

TIDEHAVEN INDEPENDENT SCHOOL DISTRICT PLAN AND COMPREHENSIVE MANUAL FOR ACADEMICALLY GIFTED AND TALENTED STUDENTS

School Board Approved

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Nondiscrimination

Tidehaven ISD does not discriminate on the basis of race, religion, color, national origin, economic status, sex, or disability in providing education services, activities, and programs, including vocational programs in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section of the Rehabilitation Act of 1973, as amended.

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Definition of gifted and talented students

Tidehaven ISD 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.

1. Program Design 3.1

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) Description of gifted students' services 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9
 - i) Gifted/talented students receive services that are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas.
 - ii) Tidehaven ISD homogeneously groups gifted/talented students, ensuring those opportunities to work together as a group, as well as with other students. Gifted and talented students work independently during the school day as well as the entire school year as part of the gifted and talented services.
 - iii) Tidehaven ISD ensures that Gifted and Talented students are offered flexible grouping patterns and participate in independent investigations provided in at least one of the four (4) foundation curricular areas.
 - iv) Out-of-school options relevant to the students' areas of strength are provided by school districts whenever possible (19 TAC §89.3(3)). Tidehaven ISD ensures that out-of-school options relevant to areas of students' strengths are provided when available.
 - v) Acceleration and flexible pacing is employed, allowing students to learn at the pace and level appropriate for their abilities and skills are actively facilitated by district administrators, counselors, and teachers. Tidehaven ISD ensures flexible pacing appropriate for GT students. District administrators, counselors, and teachers review program curriculum as well as the acceleration and pacing of the program during the campus Gifted and Talented committee regular meetings.
 - vi) Local board policies are developed that enable students to participate in dual/concurrent enrollment, distance learning opportunities, and accelerated summer programs. (*see Tidehaven ISD board policies for dual concurrent enrollment distance learning and accelerated summer programs.*)
 - vii) 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 Tidehaven ISD board policy for credit by examination and early graduation opportunities.*)

2. Program Options

The primary Gifted/Talented curriculum used with the identified Gifted/Talented Students will be the Texas Performance Standards Projects that result in the development of sophisticated products/performances that are targeted to an audience outside the classroom. This continuum of learning experiences will lead to the development of advanced-level products and/or performance that will be shared with the community each spring. Additionally, the students will participate in a variety of differentiated activities that will further develop their creative, critical and higher level thinking abilities.

- **Kindergarten - 5th grade** students are served by a Gifted/Talented teacher through a pull-out program.
- **6th - 12th grade** students are served through differentiation within the classroom by a teacher who has been trained in Gifted and Talented education, OR through AP classes, honors classes, and/or independent research study. In the 6th through 10th grade, identified Gifted/Talented Students are homogeneously grouped with a Gifted/Talented trained teacher during the school day. Teachers will also differentiate the regular curriculum ordinarily provided by the school using depth and complexity.

Opportunities Outside of School

Information concerning special opportunities (i.e. contests, academic recognition, summer camps, community programs, volunteer opportunities, etc.) is available and disseminated to parents and community members. Tidehaven creates a flyer of special opportunities and contacts that is mailed home, available at each campus office, and also available on the Tidehaven ISD website.

Out-of-school options relevant to the students' areas of strength are provided by school districts whenever possible (19 TAC §89.3(3)). (see 1a iv)

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)).

Referral procedures published in local newspapers, campus newsletters, and on district website Parent Awareness Sessions held	August / September
Referrals accepted from parents, teachers, community members for a two-week period Assessments conducted after written parental permission obtained	October / November
Gifted/Talented committee meets to review assessment data	December

Written parental permission for services obtained for identified students Letters sent to parents of students who did not qualify Parent Orientation Sessions held Services begin for newly identified students	December / January
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- a) Communicate the Process to Parents and Community 2.2, 2.3, 2.4, 2.5, 2.6
 - i) Referral procedures for 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. Tidehaven ISD ensures that communications to families are in a language and form that families understand and a translator is provided.
 - ii) 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. Tidehaven ISD ensures forms for assessment are provided in a language and form that families understand.
 - iii) Families and staff are informed of individual student assessment results and placement decisions as well as given opportunities to schedule conferences to discuss assessment data. Tidehaven ISD ensures that families are informed of the student assessment results and placement decision within 10 working days. Parents are given an opportunity to schedule a conference to discuss the data. Staff who routinely work with the students are informed of the assessment results and placement decisions
 - iv) 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 prior to the referral period. Tidehaven ISD will provide an awareness of the assessment procedures and services prior to the referral period.
 - v) All family meetings are offered in a language families can understand or a translator or interpreter is provided to the extent possible. Tidehaven ISD will ensure that a translator or interpreter will be provided to the extent possible.
- b) Referral Process 2.14
 - i) 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
 - i) Assessment opportunities for gifted/talented identification are made available to students at least once per school year.
 - 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. Students identified with one or more exceptionalities will be assessed for the GT program and accommodations will be made in the assessment process. At the kindergarten level we will use a school abilities test, a creativity test, a teacher survey, and a parent survey.
 - iii) Students are assessed in languages they understand or with nonverbal assessments.
 - 1) Kindergarten 2.20, 2.21
 - (a) All kindergarten students are automatically considered for gifted/talented and other advanced level services. All Kindergarten

students are administered the NNAT. The top 10 percent are referred for further GT testing.

- (b) At the kindergarten level, as many criteria as possible, and at least three (3), are used to assess students who perform at remarkably high levels of accomplishment relative to age peers.

- (i) At the kindergarten level we will use a school abilities test, a creativity test, a teacher survey, and a parent survey.

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.

d) Review of Measures

- i) The GT committee will meet to review student assessment data.

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. Tidehaven ISD campus GT committees after meeting and reviewing assessment information will determine the most effective way to meet the identified needs of each individual student. Gifted and talented services will be recommended for students whose data reflect these services as the most effective way to meet their educational needs.
 - 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. (*Please see district policy handbook for appeals procedure.*)

g) Student Progress/ performance 2.29

- 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. Tidehaven ISD will periodically assess using the standards in the areas served and send home a report to parents at a minimum of once each semester. Annually GT student report cards are copied and placed in the purple folders which are located in the student's cumulative data folder.

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. Tidehaven ISD maintains campus GT committees. The campus GT committee consists of the school principal, counselor and selected teachers. All committee members will have had required training. Each year the committee will be reviewed and documentation of training requirements will be verified by the G/T Coordinator. Any

needed replacements to the committee will be appointed by the G/T Coordinator who has verified their training.

b) Responsibilities and Training 2.26

- i) 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)). The campus GT committees training records will be maintained by the district and be reviewed yearly for compliance. The campus GT committee will review student data during the assessment process.

5. District/Campus Procedures 2.7

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 (19 TAC §89.1(5)).

a) Reassessment 2.11

- i) 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. Tidehaven ISD does not reassess GT students unless such a need arises.

b) Furlough 2.10

- i) 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. 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.
- ii) 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 the learning opportunities of the Gifted/Talented program. A furlough might also provide the student an opportunity to attain performance goals established by the Gifted/Talented committee. A furlough is arranged to meet the individual needs of the student.

- c) Transfers 2.8, 2.9
 - i) Policy ensuring that transfer students are properly assessed and appropriately placed following notification of enrollment in the district is included in board-approved policy.(EHBB) Transfers from campus to campus within the district are also addressed in board-approved policy. Students transferring into Tidehaven ISD will be placed in the GT program once their assessment data is reviewed by the GT campus committee and the GT campus committee will make placement recommendations based upon the data as well as the most effective education placement for the child. Transfers between Markham and Blessing will occur without any disruption of services. District elementary counselor will ensure records are transferred to the receiving campus.
 - ii) When 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. Transfers from another district or state will be placed in the GT program once their assessment data is received and reviewed by the GT campus committee and the GT campus committee will make placement recommendations based upon the data as well as the most effective education placement for the child.
- d) Exiting 2.12
 - i) Policy 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. Tidehaven ISD ensures that student performance in the program shall be monitored through GT report cards and progress in the program. Students shall be removed from the program at any time the GT committee determines it is in the student's best interest and a furlough has been ineffective. Exiting of a student is finalized by the GT committee decision after consultation with parents and student regarding the student's educational needs. If the parent requests their child be removed from the program, the GT committee shall grant the request. Once a student is exited from the program, he/she will adhere to identification procedures and exhibit educational need to be readmitted.
- e) Appeal Process for Services 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 board policy, EHBB*)

6. Curriculum and Instruction 3.1, 4.1

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) Learning Experiences 3.2, 3.11, 4.2, 4.4
 - i) Information 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 2bi) This will be available through the district website as well as at each campus office.
- ii) Tidehaven ISD will address the social and emotional needs of gifted/talented students through the use of Region 3 developed Social Emotional Learning Units every nine weeks.
 - iii) Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research. In grades K-12 students will participate in the Texas Performance Standards Project (TPSP).
 - iv) Participation 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. As part of the gifted and talented curriculum, students in Tidehaven ISD will participate in the TPSP.
- b) Acceleration 4.5, 4.6
- i) Opportunities are provided to accelerate in areas of student strengths (19 TAC §89.3(4)). Tidehaven ISD provides an accelerated curriculum in all four core areas.
 - ii) Flexible pacing is employed, allowing students to learn at the pace and level appropriate to their abilities and skills.
- c) Curriculum Alignments 3.3, 4.3
- i) Services for gifted/talented students are comprehensive, structured, sequenced, and challenging; including options in foundation curricular areas. Tidehaven ISD uses the TPSP as its structured, comprehensive, sequenced learning experiences.
 - 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)).
- d) Modifications/Accommodations 4.7, 4.9
- i) Scheduling modifications are implemented in order to meet the identified needs of individual students. Tidehaven ISD will ensure that schedules are modified as needed for identified 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. Tidehaven ISD educators will differentiate the standard curriculum to meet the needs of the gifted and talented students as well as those with special needs such as twice exceptional, highly gifted, and English learners.

7. Professional Learning

Requirements:

- a) School Board 5.10
 - i) 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) Tidehaven ISD will contract with Region 3 to provide GT school board training.
- b) Administrators 5.8
 - i) 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)). Tidehaven ISD ensures its campus administrators have completed nature and needs for administrators.

c) Counselors 5.9

- i) 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)). Tidehaven ISD ensures that its counselors have completed nature and needs for counselors as well as service options and social emotional learning.

d) Coordinators 3.10, 5.4, 5.5

- i) The district level coordinator of gifted and talented student services will have thirty (30) hours of professional learning in gifted/talented education and annual six (6) hour professional learning updates as required in 19 TAC §89.2(1).
- ii) A written plan for professional learning in the area of gifted/talented education that is based on identified needs is implemented and updated annually. Tidehaven ISD GT coordinator /curriculum director will use data gathered from the annual GT program assessment to identify gifted and talented professional development needs.
- iii) 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. The district coordinator/ curriculum director will provide information to the district on professional development available at Region 3 throughout the year.

e) Teachers 5.1, 5.2, 5.3, 5.6, 5.7, 5.8

- i) 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)). Teachers who are responsible for gifted and talented instruction in Tidehaven ISD have received their 30 hour training and the district coordinator/ curriculum director maintains these records.
- ii) 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 at Tidehaven ISD who have not received their 30 hour training prior to their assignment are required to complete the training within one semester and the GT coordinator/ curriculum director will maintain records.
- iii) Teachers are encouraged to obtain additional professional development in their teaching discipline and/or in gifted/talented education. Tidehaven ISD encourages teachers to get additional professional development in their teaching field of gifted and talented education.
- iv) 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). Tidehaven offers six hours of professional development in gifted and talented education to their staff.

- v) 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. Annually, at new teacher orientation, the district will deliver information to new teachers on the identification process and district GT services. Documentation will be maintained using the new teacher orientation agenda.
- vi) 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)).

Professional Learning Accountability 5.11, 5.12

- a) 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). Tidehaven ISD annual GT evaluation includes the evaluation of professional development activities related to state teacher standards. These evaluations are used in making decisions regarding future staff development by the GT advisory committee and the administrative team.
- b) Gifted/talented services staff are involved in planning, reviewing, and/or conducting the district's gifted/talented training. The district GT advisory committee annually will aid in the planning, reviewing and/or conducting the GT professional development.

8. Family and Community Connections and Communications

- a) Dissemination of Information 6.1, 6.5
 - 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). Tidehaven ISD district GT plan and comprehensive manual is board approved and available to all district parents on the district website.
 - 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). Tidehaven ISD district plan includes an array of learning opportunities in grades K-12 for gifted and talented students. Parents are informed of these services and opportunities through district GT plan and comprehensive manual on the website as well as parent involvement meetings.
- b) Community/Family Input 6.2, 6.3
 - i) Input from family and community representatives on gifted/talented identification and assessment procedures is invited annually. Tidehaven ISD GT advisory committee will consist of each campus GT committee as well as one parent from each campus and two community members. Identification and assessment procedures are reviewed annually at the district GT advisory committee meeting.
 - ii) Information is shared or meetings are held annually requesting parent and community recommendations regarding students who may need gifted/talented services. During the

GT district advisory meeting recommendations regarding students who may need GT services are requested from the members.

- c) Family and Community Involvement 6.6, 6.7, 1.2
 - i) Products and achievements of gifted/talented students are shared with the community. Annually Tidehaven ISD will hold a GT product fair. Parents and community will be invited to the display of student work.
 - ii) Orientation and periodic updates are provided for parents of students who are identified as gifted/talented and provided gifted/talented services. Within 3 weeks of students placed in the program Tidehaven ISD will hold an orientation meeting for newly identified students. GT report cards are provided at a minimum of once per semester updating the parents on GT services.
 - 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. The Tidehaven ISD GT advisory committee during their regular meeting will review their GT policies and procedures and make recommendations for improvement.
- 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. Tidehaven ISD supports any local advocacy group that is created by district parents and community members.
- e) G/T Program Comprehensive Guide 1.10
 - 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. Tidehaven ISD district GT plan and comprehensive manual with district contact information is provided at each campus as well as the district website.

9. Evaluation of Services 6.8, 1.5, 1.6, 1.8, 1.9, 4.8

- 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). Annually Tidehaven ISD will survey parents of the GT students, GT students, and teachers. The data will be used to modify and update the DIP and CIP's. The effectiveness of the program will be reported to the board of trustees, and parents will be informed of this report. The annual GT evaluation report will be on the district website.
- b) Annual evaluation activities are conducted for the purpose of continued service development. The GT annual evaluation will be used for 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). Each campus shall collect information from the TSPS rubrics to determine quality of services of the GT students.

- 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 GT coordinator/curriculum director shall establish a list of approved materials appropriate for differentiated learning.
- e) Curriculum for gifted/talented students is modified based on annual evaluations. The annual GT evaluation will be used to modify GT curriculum.
- f) Provisions to improve services to gifted/talented students are included in district and campus improvement plans (TEC §§11.25111.253). Tidehaven ISD District Improvement Plan (DIP) and Campus Improvement Plan (CIP) will be modified based on annual GT evaluations.

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). Tidehaven ISD board of trustees ensures that student assessment and services are in compliance with the Texas State Plan for the education of GT students.
 - 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. The Tidehaven ISD advisory committee will meet regularly to review GT policies and procedures and make recommendations for improvement.
 - iii) The development and delivery of curriculum for gifted/talented students is monitored regularly by trained administrators. The Tidehaven ISD administrative team will regularly monitor the development and delivery of the curriculum for GT students.
- b) Funding Compliance 1.4, 1.12
 - i) 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. Tidehaven ISD board of trustees will annually review GT program funding. .
 - ii) Funds used for programs and services must be determined effective and consistent with the standards set forth in this document. Each year after the annual program review the Board of Trustees shall determine that the G/T services are effective and are in compliance with the Texas State Plan for the Education of Gifted/ Talented Students.
- 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)). As part of the annual GT evaluation, the GT coordinator/curriculum director will review district population subgroups to ensure that GT services are available to all populations in the district.
 - ii) The population of the gifted/talented services program is closely reflective of the population of the total district and/or campus. Tidehaven ISD works to ensure that the GT population is reflective of the total district/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. As part of the Tidehaven ISD

annual GT evaluation, determination that any standard of service is out of compliance will be reported to the school board along with a written plan specifying actions for achieving compliance. This report shall be included in the final G/T Program review.