PHILOSOPHY: The mission of Rice Consolidated Independent School District is to provide a unique educational experience where all students excel academically, physically, and socially in a safe and nurturing learning environment that encourages respect and responsibility and prepares students to be confident, life-long learners, and productive citizens. To fulfill this mission, instruction must be of the highest quality, equity must be maintained for all students, and educators shall be accountable for results.
Based on this mission for all students, programs for the gifted/talented students should be geared toward the potential of such students. The gifted/talented program should encourage these students toward maximizing their reasoning and performance abilities while incorporating both creative thinking and problem solving. The program should provide a variety of experiences for students that enable them to understand learning and knowledge within and among themselves.

These beliefs should shape the development of an exemplary program for students whose needs are different from those of other students.

1. Program Design

Rice CISD DEFINITION OF GIFTED: Rice CISD defines gifted and talented as any child or youth in grades K-12 who performs at, or shows the potential for performing at, a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who exhibits high performance capability in general intellectual ability. *Identified gifted/talented students are assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas. Services are available during the school day as well as the entire school year. Parents are informed of these options (19 TAC §89.3(3)).*

- ***a. Definition of gifted/talented (Developed from State Definition)***
- *b.* ***Description of gifted students' services***
    - *i. Rice CISD ensures comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas.*

      At Rice CISD we are committed to meeting the needs of all students, including this special population. Our students have many gifts and talents that range from academics to art, performance, and music. The services described below address the advanced academic needs of gifted and talented students in general Intellectual Ability. We are committed to placing gifted and talented students in classes that meet their needs academically.

    - *ii. Rice CISD ensures that gifted/talented students are ensured opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year as a direct result of gifted/talented service options (19 TAC §89.3(1)).*

iii. *Rice CISD ensures that flexible grouping patterns and independent investigations are provided in at least one of the four (4) foundation curricular areas.*
iv. *Rice CISD will provide out-of-school options relevant to the students' areas of strength are provided by school districts whenever possible (19 TAC §89.3(3)).*
v. *Rice CISD during their district administrator meeting will review the acceleration and flexible pacing of GT students. These meetings held every nine weeks, are actively facilitated by district administrators, counselors, and teachers.*
vi. *Local board policies are developed that enable students to participate in dual/concurrent enrollment, distance learning opportunities, and accelerated summer programs. (See District Policy handbook)*
1. *Local board policies are developed that are consistent with State Board of Education rules on credit by examination (19 TAC §74.24) and early high school graduation opportunities (TEC §56.203). (See Local School Board policies concerning early graduation and credit by exam.)*

2. Program Options

a. *Describe the types of services provided at the various levels*

Elementary

In Rice CISD, identified students in grades K-5 are served in the regular classrooms during the school week with G/T trained teachers. All elementary teachers at Rice CISD are encouraged to obtain their 30 hours mandatory training in G/T as well as their yearly 6 hour updates. You will see flexible grouping, tiered instruction, stations, higher level thinking, open-ended tasks, and student choice. G/T students are strategically placed in small groups with G/T-trained teachers. All of these teachers are trained to differentiate their curriculum to meet the needs of the G/T students in their classes. These teachers are trained to compact students out of the content/skills they have already mastered and move students on to new learning. During the school year teachers have the option to implement the Texas Performance Standards Project ().

Secondary

In Rice CISD Junior High, the students are served through designated Honor courses in the four core foundational areas as well as in class differentiation as needed. The campus maintains a list of advanced classes that are appropriate for the G/T Student.

In Rice CISD High School, students are served in the 4 core foundational areas through a combination of Honors classes, Advanced Placement as well as Dual Credit. The campus maintains a list of advanced classes that are appropriate for the G/T Student.

i. *Information concerning special opportunities (i.e. contests, academic recognition, summer camps, community programs, volunteer opportunities, etc.) are kept at each campus and are available and disseminated to parents and community members.*

3. Identification and Assessment 2.1, 2.16

Written policies on student identification for gifted/talented services are approved by the district Board of Trustees and disseminated to all parents (19 TAC §89.1). Students in grades K–12 shall be assessed and, if identified, provided gifted/talented services (TEC §29.122 and 19 TAC §89.1(3)).

- ***a.*** *Communicate the Process to Parents and Community 2.2, 2.3, 2.4, 2.5, 2.6*
  - *i. Rice CISD ensures that referral procedures of assessment of gifted/talented students are communicated to families in a language and form that the families understand or a translator or interpreter is provided.*
  - *ii. Rice CISD ensures that all referral forms for assessment of gifted/talented students are provided to families in a language and form that the families understand, or a translator or interpreter is provided to the extent possible,*
  - *iii. Families are informed of the assessment results and placement decisions and are encouraged to schedule a meeting with the school counselor through the Determination of Need letter. At a staff meeting held nearest to the determination of placement, staff are informed of assessment results as well as given opportunities to schedule conferences to discuss assessment data.*
  - *iv. Prior to the district referral window opening, an awareness session providing an overview of the assessment procedures and services for gifted/talented students is offered for families by the district and/or campus.*
  - *v. Rice CISD ensures that all family meetings are offered in a language families can understand or a translator or interpreter is provided to the extent possible.*
- *b. Referral Process 2.14*
  Provisions for ongoing identification of students who perform or show potential for performing at remarkably high levels of accomplishment in each area of giftedness served by the district are included in board-approved policy (19 TAC §89.1(1)).
- ***c.*** *Assessment 2.15, 2.17, 2.19*

RICE CISD IDENTIFICATION TIMELINE

Referral procedures published in local newspaper and on district website

October

Referrals accepted from parents, teachers, community members

October

Assessments conducted after written parental permission obtained

November-December

Gifted/Talented committee meets to review assessments

January

Written parental permission for services obtained for identified students

Acceptance letters sent

January

Services begin for newly identified students

February

i. *Assessment opportunities for gifted/talented identification are made available to students at least once per school year. (See assessment timeline)*
ii. *Data collected from multiple sources for each area of giftedness served by the district are included in the assessment process for gifted/talented services (19 TAC §89.1(2)). The assessment process allows for student exceptionalities to the extent possible.*
iii. *Students are assessed in languages they understand or with nonverbal assessments.*
    1. *Kindergarten 2.20, 2.21*
        a. *Rice CISD screens all kindergarten students using the NNAT 3. The top 25% are considered for further testing.*
        b. *At the kindergarten level, as many criteria as possible, and at least three (3), NNAT, ITBS, F&P Benchmark levels, and Istation, are used to assess students who perform at remarkably high levels of accomplishment relative to age peers.*
    2. *1st – 12th Grades 2.22*
        a. *In grades 1 – 12, qualitative and quantitative data are collected through three (3) or more measures and used to determine whether a student needs gifted/talented services. Rice CISD will use NNAT, ITBS, and Renzulli-Hartman.*

d. *Review of Measures--Annually, the GT Coordinator will review all measures using the TEA approved assessment list.*

e. *Determination of Placement 2.18, 2.28*
i. *Based on a review of information gathered during the assessment process, students whose data reflect that gifted/talented services will be the most effective way to meet their identified educational needs are recommended by the selection committee for gifted/talented services.*
ii. *A balanced examination of all assessment data collected through the district's gifted/talented assessment process is conducted and used by the selection committee in making identification decisions.*

f. *Appeal Process for Identification 2.13*

i. *Policy related to appeals allows parents, students, and educators to appeal placement decisions in a timely manner and to present new data, if appropriate. (See School Board Policy handbook)*

g. *Student Progress/ performance2.29*

i. *Student progress/performance in response to gifted/talented services is periodically assessed using standards in the areas served and identified in the written plan. Results are communicated to parents or guardians during each 9 week period.*

4. Gifted/Talented Committee

a. Composition of Membership 2.27

i. *The selection committee is formed of members who have completed training by 19 TAC §89.2.* Rice CISD GT Committee consists of the campus principal, the counselor, and teachers who have received the required state mandated training. The GT Coordinator will maintain documentation of appropriate training for all members of the committee.

b. Responsibilities and Training 2.26

i. The Campus GT Committees will meet to review individual student data and determine the most effective way to meet identified educational needs of the student. The district GT Coordinator will maintain all training records. *Final determination of students' need for gifted/talented services is made by a committee of at least three (3) local district or campus educators who have received training in the nature and needs of gifted/talented students and who have met and reviewed the individual student data (19 TAC §89.1(4)).*

5. District/Campus Procedures

Provisions regarding transfer students, furloughs, reassessment, exiting of students from program services, and appeals of district decisions regarding program placement are included in board approved policy (19TAC §89.1(5).

a. *Reassessment*

Rice CISD only reassesses students in response to performance in the GT Program if needed. *Policy related to reassessment of gifted/talented students is based on performance in response to gifted/talented services and if reassessment occurs at all, it is no more once in elementary, once in middle school and once in high school*

b. *Furlough*

FURLOUGH PROCEDURE

A furlough is a temporary "leave of absence" from the Gifted/Talented Program designed to meet the individual needs of an identified student. Anyone may request a furlough: parent, student, teacher, or administrator. Requests for a furlough will be given to the campus administrator and members of the Gifted/Talented committee for consideration. A student may be furloughed for a period of time deemed appropriate by the Gifted/Talented committee. At the end of the furlough, the student's progress shall be reassessed, and the student may re-enter the Gifted/Talented program, be removed from the program, or be placed on another

furlough. Furloughs are designed to be short-term and temporary and should never be used for an entire school year.

A furlough does not indicate a permanent exiting of the program. Furloughs could be utilized for a variety of extenuating circumstances. Any student may be granted a furlough from the program for various issues such as over commitment, family concerns, serious illness, or any other circumstances which would inhibit or curtail the student's performance in the program. The furlough may also be used prior to a formal exit from the program for those students who are unable to maintain satisfactory performance within

Policy is adopted allowing student furlough (the opportunity for students to have a leave of absence from gifted/talented program services) for specified reasons and for a certain period of time without being exited.

c. *Transfers*

i. Rice CISD ensures that students who transfer from outside the district will have their GT documentation reviewed by the campus GT committee following notification of enrollment of the student. The GT campus committee will make a placement decision based upon the most effective way to meet the educational needs of the student. *That transfer students are properly assessed and appropriately placed following notification of enrollment in the district is included in board-approved policy. Transfers from campus to campus within the district are also addressed in board-approved policy.*

ii. Rice CISD ensures that GT students transferring in from another district or state will have their GT assessment records reviewed. *a gifted/talented student transfers to another district either in or out of Texas, that district is provided with the student's assessment data by the sending district.*

d. Exiting

Student performance in the program shall be monitored. A student shall be removed from the program at any time the Gifted/Talented committee determines it is in the student's best interest and a furlough has been ineffective. If a parent requests their child be removed from the program, the Gifted/Talented committee shall grant the request. Once a student is exited from the program he/she must adhere to the identification procedures and exhibit educational need to be readmitted.

P*olicy related to exiting of students from gifted/talented services is based on multiple criteria including student performance in response to services. Exiting of a student is finalized by committee decision after consultation with parents and student regarding the student's educational needs.*

e. *Appeal Process for Services (See 3.F)*

Policy related to appeals allows parents, students, and educators to appeal placement decisions in a timely manner and to present new data, if appropriate.

6. Curriculum and Instruction

I*dentified gifted/talented students are assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas. Services are available during the school day as well as the entire school year. Parents are informed of these options (19 TAC §89.3(3)).*

a. *Learning Experiences*

i. I*nformation concerning special opportunities (i.e. contests, academic recognition, summer camps, community programs, volunteer opportunities,* etc.) *is available and disseminated to parents and community members (See 2.B.1)*

ii. Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research.

iii. Rice CISD provides opportunities for students to pursue guided and independent research through the TPSP. In the Texas Performance Standards Project (TPSP), or other experiences that result in the development of sophisticated products and/or performances that are targeted to an audience outside the classroom, is available through gifted/talented curricula.

b. *Acceleration*

i. Opportunities are provided to accelerate in areas of student strengths (19 TAC §89.3(4)). (See 2.B.2)

ii. Flexible pacing is employed, allowing students to learn at the pace and level appropriate to their abilities and skills. Rice CISD ensures that students are able to learn at a pace and level commiserate with their abilities and skills.

c. Curriculum Alignments

i. Services for gifted/talented students are comprehensive, structured, sequenced, and challenging, including options in foundation curricular areas. (See 1.B.i)

ii. A continuum of learning experiences is provided that leads to the development of advanced-level products and/or performances such as those provided through the Texas Performance Standards Project (TPSP) (19 TAC §89.3(2)).(See 6.A.ii)

d. *Modifications/Accommodations*

i. Scheduling modifications are implemented in order to meet the identified needs of individual students. Rice CISD ensures that flexible scheduling modifications are implemented to meet the identified needs of individual students.

ii. Educators adapt and/or modify the core or standard curriculum to meet the needs of gifted/talented students and those with special needs such as twice-exceptional, highly gifted, and English learners. Rice CISD adapts or modifies the core curriculum to meet the needs of identified students and those with special needs such as twice exceptional, highly gifted and English Language Learners. If a student has an IEP, it will be reviewed during this process.

7. Professional Learning

a. Requirements

i. ***School Board*** *5.10*

Local district boards of trustees are trained to ensure program accountability based on the Texas State Plan for the Education of Gifted/Talented Students. (19 TAC §89.5) Region 3 ESC will provide annual training for Rice CISD.

ii. ***Administrators*** *5.8*

Teachers as well as administrators who have supervisory duties for service decisions and teachers are required to complete a minimum of six (6) hours of

professional development that includes nature and needs of gifted/talented students and service options for gifted/talented students (19 TAC §89.2(4)). Rice CISD ensures that administrators with supervisor duties have completed the 6 hour "Nature and Needs and Service Options of GT students" training.

iii. ***Counselors*** *5.9*

Counselors who work with gifted/talented students are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students, service options for gifted/talented students, and social emotional learning (19 TAC §89.2(4)).

iv. ***Coordinators*** *5*

A written plan for professional learning in the area of gifted/talented education that is based on identified needs is implemented and updated annually. Using data collected from the annual GT report, curriculum directors and administrators will create a written plan for professional learning in the area of GT education. Rice CISD will provide GT training annually for the staff. The Curriculum director will disseminate training opportunities for professional development to the staff.

Opportunities for professional development in the area of gifted/talented education are provided on a regular basis, and information on them is disseminated to professionals in the district.

v. ***Teachers*** *5.1, 5.2, 5.3, 5.6, 5.8*

a. A minimum of thirty (30) clock hours of professional learning that includes nature and needs of gifted/talented students, identification and assessment of gifted/talented students, and curriculum and instruction for gifted/talented students is required for teachers who provide instruction and services that are a part of the district's defined gifted/talented services. Teachers are required to have completed the thirty (30) hours of professional learning prior to their assignment to the district's gifted/talented services (19 TAC §89.2(1)).

b. Teachers without required training who are assigned to provide instruction and services that are part of the district's defined gifted/talented services are required to complete the thirty (30) hour training within one semester (19 TAC §89.2(2)). Teachers new to Rice CISD will complete their 30 hour training the summer before employment, or within the first semester.

c. Teachers are encouraged to obtain additional professional development in their teaching discipline and/or in gifted/talented education. Rice CISD will promote opportunities for training.

d. Teachers who provide instruction and services that are a part of the district's defined gifted/talented services receive a minimum of six (6) hours annually of professional development in gifted/talented education that is related to state teacher education standards (19 TAC §89.2(3) and TAC §233.1). Rice CISD promotes attendance for training at the Region 3 ESC.

e. Annually, each teacher new to the district receives an orientation to the district's gifted/talented identification processes and the district's services for gifted/talented students. Each year, at new teacher orientation, the Curriculum

Director will provide new teachers an overview of the district's GT processes and services.

f. Teachers as well as administrators who have supervisory duties for service decisions and teachers are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students and service options for gifted/talented students (19 TAC §89.2(4)). (See 7.A.2)

b. Professional Learning Accountability

i. *Evaluation of professional development activities for gifted/talented education is ongoing and related to state teacher education standards, and the results of the evaluation are used in making decisions regarding future staff development plans (19 TAC §89.5 and TAC §233.1).* Professional Development activities are evaluated and the results are used in making future staff development plans. The district GT advisory committee will provide input.

ii. *Gifted/talented services staff are involved in planning, reviewing, and/or conducting the district's gifted/talented training.* The campus GT Committee will be involved in the planning, reviewing, and conduction of GT training.

8. Family and Community Connections and Communications

a. Dissemination of Information

i. *Written policies are developed on gifted/talented student identification, approved by the local board of trustees and disseminated to parents (19 TAC §89.1).* The Rice CISD GT plan is approved by the local board of trustees and available to parents online, at each campus office, or by request.

ii. *An array of learning opportunities is provided for gifted/talented students in grades K–12, and parents are informed of all gifted/talented services and opportunities (19 TAC §89.3). T*he Rice CISD GT plan is available on the website and at each campus. In the plan, all learning opportunities are listed.

b. *Community/Family Input*

i. *Input from family and community representatives on gifted/talented identification and assessment procedures is invited annually.* Rice CISD GT advisory committee will consist of the GT district committee, a parent representative and a community rep.

ii. *Information is shared or meetings are held annually requesting parent and community recommendations regarding students who may need gifted/talented services. R*ice CISD GT advisory committee will annually give input into identification and assessment procedure.

2.

c. Family and Community Involvement

i. *Products and achievements of gifted/talented students are shared with the community.* Annually, RICE CISD will hold a GT Product Fair. The community will be invited.

ii. *Orientation and periodic updates are provided for parents of students who are identified as gifted/talented and provided gifted/talented services.* After RIce CISD admits students to the GT program, a parent orientation GT meeting will be held. A nine week GT report card will also be used as periodic updates.

iii. *Gifted/talented education policies and procedures are reviewed and recommendations for improvement are made by an advisory group of community members, parents of gifted/talented students, school staff, and gifted/talented education staff, who meet regularly for that purpose.* Rice CISD GT District Advisory Committee will make recommendations on improvement of GT policies and procedures.

d. *Parent Groups/Associations 6.4*

i. *The opportunity to participate in a parent association and/or gifted/talented advocacy group is provided to parents and community members.* Rice CISD encourages enrollment in advocacy groups and parent associations.

e. *G/T Program Comprehensive Guide*

i. *Develop a comprehensive manual or program guide describing all gifted/talented programs, services, assessments, and communication which is accessible to parents, community and students including district G/T contact information.* Rice CISD GT plan is the comprehensive guide to services. It is disseminated to parents on the website, as well on each campus, or by request

9. Evaluation of Services

a. *The effectiveness of gifted/talented services is evaluated annually, shared with the board of trustees, and the data is used to modify and update district and campus improvement plans. Parents are included in the evaluation process, and the outcomes and findings of the evaluation are shared with parents (TEC §§11.251–11.253).* The Curriculum Director will compile the annual GT report. It will be presented annually to the Board of Trustees. This data will then be used to modify the DIP and the CIP. The district advisory committee will provide input to the evaluation process. The GT annual report will be shared with parents through the GT district website and will be available at each campus.

b. *Annual evaluation activities are conducted for the purpose of continued service development.* The GT annual report will serve as the evidence of continued service development.

c. *Long-range evaluation of services is based on evidence obtained through gifted/talented appropriate performance measures such as those provided through the Texas Performance Standards Project (TPSP). T*PSP rubrics will be evaluated by the campus GT committee and results given to the GT coordinator who will then incorporate the information into the annual report and make long range plans.

d. *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 District Coordinator will develop criteria and guidelines for the evaluation of materials used for differentiated learning. The campus principal will ensure that materials purchased are compliant with these guidelines.

e. *Curriculum for gifted/talented students is modified based on annual evaluations.* The annual GT report will be used to review and modify the curriculum.

f. *Provisions to improve services to gifted/talented students are included in district and campus improvement plans (TEC §§11.25111.253).* The GT annual report will be used in the DIP and CIP to improve or modify GT services.

10.Standards of Service Compliance and Funding

a. Services and Policies 1.1, 1.2, 1.7

i. Student assessment and services are in compliance with the Texas State Plan for the Education of Gifted/Talented Students (19 TAC §89.5). Rice CISD ensures that the board approved district plan is in compliance with the state plan of education.

ii. Gifted/talented education policies and procedures are reviewed and recommendations for improvement are made by an advisory group of community members, parents of gifted/talented students, school staff, and gifted/talented education staff, who meet regularly for that purpose. (See 8.C.3)

iii. *The development and delivery of curriculum for gifted/talented students is monitored regularly by trained administrators.* During the monthly administrator meetings, GT program development and delivery will be an agenda item.

b. Funding Compliance 1.3, 1.4, 1.12

i. No more than 45% of state funds allocated for gifted/talented 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).

ii. To the extent that state funding is provided for gifted/talented student education, local funding for gifted/talented education programs is used to supplement the state funding. Rice CISD will use local funding to the extent necessary to ensure appropriate GT student education. This information will be part of the annual GT report.

iii. Funds used for programs and services must be determined effective and consistent with the standards set forth in this document. Rice CISD GT annual report will determine the effectiveness and consistency of compliance with the standards in the GT district plan.

c. Access to Services 2.24, 2,25

i. Access to assessment and, if needed, gifted/talented services is available to all populations of the district (19 TAC §89.1(3)). Rice CISD ensures that all populations have access to assessment and if needed, GT services. The annual GT report will review GT populations. This information will be used to help guide district assessment procedures.

ii. The population of the gifted/talented services program is closely reflective of the population of the total district and/or campus.

d. Non Compliance Plan 1.11

i. *For any standard of service for which the district is out of compliance, a written plan specifying actions and timelines for achieving compliance.* Rice CISD will create a non-compliance plan for any standard which the district is not in compliance specifying actions and timelines for achieving compliance. This report will be part of the GT annual report presented to the Board of Trustees.