



Kennedale Independent School

District Gifted & Talented

Handbook 2026-2027

TABLE OF CONTENTS

MISSION STATEMENT	3
TEXAS GOALS for SERVICES	4
Gifted and Talented Students	4
Ensuring Equity	4
IDENTIFICATION PROCEDURES	5
Identification & Qualifying Criteria	5
Referrals	5
Screening	5
Identification and Placement	6
Admission	6
Transfer Students	7
Furlough	7
Automatic Furlough	8
Exit Provisions	8
Appeals	8
SERVICE DESIGN	9
Kindergarten and First Grade	9
Grades 2-5	9
Grades 6-12	10
CURRICULUM AND INSTRUCTION	11
PROFESSIONAL DEVELOPMENT	12
Required Professional Development	12
KISD Professional Development	12
FAMILY/COMMUNITY INVOLVEMENT	13
Program Evaluation	13
GLOSSARY	14
COMPLIANCE	18

MISSION STATEMENT

KISD Mission Statement

The mission of the Kennedale Independent School District is to provide a diverse, engaging, and safe environment where all stakeholders are responsible and accountable for student success.

GT Program Mission Statement

The mission of the Gifted and Talented (GT) program is to foster progressive educational opportunities through partnerships with students and families, innovative instructional practices, and enriched learning experiences. KISD is committed to addressing the unique intellectual, social, emotional, and creative needs of all students.

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TEXAS GOALS for SERVICES

Students who participate in services designed for gifted/talented students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who have participated in services for gifted/talented students will have produced products and performances of professional quality as part of their program services. *(Texas State Plan for the Education of Gifted/Talented Students – September 2024)*

Gifted and Talented Students

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. A gifted/talented student also:

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

(Texas Education Code §29.121)

To learn more about programs and resources for G/T education in Texas visit the Texas Education Agency (TEA) [Gifted/Talented website](#).

Ensuring Equity

The Gifted and Talented State Plan (2024) states:

- 2.24 Access to assessment and, if needed, gifted/talented services is available to all populations of the district (19 TAC §89.1(3)).
- 2.25 The population of the gifted/talented services program is closely reflective of the population of the total district and/or campus.

Kennedale ISD supports equitable representation in the GT program and is committed to providing GT screening opportunities to students from a variety of linguistic, cultural, and socio-economic backgrounds. The district will utilize mid-year universal screener data to identify the top 5% of K-5 students to participate in our GT screening process annually. Students who receive behavioral and/or academic accommodations will be evaluated according to their documented committee recommendations.

IDENTIFICATION PROCEDURES

Identification & Qualifying Criteria

Students are referred for services by parents, teachers, counselors or other interested parties throughout the year. [Referral forms](#) are available on the [KISD website](#) or through the campus GT Coordinators. Prior to assessment, referrals are reviewed by the campus student support team (SST). This committee may include the principal, assistant principal, counselor, campus interventionists, and/or teachers, at least three of whom have received training in the nature and needs of and service options for gifted and talented students. The SST determines whether the student profile meets district guidelines for continued evaluation. Students are evaluated using multiple measures, including both quantitative and qualitative measures. Written parental consent must be obtained prior to assessment.

Referrals

Per KISD Board Policy EHBB (LOCAL), criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students from all populations, including students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities. Teachers, counselors, and parents may refer a student for GT screening. Referrals are accepted throughout the year. Identification will be based upon review of input from teachers, [input from parents](#), and evaluation data.

Screening

The campus SST reviews mid-year universal screener data (NWEA MAP) to identify the top 5% of K-5 students to participate in the GT screening process annually.

Students enrolled in second grade will participate in the [CogAT screener every spring](#). Further assessment will be conducted according to the district assessment calendar.

Students identified through screening, who meet the following criteria, are considered for further assessment:

- Demonstrate proficiency at one or more grade levels above in math and/or reading as determined by MAP Growth; and
- Meet or exceed a score of 3.0 on the [Renzulli Motivation Scale](#) completed by one or more teachers.

Identification and Placement

Following the referral and screening process, student data will be collected and examined by the GT Campus Coordinator. In grades K-12, qualitative and quantitative data are collected from three (3) or more sources and used to determine if the data indicates a need for Gifted and Talented services in Kennedale ISD.

Quantitative Data

- Cognitive Ability Tests (CogAT) consist of three parts:
- Verbal
- Quantitative
- Non-verbal - reasoning and problem solving using spatial symbols
- Achievement data (MAP, STAAR, etc) may be used to examine performance on grade level curriculum.

Qualitative Data

- Teachers complete rating scales to identify observed behaviors in the school setting associated with gifted children.
- Parents submit home rating scales and examples of observed behaviors at home and in the community associated with gifted children.
- Learning artifacts, or work samples, may be submitted by teachers.

Parents are notified of testing dates and parent permission must be on file prior to further assessment. Students will be assessed no more than once a year.

Admission

The campus student support team (SST), which includes a minimum of three professional educators who have completed training in the nature and needs and service options for gifted and talented students and are current with their annual six hour GT training update, will determine which students qualify for admission. The SST will make selections based on the [qualifying screening and assessment data](#). Parents and students shall be notified in writing regarding the results of the identification assessment.

If the selection process relies on a matrix or threshold system, the use of a scoring value based on race, ethnicity, sex, socioeconomic status, or disability shall be prohibited. (§89.1. *Student Identification*)

A copy of the Kennedale ISD GT Handbook is provided to families upon admission to the program. Written parental consent is required prior to placement in the GT program.

The campus GT Coordinator will create and maintain a GT documentation file for identified students. The campus GT Coordinator will sign off on files and files will be placed in the student cumulative file. Assessment documents for students not identified are kept for a minimum of five years. Assessment results for qualifying and non-qualifying students will be documented in the student portfolio of DMAC.

Transfer Students

When a student is identified as GT by a previous school district and transfers to Kennedale ISD, he/she will be **referred** for services automatically. The student will be evaluated using Kennedale ISD district criteria within 30 days of enrollment.

The student will not be enrolled in GT services until the student support team (SST) determines the student meets the district criteria.

The campus GT Coordinator will compare previous testing documentation to the Kennedale ISD identification criteria. If the student documentation aligns, the student is admitted to the GT program. If the documentation partially aligns or does not meet the district criteria, the campus GT Coordinator will reevaluate the student in part or in whole. The campus SST will make a final determination whether previous district assessments meet local identification criteria.

Furlough

A furlough is defined as a leave of absence from program services. GT students may be placed on furlough as determined by the Student Support Team (SST) based on behavior and/or academic performance. A Furlough period may be requested by the parent, classroom teacher, or campus SST. The SST will determine the length of a furlough; however, furlough shall not exceed one year.

A furlough is provided to allow a student the opportunity to attain academic and/or behavior performance goals. Upon completion of a furlough, the student's progress shall be reevaluated. Based on the evaluation of student progress, the student will be readmitted to the gifted program or exited from the program.

A furlough may be granted for a variety of extenuating circumstances, including anything that would inhibit a student's performance while receiving GT services. A furlough must be approved by the school counselor, campus GT coordinator, and campus administrator. The student's parent or guardian must also be notified. Once a furlough has been granted, the counselor shall complete the form and file it in the cum. The student will be coded in PEIMS as furloughed for GT services.

After returning from a leave, the student must enroll in at least one GT-coded course. Once the furlough term expires, the student will either 1) enroll in one GT course offering to remain in the program, or 2) complete the furlough process and exit the GT program. In the case of program exit, an exit letter will be sent home to notify parents. Students who exit the GT program may not reenter without a full screening and reevaluation.

Automatic Furlough

GT students who do not score meets or masters on the State of Texas Assessment of Academic Readiness (STAAR) in any one or more subjects may be furloughed for nine weeks and up to one year. The campus SST, including the GT teacher, counselor, and campus administrator will evaluate the student's overall performance and growth to determine the best placement.

Exit Provisions

If it is determined that gifted services do not meet the needs or are not in the best interest of the student, the student will be removed from the program. The SST will use multiple criteria, including student performance data, to make a final decision on removal from the GT program. If a parent requests removal, the SST shall meet with the parent before honoring the request. When students exit from the program, whether on the recommendation of the parent, teacher, or SST, the student must meet the current district requirements for GT identification before returning to the program.

If a teacher recommends a student be placed on furlough or exit the program, the teacher must complete the *GT Furlough Form* and submit to the campus GT Coordinator and SST. The committee may consider the following pieces of documentation in their decision-making process:

- Communication with parents/guardians of student
- Evidence of frustration, anxiety, anger, etc.
- Evidence of the child's inability to produce expected work on pace
- Scheduling concerns

Appeals

A parent may appeal any placement decision of the SST regarding the selection of or the removal from the GT program. Appeals shall be made first to the campus SST. Any subsequent appeals shall be made in accordance with FNG (LOCAL).

SERVICE DESIGN

Kindergarten and First Grade

Identified students remain in assigned classes and are served by the GT-trained teacher. GT teachers from the elementary campus will provide specialized instruction to pull-out groups for a minimum of 120 minutes every two weeks.

Grades 2-5

Identified students will be serviced through cluster grouping and pullout.

Cluster Grouping

Cluster grouping (defined by [TEA](#) as 33% of a classroom roster or a minimum of four students) will provide services for GT students in the general education setting. Identified gifted students are grouped in a classroom with teachers who have 30 hours of professional development in GT education and have maintained their 6-hour update. Clustered students will be served in the 4 core areas using GT aligned materials/strategies. The GT student in a regular class will work both individually, and in a group with other gifted students. Teachers work with the students to ensure accelerated instruction, advanced learning opportunities, and student progress monitoring.

Pullout Program

The campus GT coordinator provides students specialized instruction through the pullout program. Identified GT students meet with the GT teacher in grade-level study groups for at least 240 minutes every 2 weeks. These classes provide learning opportunities in intellectual, creative/artistic, leadership, and multi-disciplinary fields. Curriculum units used are interdisciplinary, based on broad themes, and incorporate higher level thinking strategies into the core content.

Twice Exceptionality

The term “twice-exceptional” is used to describe gifted children who demonstrate characteristics of gifted students with the potential for high achievement and also show evidence of one or more disabilities as defined by federal or state eligibility criteria. Twice exceptional students who are in our special education, dyslexia, and dysgraphia programs may receive pull out services to target specific learning disabilities in addition to gifted and talented services.

¹ [TEA Gifted/Talented Education Frequently Asked Questions #12](#)

Services for Twice Exceptional Students

When pull out services for twice exceptional students overlap, conflict, or interfere with student progress due to missed Tier 1 instruction, pull out services that target foundational skills needed for long term success (e.g. dyslexia, dysgraphia, speech therapy) will be prioritized for a period of time as recommended by the program-specific guidelines. Parents of twice exceptional students will be offered an opportunity for their student to receive differentiated support from a GT certified teacher within the classroom and/or reduced minutes for gifted and talented pull out services while students are being served in more than one program.

Classwork and Projects

Students are expected to turn in classwork and projects on time unless they have made special arrangements with the teacher in advance. Students who have excused absences will be allowed to turn in missed assignments according to the district grading policy. Students who are failing classwork, have excessive absences, or are unable to meet minimum requirements in their cluster group classroom will be recommended for furlough/leave of absence.

Missed Class Assignments

Students are responsible for mastering the concepts covered in their core content classes. However, they are not responsible for any assignments missed while pulled out for GT instruction. Students will not be penalized nor will they be required to make up missed assignments.

Grades 6-12

GT Course Offerings

GT students at secondary campuses are served through advanced course options, including AP and Honors courses, CTE courses, as well as courses offered by institutions of higher education through concurrent enrollment and dual credit courses. Students may also earn advanced credit through Independent Study and acceleration through Credit by Exam. GT students must be enrolled in at least one GT-coded course section each semester. This will be verified by the campus GT coordinator.

If a student chooses not to enroll in a GT course offering, the student may apply for a leave of absence for one semester.

CURRICULUM AND INSTRUCTION

An array of appropriately challenging learning experiences in each of the four (4) foundation curricular areas is provided for gifted/talented students in grades K–12, and parents are informed of the opportunities. Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research.

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.

Texas Performance Standards Projects

The Texas Performance Standards Project (TPSP) is a resource for differentiated instruction developed by educator committees in conjunction with the Texas Education Agency. At each grade level, the TPSP provides guidelines for independent learning experiences and research projects that are adaptable and based upon the Texas Essential Knowledge and Skills (TEKS) in the foundation content areas.

Annual 4E Expo

Students will have the opportunity to present advanced level products at an annual district expo each spring. Community members and stakeholders are invited to attend the showcase.

PROFESSIONAL DEVELOPMENT

Required Professional Development

All K-12 teachers working with identified GT students as part of Kennedale ISD's GT program are required to have 30 hours of gifted and talented staff development, along with an annual 6-hour update. Texas law requires that educators providing services to gifted/talented students have the following qualifications as stated in the [Texas Administrative Code §89.2](#):

School districts shall ensure that:

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

Campus administrators, counselors, and K-5 teachers working with identified GT students outside of KISD's program of GT services must obtain 6 hours of professional development in the nature and needs of GT students.

KISD Professional Development

Teachers may earn the required GT hours through ESC 11 Gifted and Talented/Advanced Academics designed training. KISD provides a custom 6-hour update each summer and through Canvas during the school year. In addition, with pre-approval by the district Instructional Programs Coordinator, teachers may earn GT hours from external vendors. Secondary teachers may use AP Summer Institute (APSI) to obtain Gifted & Talented hours, but must have the Nature & Needs credit and Identification & Assessment credit as part of their 30-hours.

All K-12 teachers who are working with identified GT students as part of KISD's program of services must obtain 6 hours annually of Gifted & Talented professional development.

Information regarding GT training requirements and offerings is provided on the district professional learning website or through the campus or district GT coordinator.

The Kennedale ISD board of trustees are trained on the Texas State Plan for the Education of Gifted/Talented Students to ensure program accountability. (19 TAC §89.5).

FAMILY/COMMUNITY INVOLVEMENT

Program Evaluation

The effectiveness of the GT Program shall be evaluated by Kennedale ISD's Parent and Community Team for Gifted and Talented (PACT-GT) each year. The goal is to ensure continuous improvement through an annual review of quantitative and qualitative program data, including student feedback. This committee will be composed of a variety of stakeholders, including administrators, teachers, parents, and community members. A program evaluation will be conducted and shared with the KISD School Board annually.

Community Awareness

Kennedale ISD shall ensure that information about the GT program is available to parents and community members. Information regarding the program will be available through the district websites, campus awareness sessions, district and campus newsletters, KISD Annual 4E Expo, student presentations, and social media. Sharing this information widely creates an opportunity to cultivate an understanding of and support for the GT program.

GT Report Card (grades 2-5)

Campus GT Coordinators will complete the GT Report Card for each student in grades 2 - 5 enrolled in the program. Report cards will be sent home every grading period with district report cards.

GLOSSARY

ACCELERATION

Strategy of mastering knowledge and skills at rates faster or ages younger than the norm

ADVANCED PLACEMENT (AP)

A program developed by the College Board where high schools offer courses that meet criteria established by institutions of higher education. In many instances, college credit may be earned with the successful completion of an AP exam in specific content areas.

APPEALS

A parent or student may appeal any final decision of the selection committee regarding selection for or exit from the gifted program. Appeals shall be made first to the selection committee. Any subsequent appeals shall be made in accordance with FNG (LOCAL) beginning at Level Two.

ARRAY OF LEARNING EXPERIENCES

A menu of challenging activities or opportunities that fit the unique interests and abilities of advanced-level students

ASSESSMENTS

Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but are not limited to, the following: achievement tests, intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, student/parent conferences, and available student work products.

CLUSTER GROUPING

A grouping assignment for gifted students in the regular heterogeneous classroom. Typically, five or six gifted students with similar needs, abilities, or interests are “clustered” in the same classroom, which allows the teacher to more efficiently differentiate assignments for a group of advanced learners

rather than just one or two students.

COMPLEXITY

Extension of content in, between, and across disciplines through the study of themes, problems, and issues; seeing relationships between and among ideas in/within the topic, discipline, and disciplines; examining relationships in, between, and across disciplines over time and from multiple points of view

CONCURRENT ENROLLMENT OR DUAL CREDIT

Most often refers to high school students taking college courses, often for college credit. Dual enrollment is viewed as providing high school students benefits such as greater access to a wider range of rigorous academic and technical courses, savings in time and money on a college degree, promoting efficiency of learning, and enhancing admission to and retention in college. The terms may also be used to refer to middle grade students taking high school courses and earning credit towards graduation.

CREDIT BY EXAM (CBE)

A method in which a student may receive credit for a subject/course or accelerate through a grade by taking one or more exams

DEPTH

Exploration of content within a discipline to include analyzing from the concrete to the abstract, familiar to the unfamiliar, known to the unknown; exploring the discipline by going beyond facts and concepts into generalizations, principles, theories, laws; investigating the layers of experience within a discipline through details, patterns, trends, unanswered questions, and/or ethical considerations.

DIFFERENTIATION

The modification of curriculum and instruction according to content, pacing, and/or product to meet unique student needs in the classroom

DIVERSITY

The presence of difference between individuals and among groups including but not limited to age, socioeconomics, education, race and ethnicity, gender, culture, and religious beliefs

DUAL CREDIT

An opportunity for a student to earn high school credit for successful completion of a college course

FLEXIBLE GROUPING

An instructional strategy where students are grouped together to receive appropriately challenging instruction. True flexible grouping permits students to move in and out of various grouping patterns, depending on the course content. Grouping can be determined by ability, size, and/or interest.

FOUNDATION CURRICULAR AREAS

English language arts/reading, mathematics, science, and social studies

FURLOUGH

A leave of absence from program services

INDEPENDENT STUDY

Self-directed learning strategy where the teacher acts as guide or facilitator, and the student plays a more active role in designing and managing his or her own learning

INTRADISTRICT

A student who transfers from one campus in the District to the same grade level at another District campus shall continue to receive services in the District's gifted and talented program.

PULL-OUT PROGRAM

A program which takes a student out of the regular classroom during the school day for special programming.

QUALITATIVE MEASURES

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

QUANTITATIVE MEASURES

Performance indicators that can be expressed in terms of definite numbers or amounts such as scores on achievement tests

REFERRAL

Students may be referred for the gifted and talented program at any time by teachers, counselors, parents, or other interested persons.

SELECTION

A selection committee shall evaluate each nominated/referred student according to the established criteria and shall identify those students for whom placement in the gifted and talented program is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students, as required by law, and shall be established at each campus.

TEXAS PERFORMANCE STANDARDS PROJECT (TPSP)

statewide standards and assessment system which includes instructional materials designed to provide assistance as districts achieve the state goal for gifted/talented students (complete information at (<http://www.texaspsp.org/>))

6-HOUR UPDATE TRAINING

Administrators, counselors, and teachers are required to complete a minimum of six (6) hours of professional development that includes nature and needs and service options.

COMPLIANCE

Texas Administrative Code
Title 19, Part 2
Chapter 89. Adaptations for Special Populations
Subchapter A. Gifted/Talented Education
§89.1. Student Identification.

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

- (1) include provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in the Texas
- (2) include assessment measures collected from multiple sources according to each area defined in the Texas State Plan for the Education of Gifted/Talented Students;
- (3) include data and procedures designed to ensure that students from all populations in the district have access to assessment and, if identified, services for the gifted/talented program;
- (4) provide for final selection of students to be made by a committee of at least three local district educators who have received training in the nature and needs of gifted students;
- (5) include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement; and
- (6) not limit the number of students the district may identify as gifted/talented or served under the district's program for gifted/talented students.

Statutory Authority: The provisions of this §89.1 issued under Texas Education Code, §§29.121; 29.122; 29.123; 39.236; and 48.109, as added by House Bill 1525, 87th Texas Legislature, Regular Session, 2021.

Source: The provisions of this §89.1 adopted to be effective September 1, 1996, 21 TexReg 5690; amended to be effective September 1, 2024, 49 TexReg 6454.

§89.2. Professional Learning.

School districts shall ensure that:

- (1) 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;
- (2) 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; and
- (3) 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.

Statutory Authority: The provisions of §89.2 issued under Texas Education Code, §§29.121; 29.122; 29.123; 39.236; & 48.109, as added by HB 1525, 87th Texas Legislature, Regular Session, 2021.

Source: The provisions of this §89.2 adopted to be effective September 1, 1996, 21 TexReg 5690; amended to be effective February 13, 2000, 25 TexReg 776; amended to be effective September 1, 2024, 49 TexReg 6454.

§89.3. Student Services.

School districts shall provide an array of learning opportunities for gifted/talented students in kindergarten through Grade 12 and shall inform parents of the opportunities. Options must include:

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

Statutory Authority: The provisions of §89.3 issued under Texas Education Code, §29.122 & §42.156(b)

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

§89.4. Fiscal Responsibility.

School districts 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:

- (1) 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
- (2) 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.

Statutory Authority: The provisions of this §89.4 issued under Texas Education Code, §§29.121; 29.122; 29.123; 39.236; and 48.109, as added by House Bill 1525, 87th Texas Legislature, Regular Session, 2021.

Source: The provisions of this §89.4 adopted to be effective September 1, 2024, 49 TexReg 6454.

§89.5. Program Accountability.

A school district shall ensure that:

- (1) 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);
- (2) 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 complies with §89.4 of this title (relating to Fiscal Responsibility); and
- (3) the board of trustees annually measures the performance of the district in providing gifted/talented services in alignment with the State Plan.

Statutory Authority: The provisions of this §89.5 issued under Texas Education Code, §§29.121; 29.122; 29.123; 39.236; and 48.109, as added by House Bill 1525, 87th Texas Legislature, Regular Session, 2021.

Source: The provisions of this §89.5 adopted to be effective September 1, 1996, 21 TexReg 5690; amended to be effective September 1, 2024, 49 TexReg 6454.

TEXAS EDUCATION CODE
CHAPTER 29: EDUCATIONAL PROGRAMS
SUBCHAPTER D. EDUCATIONAL PROGRAMS FOR GIFTED AND TALENTED
STUDENTS

Sec. 29.121. DEFINITION. In this subchapter, "gifted and talented student" 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

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Sec. 29.122. ESTABLISHMENT. (a) Using criteria established by the State Board of Education, each school district shall adopt a process for identifying and serving gifted and talented students in the district and shall establish a program for those students in each grade level. A district may establish a shared services arrangement program with one or more other districts.

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

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Amended by:

Acts 2019, 86th Leg., R.S., Ch. 943 (H.B. 3), Sec. 2.017, eff. June 12, 2019.

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

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

TEXAS EDUCATION CODE
CHAPTER 39. PUBLIC SCHOOL SYSTEM ACCOUNTABILITY
SUBCHAPTER H. ADDITIONAL AWARDS

Sec. 39.236. GIFTED AND TALENTED STANDARDS. 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:

- (1) the Texas Performance Standards Project; or
- (2) 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](#).

Amended by: Acts 2009, 81st Leg., R.S., Ch. 895 (H.B. [3](#)), Sec. 59, eff. June 19, 2009.

TEXAS EDUCATION CODE
CHAPTER 48. FOUNDATION SCHOOL PROGRAM
SUBCHAPTER C. STUDENT-BASED ALLOTMENTS

Sec. 48.109. GIFTED AND TALENTED STUDENT ALLOTMENT. (a) For each identified student a school district serves in a program for gifted and talented students that the district certifies to the commissioner as complying with Subchapter [D](#), Chapter [29](#), a district is entitled to an annual allotment equal to the basic allotment multiplied by 0.07 for each school year or a greater amount provided by appropriation.

(b) Funds allocated under this section, other than the amount that represents the program's share of general administrative costs, must be used in providing programs for gifted and talented students under Subchapter [D](#), Chapter [29](#), including programs sanctioned by International Baccalaureate and Advanced Placement, or in developing programs for gifted and talented students. Each district must account for the expenditure of state funds as provided by rule of the State Board of Education. If by the end of the 12th

month after receiving an allotment for developing a program a district has failed to implement a program, the district must refund the amount of the allotment to the agency within 30 days.

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

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

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

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

Added by Acts 2021, 87th Leg., R.S., Ch. 806 (H.B. [1525](#)), Sec. 27, eff. September 1, 2021.