courses required</li> <li>❖ Courses Self-selected</li> </ul>
10th	<ul style="list-style-type: none"> <li>❖ Open Enrollment</li> <li>❖ STAAR passing score at approaches in Eng. I, Biology, and Alg. 1</li> <li>❖ Passed courses with 80 or above</li> </ul>	<ul style="list-style-type: none"> <li>❖ Automatically enrolled in honors courses for services or AP/DC course equivalent</li> <li>❖ <b>2 Courses minimum: Student self-selected</b></li> </ul>	<ul style="list-style-type: none"> <li>❖ Open Enrollment</li> <li>❖ No minimum number of courses required</li> <li>❖ Courses Self-selected</li> </ul>
11th	<ul style="list-style-type: none"> <li>❖ Open Enrollment</li> <li>❖ STAAR passing score at approaches in Eng. I, Eng. II, Biology, and Alg. I</li> <li>❖ Passed courses with 80 or above</li> </ul>	<ul style="list-style-type: none"> <li>❖ Automatically enrolled in honors courses for services or AP/DC course equivalent</li> <li>❖ <b>3 Courses minimum: Student self-selected</b></li> </ul>	<ul style="list-style-type: none"> <li>❖ Open Enrollment</li> <li>❖ No minimum number of courses required</li> <li>❖ Courses Self-selected</li> </ul>
12th	<ul style="list-style-type: none"> <li>❖ Open Enrollment</li> <li>❖ STAAR passing score at approaches in Eng. I, English II, Biology, Alg. I, US History</li> <li>❖ Passed courses with 80 or above</li> </ul>	<ul style="list-style-type: none"> <li>❖ Automatically enrolled in honors courses for services or AP/DC course equivalent</li> <li>❖ <b>3 Courses minimum: Student self-selected</b></li> </ul>	<ul style="list-style-type: none"> <li>❖ Open Enrollment</li> <li>❖ No minimum number of courses required</li> <li>❖ Courses Self-selected</li> </ul>

# **SECTION FOUR**

## **Curriculum and Instruction**

### **State Requirement**

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.

### **District and Campus Improvement Plans**

At least one goal to improve G/T services will be included in the district and campus improvement plans annually.

### **Elementary Gifted/Talented Program**

The objectives in each grade level are based on the Texas Essential Knowledge and Skills (TEKS). In core subjects, G/T teachers are able to adapt and/or modify the standard curriculum to meet the needs of gifted/talented students. Students are provided with opportunities to move at a pace and level appropriate to their abilities and skills.

A continuum of learning experiences guide students to the development of advanced-level products and/or performances, such as those provided by and/or adapted from the Texas Performance Standards Projects. Opportunities are also provided for students to pursue areas of interest in selected disciplines through guided and independent research.

## **Secondary Gifted/Talented Program – Middle School & High School**

Secondary G/T students are automatically enrolled in grade level honors courses. G/T students may also enroll in AP or Dual Credit classes offered at different grade levels. See *Course Guidance* regarding minimum of advanced classes for each grade level to maintain G/T status.

A continuum of learning experiences guide students to the development of advanced-level products and/or performances, such as those provided by and/or adapted from the Texas Performance Standards Projects. Opportunities are also provided for students to pursue areas of interest in selected disciplines through guided and independent research.

# SECTION FIVE

## Professional Learning

### State Requirement

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

CISD teachers who provide instruction and services that are part of the program for gifted students have a minimum of thirty (30) clock hours of professional learning that includes nature and needs of G/T students, identification and assessment of G/T students, and curriculum and instruction for G/T students. This should be completed prior to the first day of instruction. Teachers without the required training prior to instruction are required to complete the thirty hours within one semester. Teachers who provide G/T instruction and services receive a minimum of six (6) hours annually in G/T education.

Administrators and counselors who have supervisory duties or work with G/T students will complete a minimum of six (6) hours of professional learning that includes nature and needs of G/T students, service options, and social emotional learning for G/T students. Gifted/talented teachers and staff may provide professional learning opportunities according to district and individual campus or department need.

### Gifted Education Professional Learning Requirements

**\*Kindergarten Teachers:** It is recommended that G/T Foundations Part 1: Nature & Needs (6 hours) and G/T Foundations Part 2: Identification and Assessment (6 hours) be taken prior to October 1 to assist the district with its Kindergarten referrals and assessment window and to assist the district in its gifted diversity and equity initiative. The entire 30 hours of training in gifted education is available for kindergarten teachers (see CISD Professional Development Website).

**\*\*\*Annual G/T Update:** If a teacher has completed the 30 hours of G/T training but has not completed an update within the past five or more years, then he or she must complete the entire 30-hour training again. If it has been less than five years since the last update, then the teacher must take both G/T Foundations Part 1: Nature and Needs of Gifted Students and G/T Foundations Part 2: Identification and Assessment.

These courses can also count as the teacher's required annual 6-hour G/T update for that year.

# Gifted Education Strands

- G/T Foundations Part 1:  
Differentiation: G/T Nature and Needs of Gifted Students
- G/T Foundations Part 2:  
Assessment: G/T Identification and Assessment
- G/T Foundations Part 3:  
Curriculum and Instruction: Service Design and Differentiation
- G/T Foundations Part 4: Curriculum and Instruction:  
Instructional Strategies
- G/T Foundations Part 5: Curriculum and Instruction:  
Learning Environment and Advanced Products and Performances

# **SECTION SIX**

## **Family and Community Involvement**

### **State Requirement**

The district involves family and community members in services designed for gifted/talented students throughout the school year. 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 May of each school year. (TEC §11.251-11.253).

### **G/T Advisory Council**

Cleveland ISD offers parents an opportunity to serve on the district G/T Advisory Council along with campus and district administrators and teachers that meets annually. The G/T Advisory Council reviews the district G/T plan, provides input into proposed G/T services, and shares parent needs with district staff.

### **Communication to Parents**

Information regarding the identification process, service design, curriculum and instruction, and family/community involvement opportunities can be found on the district website. Additionally, campuses provide information to parents in their campus websites and newsletters. Student products and evidence of learning are routinely showcased via district and campus social media.

## Informational Nights

Informational nights are held throughout the year for various programs of interest for G/T students such as extracurricular activities and academic nights.

## Parent Teacher Association

Parents of GT students are invited to partner with the Cleveland ISD P.I.E. (Parents In Education) campus organizations.

## Board Approval Cleveland ISD Board Policy

Cleveland ISD Board Policy outlines the G/T identification process and was approved by the Board of Trustees on August 15, 2022. The Cleveland ISD G/T Team may present information to the board of Trustees in the form of written updates and/or presentations at board meetings.

# Glossary

*Terms and Definitions adapted from Texas State Plan for the Education of Gifted/Talented Students, April 2019.*

**Acceleration** - 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. From *A Nation Deceived*—Colangelo, N., Assouline, S., & Gross, M. U. M. (2004). *A Nation Deceived: How Schools Hold Back America's Brightest Students* (Vol. 1). Iowa City: University of Iowa, Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development.

**Area of Giftedness** - The specific set of abilities in which a student performs or shows potential to perform at a remarkably high level of accomplishment.

**Array of Learning Experiences** - A menu of challenging activities or opportunities that fit the unique interests and abilities of advanced-level students.

**Artistically Gifted** - Possessing outstanding ability in the visual and/or performing arts.

**Complexity** - 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.

**Concurrent Enrollment** - The practice of enrolling in a college or university to earn college or university credit while in high school.

**Continuum of Learning Experiences** - Articulated intellectual, artistic, creative, and/or leadership activities and opportunities that build upon one another each year a student is in school.

**Creatively Gifted** - Possessing outstanding imagination, thinking ability, innovative or creative reasoning ability, ability in problem solving, and/or high attainment in original or creative thinking.

**Credit by Exam (CBE)** - Method in which a student may receive credit for a subject/course or accelerate through a grade by taking one or more exams.

**Depth** - 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.

**Differentiation** - Modification of curriculum and instruction according to content, pacing, process and/or product to meet unique student needs in the classroom Diversity 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 Dual Credit an opportunity for a student to earn high school credit for successful completion of a college course.

**Flexible Pacing** - 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 progress, compacted course, advanced level courses, grade skipping, early entrance, concurrent or dual enrollment, and credit by examination.

**Foundation Curricular Areas** - English language arts/reading, mathematics, science, and social studies.

**Furlough** - A leave of absence from program services.

**Gifted in Leadership** - Possessing the natural ability to influence others; possessing skills in interpersonal relationships demonstrated, for example, by outstanding ability in such activities as student government.

**Gifted in Specific Academic Fields** - Possessing superior ability or potential in a specific course of study such as English language arts/reading, mathematics, science, or social studies.

**Gifted/Talented Services** - 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 leadership capacity.

**Independent Study** - 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.

**Intellectually Gifted** - Possessing superior intelligence, with potential or demonstrated accomplishments in several fields of study; ability to perform complex mental tasks.

**Mentor** - An individual who shares his or her expertise with a student of similar career or field-of-study aspirations.

**Qualitative Measures** - Performance indicators that cannot be recorded numerically and that include observations, anecdotal records, checklists, interviews, student products, performances, etc.

**Quantitative Measures** - Performance indicators that can be expressed in terms of definite numbers or amounts such as scores on achievement tests.

**Texas Performance Standards Project (TPSP)** - 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 <http://www.texaspsp.org/>).

**Twice-Exceptional** - 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: 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 (TEC 29.121) 29 Term Definition and who also gives evidence of one or more disabilities as.

# Appendix

## TEXAS EDUCATION CODE

### CHAPTER 29. EDUCATIONAL PROGRAMS

#### Subchapter D. Educational 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.

##### **§29.124. Certification and Reporting Required.**

(a) Each school district shall annually certify to the commissioner that the district has established a program for gifted and talented students as required by this subchapter and that the program is consistent with the state plan developed under Section 29.123.

(b) If the commissioner determines that a school 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:

- (1) 0.12; and
- (2) an amount equal to five percent of the students in average daily attendance in the district.

- (c) The commissioner may restore to a school district 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).
- (d) 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.
- (e) Nothing in this section 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.

**Texas Education Code as amended by the 86th Legislature of the State of Texas. Effective September 1, 2**

# 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 of 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.**

School 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(s) 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.

### **§105.11. Maximum Allowable Indirect Cost.**

No more than 48% of each school district's Foundation School Program (FSP) special allotments under the Texas Education Code, Chapter 42, Subchapter C, may be expended for indirect costs related to the following programs: compensatory education, bilingual education and special language programs, and special education. No more than 45% of each school district's FSP special allotments under the Texas Education Code, Chapter 42, Subchapter C, may be expended for indirect costs related to gifted and talented education programs. No more than 42% of each school district's FSP special allotments under the Texas Education Code, Chapter 42, Subchapter C, may be expended for indirect costs related to career and technical education programs. Indirect costs may be attributed to the following expenditure function codes: 34—Student Transportation; 41—General Administration; 81—Facilities Acquisition and Construction; and the Function 90 series of the general fund, as defined in the Texas Education Agency publication, Financial Accountability System Resource Guide.

(b) For the 2012–2013 school year and each year thereafter, a school district may choose to use a greater indirect cost allotment under the Texas Education Code, §§ 42.151, 42.153, 42.154, and 42.156, to the extent the school district receives less funding per weighted student in state and local maintenance and operations revenue than in the 2011–2012 school year. The commissioner of education shall develop a methodology for a school district to make a determination under this section and may require any information necessary to implement this subsection. The commissioner's methodology must limit the percentage increase in allowable indirect cost to no more than the percentage decrease in state and local maintenance and operations revenue from the 2011–2012 school year.

Source: The provisions of this §105.11 adopted to be effective September 1, 1996, 21 TexReg 5710; amended to be effective December 5, 2004, 29 TexReg 11347; amended to be effective December 31, 2009, 34 TexReg 9439; amended to be effective December 26, 2011, 36 TexReg 8825



**CLEVELAND INDEPENDENT SCHOOL DISTRICT  
GIFTED AND TALENTED PROGRAM  
CHANGE OF STATUS FORM**

Student Name \_\_\_\_\_ ID \_\_\_\_\_

Campus \_\_\_\_\_ Grade \_\_\_\_\_ Date of Action \_\_\_\_\_

A furlough is a temporary removal from the GT Program. A time span for a furlough is up to one school year. After the furlough expires, the student may re-enroll in the GT program at school. If the student does not enroll in the appropriate classes after the furlough expires, the campus will recommend a GT Exit.

**A furlough is recommended for the following reason(s):**

- Student is not enrolled in the GT Cluster Classroom
- Student not enrolled in the appropriate advanced level courses (secondary only)
- Student not performing to academic potential (Intervention Plan created)
- Parent or student request
- Other: \_\_\_\_\_

**SIGNATURES OF AGREEMENT TO FURLOUGH:**

This furlough expires during the month of \_\_\_\_\_ in the year of \_\_\_\_\_.

COUNSELOR \_\_\_\_\_ DATE \_\_\_\_\_

PARENT \_\_\_\_\_ DATE \_\_\_\_\_

*\*A copy of this top portion shall be provided to the parent and maintained as a record by the campus counselor.*

FOLLOW-UP DATE OF ACTION: \_\_\_\_\_

The furlough period has expired. At this time, the student will (check one):

- RE-ENROLL IN GT PROGRAMMING  
(Counselor signature required)
- EXIT THE GT PROGRAM  
(Counselor and parent signature required)

**SIGNATURES OF AGREEMENT TO FOLLOW-UP ACTION:**

COUNSELOR \_\_\_\_\_ PARENT \_\_\_\_\_  
DATE \_\_\_\_\_ DATE \_\_\_\_\_

\*NOTE: Exited students who wish to re-enroll in the GT program will need to participate in the full GT screening process (EHBB- LOCAL).



**CLEVELAND INDEPENDENT SCHOOL DISTRICT  
GIFTED AND TALENTED PROGRAM  
INTERVENTION PLAN**

Student Name \_\_\_\_\_ ID \_\_\_\_\_

Date \_\_\_\_\_ Grade \_\_\_\_\_ Campus \_\_\_\_\_

Individual Initiating Intervention Referral \_\_\_\_\_

**Circumstances warranting intervention plan:**

**Objectives to be accomplished by the intervention plan:**

Intervention Plan Review Date \_\_\_\_\_ Intervention Plan Expiration Date \_\_\_\_\_

Parent Signature \_\_\_\_\_ Student Signature: \_\_\_\_\_

**Campus GT Committee Names and Signatures (\*required):**

\*Administrator \_\_\_\_\_ \*Counselor \_\_\_\_\_

\*Teacher \_\_\_\_\_ Other \_\_\_\_\_