ROPES I.S.D.

District Plan for
Gifted/Talented Services



Guidelines for the Education of Gifted/Talented Students

TABLE OF CONTENTS

ROPES I.S.D. Mission and Vision for Gifted/Talented Program	4
State Definition of Gifted/Talented Student	4
State Goal for G/T Students	4
District Goals for G/T Students	5-6
Fidelity of Services	7
Service Design and Curriculum/Instruction	8
Identification and Placement Process	9-10
Professional Learning	11
Family and Community Involvement	12
Additional Policies (Transfers, Appeals, Furlough, Exit, Reassessment)	13-14
Board of Trustees Policy	15-19

District Contact:

For questions regarding the ROPES ISD Gifted/Talented Program, please contact:
G/T Coordinator
Kristi Coleman
kcoleman@ropesisd.us

(806) 562-4031

ROPES I.S.D. Mission and Vision for Gifted/Talented Program

It is the mission and purpose of ROPES Independent School District to improve the academic performance of each student. The vision of ROPES I.S.D. is to customize student learning and create meaningful relationships with students, parents, and the community in order for students to develop and discover their skills and strengths, build their character, and believe in themselves. The mission of ROPES I.S.D. is to develop skilled individuals who have the desire and knowledge to be lifelong learners, and it aligns with the state Gifted/Talented Programs of services for students who are identified as Gifted Learners.

The Texas State Plan for the Education of Gifted/Talented Students revised in September 2024 as mandated by *Texas Education Code* § *29.122 (Appendix A)* states that each school district shall:

(a) adopt a process for identifying and serving Gifted/Talented students in the district and shall establish a program for those in each grade level. A district may establish a shared services arrangement program with one or more other districts.

(b) adopt a policy regarding the use of funds to support the district's program for Gifted/Talented students.

STATE DEFINITION OF GIFTED/TALENTED STUDENT

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:

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

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.

District Goals for Gifted/Talented Services

The goals for the Gifted/Talented students in ROPES I.S.D. should be integrated into the curriculum and activities provided within the Gifted/Talented program. Furthermore, the Texas State Plan emphasizes the importance of providing a **continuum of learning experiences** that leads to the development of advanced-level products and performances, as well as opportunities for students to work together, work independently, and accelerate in their areas of strength. These goals are to be age appropriate yet strive to enhance and stretch the learning and minds of the gifted learners.

Cognitive and Intellectual Development:

(3) **Advanced Thinking Skills:**
Students will develop and apply critical thinking, creative problem-solving, and abstract reasoning skills to analyze complex issues and generate innovative solutions.

(2) **In-Depth Learning and Inquiry:**
Students will pursue in-depth studies in areas of interest, formulating meaningful questions, conducting research, and synthesizing information from diverse sources.

(3) **Intellectual Risk-Taking and Curiosity:**
Students will explore intellectual challenges and novel ideas without fear of failure and demonstrate a strong sense of curiosity across various disciplines.

Creativity and Innovation:

(1) **Originality and Fluency of Ideas:**
Students will generate a wide range of original and imaginative ideas, exploring unconventional approaches and perspectives.

(2) **Development of Innovative Products and Performances:**
Students will create high-quality products and deliver sophisticated performances that demonstrate their advanced abilities and individual expression.

Self-Directed Learning and Personal Growth:

(1) **Self-Awareness and Goal Setting:**
Students will develop a strong understanding of their strengths, interests, and learning styles, using this knowledge to set challenging yet achievable personal and academic goals.

(2) **Independent Learning and Initiative:**
Students will take ownership of their learning, demonstrating the ability to work independently, manage their time effectively, and pursue learning opportunities beyond the regular curriculum.

(3) **Resilience and Perseverance:**
Students will develop the ability to persist through complex tasks, learn from setbacks, and maintain a growth mindset when facing challenges.

Communication and Leadership:

(3) **Effective Communication Skills:**
Students will communicate their ideas and findings clearly, persuasively, and in a variety of formats to diverse audiences.

(2) **Collaboration and Teamwork:**
Students will work effectively and respectfully with peers, contributing their unique talents and perspectives to collaborative projects.

(3) **Leadership and Social Responsibility:**
Students will develop leadership skills, demonstrating initiative, responsibility, and a commitment to making a positive impact on their community.

Fidelity of Services

ROPES I.S.D. recognizes the differences between a high achiever and a gifted learner, as well as the characteristics of various areas of giftedness. The MISD G/T program is a flexible, comprehensive, and structured program designed to challenge and engage Gifted/Talented students.

Furthermore, the ROPES I.S.D. G/T Program focuses on depth, complexity, and flexible pacing to meet the unique learning styles of all G/T students, while also aligning learning experiences with their abilities and encouraging advanced-level outcomes for student success. The G/T Program will strive to reinforce students' strengths and address and enhance students' individual giftedness, needs, and interests.

ROPES ISD involves teachers and administrators in all phases of its Gifted/Talented (G/T) Program, from initial design through ongoing evaluation. The district maintains an open-door policy for program-related suggestions and questions. Teachers and parents have access to both state guidelines and local G/T policies.

The District G/T Coordinator will facilitate an annual evaluation of the district's Gifted/Talented program according to the requirements of the TEC, TAC, and State Plan for the Education of Gifted/Talented Students. This annual evaluation will be compiled and provided annually to the School Board of Trustees.

This annual evaluation process includes input from parents, teachers, administrators, students, and community members to ensure effective and efficient services that meet program goals. Analysis of evaluation data drives continuous program improvement and development.

If the district is found to be out of compliance with the state requirements, a written plan for compliance will be developed.

Service Design and Curriculum/Instruction

K-8th Grades

The elementary school of ROPES I.S.D. serves the identified Gifted/Talented students through a pull-out program model. The G/T pull-out classroom provides a curriculum that integrates content from ELAR, math, social studies, and science and focuses on creative and critical thinking skills.

Within the Gifted/Talented program, students are provided with appropriately challenging learning experiences that allow students to work together, in groups with other students, and independently during the school year. Students also are given opportunities to pursue areas of interest in selected disciplines through guided and independent research that leads to the development of advanced-level products and/or performances such as those provided through the Texas Performance Standards Project (TPSP) .

Parents will be informed annually of the learning opportunities and options for G/T services. Parents will also be informed when additional services or special opportunities are available outside the school day.

9th-12th Grades

ROPES I.S.D. serves the secondary identified Gifted/Talented students through both an inclusion and pull-out program model in the four core content areas (ELAR, math, science, and social studies). Advanced courses are also included within the district's service model.

Within the Gifted/Talented program, students are provided with appropriately challenging learning experiences that allow students to work together, in groups with other students, and independently during the school year. Students also are given opportunities to pursue areas of interest in selected disciplines through guided and independent research that leads to the development of advanced-level products and/or performances.

Parents will be informed annually of the learning opportunities and options for G/T services. Parents will also be informed when additional services or special opportunities are available outside the school day.

G/T Identification and Placement Process

Referral of Students:
During the academic school year, all students in grades K-12 will have the opportunity to be referred and tested. (Students in grade 12 can be tested and identified but will not be served since graduation will occur before services are required to begin.) Teachers, administrators, parents, students, and community members may refer students for the gifted/talented program in ROPES ISD. Students will be considered referred for the program when a referral packet has been completed and parental permission for testing has been received. The referral process is held annually or as needed for students new to the district. All students referred and for whom parent permission to test has been granted will be assessed for placement. There is no limit to the number of years a child can be referred. (For example, a child who does not qualify may be referred again the following year for testing.)

Referral Window:
The referral window for different grade levels will be posted on the district website. At least one additional method of communication (call-out, letter home, social media posting, email, etc.) about referral windows will be made.

Student Profile Summary:
A student profile summary will be prepared for each student referred. This profile summary will be utilized in considering students for final identification and placement in the program. Included in this profile will be a compilation of results obtained from appropriate quantitative and qualitative measures.

Evaluation Procedures:
There is no single method or instrument that adequately identifies giftedness in an area of human endeavor because giftedness is a multifaceted trait. Therefore, each student referred will be assessed with multiple criteria.

The assessment tools listed below will be utilized in determining placement in the Gifted/Talented program:

- An ability test with multiple measures will be used to assess the level and pattern of cognitive aptitude and development of a student compared to age mates and grade mates.
- An achievement test will be used to measure a student's academic achievement.
- A teacher survey will be utilized to evaluate the student's leadership, creativity, academic ability, and task commitment.

- A parent survey will be utilized to evaluate the student's leadership, creativity, special interests, and task commitment.
- Additional qualitative measures, such as student portfolios, student interviews, etc. may be utilized when needed to get a better understanding of the whole child.

Students continuously enrolled may be referred and assessed only once each calendar year.

Evaluation for Emergent Bilingual (EB) students will be conducted in the student's primary language or using non-verbal instruments whenever possible.

All students must have a parent permission to test form signed by their parent(s) before they can be evaluated.

Campus Placement Committee:
Each campus will have a Campus Placement Committee, which consists of at least three campus educators meeting the training requirements set forth by the State Plan. (Only staff who have met the requirements of the State Plan will serve or be present on this committee.) The Campus Placement Committee will make placement decisions as soon as testing procedures have been completed. The committee makes the final placement into the Gifted/Talented program and has the authority to overrule any testing results. Letters to parents regarding their child's placement will be sent home following committee decisions.

Placement of Students:
Students who have been identified as Gifted/Talented by ROPES ISD and who have parent permission to be served will be placed in the district's Gifted/Talented program. If an identified student withdraws from ROPES ISD, his/her student profile sheet with testing results will be passed on to the district receiving the student.

Student Records:
The permanent records of identified students participating in the Gifted/Talented program shall include a copy of the student's profile sheet reflecting the testing data used in the identification process.

All records related to Gifted/Talented identification, whether or not the student qualified for services, will be kept on file by the district for the term required by the state. If the assessed student qualified for services, these records will be kept for five years after services have ceased. If the assessed student does not qualify for services, these records will be kept for five years after the date of assessment.

Professional Learning

Each teacher designated as a Gifted/Talented teacher in the district will complete a minimum of 30 hours of professional development that includes (1) Nature and Needs of Gifted/Talented Students (2) Assessing Student Needs and (3) Curriculum and Instruction for Gifted Students. This training must be completed within the first semester of the Gifted/Talented teacher's assignment. Additionally, each campus Gifted/Talented teacher will receive a minimum of six hours annually of professional development in gifted education.

Administrators and counselors who have authority for program decisions will have the required hours of professional development in gifted education in the areas designated under the State Plan for the Education of Gifted/Talented Students.

Members of the Campus Placement Committee will have the required hours of professional development in gifted education in the areas designated under the State Plan for the Education of Gifted/Talented Students.

The Board of Trustees will have the required training on the State Plan for the Education of Gifted/Talented Students.

Staff records will be accumulated and given to the G/T District Coordinator, as well as kept in staff permanent files. It is the G/T teacher's responsibility to submit all initial training records and maintain records of yearly updated G/T training. The G/T District Coordinator will maintain records of required staff training.

Family and Community Involvement

ROPES ISD is committed to keeping parents well-informed and actively involved in the MISD Gifted/Talented (G/T) program. Parents will be informed of program options, procedures, and referrals through the Student Handbook, ROPES ISD website, parent meetings, parent conferences, etc.

To encourage family and community involvement in ROPES ISD's Gifted/Talented program, the district and/or campuses will hold meetings during the year for parents/community.

- Gifted/Talented Program Information Meeting
    - Designed for parents with children already being served in the program to highlight service design and curriculum used within the program
    - Offers information for parents to become more knowledgeable about program specifics
    - Informs parents of opportunities that exist for students and parents beyond in-school services
- Gifted/Talented Referral Process Meeting
    - Provides information about the referral process for both parents and/or teachers
    - Provides referral windows for current year
- Gifted/Talented Advisory Committee (District Leadership Committee)
    - Composed of members (including parents, Gifted/Talented teachers, and community members) in accordance with the State Plan
    - Held at least twice per year
    - Provides the opportunity for suggestions to be made for improvements/changes to the program

<u>Student-Parent-School Communications:</u>
The teachers and staff in the ROPES ISD Gifted/Talented program are committed to keeping the lines of communication open between themselves, the students, and the parents at all times. Below is a list of some of the methods this communication will take place:

- Letters
    - Permission to test for Gifted/Talented services
    - Notification of Placement/Non-placement (Q or DNQ)
    - Parent permission for service in the Gifted/Talented program
- Newsletters with program highlights

Additional G/T Policies and Procedures

Transfers:
When a student identified as gifted by a previous school district enrolls in the district, that student will immediately be placed in the district's program for Gifted/Talented students with parent permission and as appropriate.

Appeals:
A parent, student, or educator may appeal any final decision of the Campus Placement Committee regarding services in the Gifted/Talented program. Appeals shall be made first to the District Gifted/Talented Coordinator. The District Coordinator will reconvene the Campus Placement Committee to review the student's data and assess whether any additional measures need to be considered in determining whether or not to place the student in G/T services. After reviewing the student's data, including any new measures that may have been utilized, the Campus Placement Committee will inform the parents of its determination. If the parent wishes to further appeal the decision, he or she may contact the Superintendent, who will meet with the District Gifted/Talented Coordinator to make a final decision.

Furlough:
A furlough is a temporary cessation of receiving Gifted/Talented services and may be requested by parents or district personnel at any time if receiving Gifted/Talented services is not meeting the student's educational needs. A furlough may be initiated by the district or the parent. Students wishing to be placed on furlough must do so through parent request.

In accordance with the Board-approved program, a furlough shall be granted for specified reasons and for a specified period of time. At the end of a furlough, the student may reenter the Gifted/Talented program, be placed on another furlough, or be exited from the program.

Exit:
The district will monitor student performance in response to Gifted/Talented program services. If at any time the placement committee or a parent determines the program is not meeting the student's educational needs, the committee will meet with the parent and student before finalizing an exit decision.

All methods of intervention should be utilized before the Campus Placement Committee determines and proceeds with formal exit. The final exit decision should be based on educational, psychological, and personal reasons with no single criterion as the determining factor for exiting the student. If formal exit is

deemed appropriate, parent permission is required, and a copy of the decision is placed in the student's file. When a student exits the program, his PEIMS coding for Gifted/Talented is removed. Additionally, once a child has been exited from the program, he or she may not re-enter without going through the entire referral and assessment process again.

Reassessment:
If the district reassesses students in the Gifted/Talented program, the reassessment shall be based on a student's performance in response to services and shall occur no more than once in elementary grades, once in middle school grades, and once in high school grades.

ROPES ISD School Board Policy on Gifted/Talented
UPDATED 2026

Definition (TEC §29.121)

"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:

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

Establishment (TEC §29.122)

Using criteria established by the State Board of Education, the 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. The District may establish a shared services arrangement program with one or more other districts. The District shall adopt a policy regarding the use of funds to support the district's program for gifted and talented
students.

State Plan; Assistance (TEC §29.123)

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

Gifted and Talented Standards (TEC §39.236)
The commissioner shall adopt standards to evaluate school district programs for gifted and talented students to determine whether a district operates a program for gifted and talented students in accordance with the Texas Performance Standards Project or another program approved by the commissioner that meets the requirements of the state plan for the education of gifted and talented students under Section 29.123.

Gifted and Talented Allotment (TEC §48.109)
For each identified student a school district serves in a program for gifted and talented students that the District certifies to the commissioner as complying with Subchapter D, Chapter 29, the District is entitled to an annual allotment equal to the basic allotment multiplied by 0.07 for each school year or a greater amount provided by appropriation.
Funds allocated under this section, other than the amount that represents the program's share of general administrative costs, must be used in providing programs for gifted and talented students under Subchapter D, Chapter 29, including programs sanctioned by International Baccalaureate and Advanced Placement, or in developing programs for gifted and talented students. The District must account for the expenditure of state funds as provided by rule of the State Board of Education. If by the end of the 12th month after receiving an allotment for developing a program a district has failed to implement a program, the District must refund the amount of the allotment to the agency within 30 days.

Not more than five percent of a district's students in average daily attendance are eligible for funding under this section.

If the amount of state funds for which school districts are eligible under this section exceeds the amount of state funds appropriated in any year for the programs, the commissioner shall reduce each district's tier one allotments in the same manner described for a reduction in allotments under Section 48.266.

If the total amount of funds allotted under this section before a date set by rule of the State Board of Education is less than the total amount appropriated for a school year, the commissioner shall transfer the remainder to any program for which an allotment under Section 48.104 may be used.

After each district has received allotted funds for this program, the State Board of Education may use up to $500,000 of the funds allocated under this section for programs such as MATHCOUNTS, Future Problem Solving, Odyssey of the Mind, and Academic Decathlon, as long as these funds are used to train personnel and provide program services. To be eligible for funding under this subsection, a program must be determined by the State Board of Education to provide services that are effective and consistent with the state plan for gifted and talented education.

Student Identification (TAC §89.1)

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

- 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;
- include assessment measures collected from multiple sources according to each area defined in the Texas State Plan for the Education of Gifted/Talented Students;
- 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;
- prohibit a scoring value based on race, ethnicity, sex, socioeconomic status, or disability if the selection process utilizes a matrix or threshold system;
- provide for final selection of students to be made by a committee composed of at least three local district educators who have received training in the nature and needs and identification of gifted students;
- include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement; and
- not limit the number of students the district may identify as gifted/talented or served under the district's program for gifted/talented students.

Professional Learning (TAC §89.2)
The District shall ensure that prior to assignment in the program or within one semester of assignment, teachers who provide instruction and services that are a part of the program for gifted/talented students have a minimum of 30 hours of professional learning that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted/talented students.

Teachers who provide instruction and services that are a part of the program for gifted/talented students receive a minimum of six hours annually of professional learning in gifted/talented education.

Administrators and counselors who have authority for program decisions have a minimum of six hours of professional learning that includes nature and needs of gifted/talented students and program options with an update after legislative sessions.

Student Services TAC §89.3)
The District 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:

- instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently;
- a continuum of learning experiences that leads to the development of advanced-level products and performances;
- in-school and, when possible, out-of-school options relevant to the student's area of strength that are available during the entire school year; and
- opportunities to accelerate in areas of strength.

Fiscal Responsibility (TAC §89.4)
The District shall adopt a policy regarding the use of funds to support the district's program for gifted and talented students, as required by Texas Education Code, §29.022(b). The policy must:

ensure that 100% of state funds allocated for gifted/talented education are spent on providing gifted/talented services or enhancing the district's gifted and talented program; and
establish a method to account for the expenditure of the gifted and talented allotment in alignment with the Texas Education Agency's financial compliance guidance.

Program Accountability (TAC §89.5)
The District shall ensure that:

- student assessment and services for gifted/talented students comply with accountability standards defined in the Texas State Plan for the Education of the Gifted/Talented (State Plan);
- it annually certifies to the commissioner of education that the district's program for gifted/talented students is consistent with the State Plan and that the district's use of funds comply with §89.4 of this title (relating to Fiscal Responsibility); and
- the board of trustees annually measures the performance of the district in providing gifted/talented services in alignment with the State Plan.