

# GANADO INDEPENDENT SCHOOL DISTRICT



## District Plan & Comprehensive Guide for the Education of Gifted/Talented Students

Kindergarten -- 12th Grade

**Board of Trustee Approved: November 17, 2020**

Nondiscrimination Notice: It is the policy of Ganado ISD not to discriminate on the basis of race, color, national origin, sex or handicap in providing education services, activities or programs, including vocational programs as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. Ganado ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs. For information about your rights or grievance procedures, contact Superintendent, Erin Fasel, at [efasel@ganadoisd.net](mailto:efasel@ganadoisd.net), 361-771-4200.

Declaración de No-Discriminación: Es política del Distrito Escolar Independiente de Ganado no discriminar por motivos de raza, color de piel, origen nacional, sexo, discapacidad ni edad al momento de proveer servicios educativos, incluyendo programas vocacionales, según requerido por el Título VI de la Ley de Derechos Civiles del 1964, según enmendada; el Título IX de las Enmiendas Educativas de 1972; y la Sección 504 de la Ley de Rehabilitación de 1973, según enmendada. El Distrito Escolar Independiente de Ganado tomará las medidas necesarias para asegurarse que la falta de conocimiento del idioma inglés no sea una barrera para la admisión y participación en sus programas educativos y vocacionales. Para más información acerca de sus derechos o procedimientos de agravios, puede comunicarse con nuestro Superintendente, Erin Fasel, at [efasel@ganadoisd.net](mailto:efasel@ganadoisd.net), 361-771-4200.

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## **GANADO ISD GIFTED/TALENTED PROGRAM**

Ganado Independent School District has written policies regarding the identification and service of students, grades K-12, for whom placement in the Gifted/Talented Program is appropriate to meet their educational needs. These policies, approved by the Ganado ISD Board of Trustees, are in compliance with the 2019 Texas State Plan for the Education of Gifted/Talented Students (19 TAC §89.5) and are disseminated to all parents. (19 TAC §89.1) Ganado ISD has developed this comprehensive manual or program guide which describes the District's K-12 gifted/talented programs, services, assessments, and required staff development.

### **State Definition of Gifted and Talented Student**

"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 (TEC Subchapter D §29.121).

School districts shall provide an array of appropriately challenging learning experiences for Gifted and Talented students in grades Kindergarten through 12 that emphasize content from the four (4) academic areas and shall inform parents of the opportunities. (19 TEC § 89.3) Ganado ISD identifies students based on general intelligence and/or intellectual ability in one or more academic fields and serves students in the four academic areas.

### **Ganado ISD Philosophy**

The philosophy of Ganado ISD reflects an understanding of the uniqueness of individual gifted/talented students. The GISD board believes that every student counts; that every student should be afforded the inspiration, support, and guidance to reach his or her full potential in a nurturing and innovative learning environment designed to meet each student's unique social, emotional, and intellectual needs.

### **Ganado ISD Core Beliefs**

The faculty, staff, administration and leadership of Ganado ISD believe:

- Educators are responsible for taking students wherever they are, with whatever abilities they possess, and providing those students with learning experiences that will develop and grow them to reach their full potential.
- Gifts and talents can be found within students of all ethnic and socioeconomic groups.
- The needs of students identified as Gifted/Talented can best be met through the joint collaboration of students, educators, parents, and community members.
- Students identified as Gifted/Talented require a differentiated curriculum with challenging and engaging work in order to meet their unique needs and to reach their full potential.
- Given challenging and demanding learning experiences, Gifted/Talented students are equipped to develop advanced-level products and performances.

## **COMMON CHARACTERISTICS OF GIFTED STUDENTS**

While it is unusual for a child to manifest every one of the following characteristics, gifted students may exhibit many of these, even at an early age:

- Possesses a large storehouse of information about a variety of topics
- Prefers complex and challenging tasks
- Sees connections between apparently unconnected ideas and activities
- Prefers to work independently
- Prefers older companions
- Is a perfectionist
- Has a sophisticated sense of humor
- Loves puzzles, mazes and numbers
- Is able to elaborate on ideas
- Is a good problem-solver
- Is persistent
- Reads with comprehension at an early age
- Shows quick mastery and recall of factual information
- Has insight into cause-effect relationships
- Has a ready grasp of underlying principles
- Is a keen and alert observer
- Exhibits advanced vocabulary for age or grade level
- Displays curiosity about many topics
- Has a passionate interest area
- Is intense; gets totally absorbed in activities and thoughts
- Displays asynchronous development where physical skills may lag behind cognitive abilities, etc.

## **PROGRAM DESIGN/CURRICULUM AND INSTRUCTION**

Ganado Independent School District offers an array of learning opportunities for identified gifted/talented students, K-12, 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. They are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas. Parents are informed of these options (19 TAC §89.3(3)).

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 (TPSP) (19 TAC §89.3(2)). Additionally, student participation in TPSP, or other experiences that result in the development of sophisticated products and/or performances shall be targeted to an audience outside the classroom.

Opportunities are provided to accelerate in areas of student strengths (19 TAC §89.3(4)). Acceleration and flexible pacing are employed, allowing students to learn at the pace and level appropriate for their abilities and skills, and are actively facilitated by district administrators, counselors, and teachers. Flexible pacing is defined as placing students at an appropriate instructional level and allowing them to move forward in the curriculum as they master content and skills. Flexible pacing is achieved by such methods as continuous progress, compacted course, advanced level courses, grade skipping, early entrance, concurrent or dual enrollment, and credit by examination.

Credit by Examination is available through Region 3 Education Service Center to assist students in acceleration through classes and/or grade levels. Furthermore, Ganado's local board policies are consistent with State Board of Education rules on credit by examination (19 TAC §74.24) and early high school graduation opportunities (TEC §45.203). For more information on Credit by Examination, see EHDC (Local), EHDC (Legal), EHDB (Local), and EHDB (Legal).

Additionally, Ganado Board has adopted policies that enable students to participate in dual/concurrent enrollment, distance learning opportunities, and accelerated summer programs when available. One source for these types of classes that Ganado ISD has utilized is the Texas Virtual School Network (TVSN). For more information about these board policies, see EHDD (Local) and EHDD (Legal).

Flexible grouping patterns and independent investigations are provided throughout the program design/services. Students are ensured opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year as a direct result of gifted/talented service options (19 TAC §89.3(1)). Additionally, scheduling

modifications are sometimes implemented in order to meet the identified needs of individual students.

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. Furthermore, the development and delivery of curriculum for gifted/talented students is monitored regularly by trained Ganado administrators.

Ganado ISD develops and implements services to address the social and emotional needs of gifted/talented students and their impact on student learning.

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. Likewise, information regarding out-of-school options relevant to the students' areas of strength are provided to students and parents by Ganado ISD whenever possible (19 TAC §89.3(3)).

### **GISD Program Services**

Ganado ISD utilizes in class differentiation in all grade levels. The Texas Performance Standards Project ([www.texaspsp.org](http://www.texaspsp.org)) will be used as a guide for the independent study projects. K-12 teachers utilize flexible grouping, tiered instruction, centers, higher-level thinking, open-ended tasks, and student choice. G/T students are strategically placed in small groups for collaboration. All core teachers are trained to differentiate their curriculum to meet the needs of the G/T students in their classes.

#### Kindergarten-5th Grade

Gifted and talented students in grades K-5 will be clustered in regular classrooms. This program structure will allow for interaction among their peers, as well as other gifted learners. Teachers will adjust the pace and depth of learning in the four foundational content areas, as well as provide emphasis on higher level and creative and critical thinking skills. Gifted and Talented students in grades K-5 may also be served in the GT program through pull out sessions or special day activities, which may include activities to challenge, stimulate creativity, and encourage critical thinking.

#### 6th - 8th Grade

Identified students are served within core content foundation areas in advanced/honors courses or regular core classes if an honors or advanced sequence course is not available for that subject. Teachers will adjust the pace and depth of learning in the foundational content areas, as well as provide emphasis on higher level and creative and critical thinking skills. Gifted and talented students in grades 6-8 may also be served in the GT program through pull out sessions or special day activities, which may include activities to challenge, stimulate creativity, and encourage critical thinking. Instructional needs are met by GT trained teachers, many of whom have taken advanced coursework in their content area.

### 9th-12th Grade

At the high school level, identified students are served within core foundation areas through honors courses, Advanced Placement courses, advanced course sequences, and/or concurrent enrollment courses. GT teachers will adjust the pace and depth of learning in the foundational content areas, as well as provide emphasis on higher level and creative and critical thinking skills. These enrichment and advanced courses allow the gifted learner to pursue a broader and deeper exploration of these disciplines.

### Out-of-school options

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 via district website and/or social media.

# STUDENT ASSESSMENT

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 Process**

The Ganado ISD Board of Directors has approved provisions for ongoing screening and identification of students who perform or show potential for performing at remarkably high levels of accomplishment. These procedures are designed to ensure that students from all populations in Ganado ISD have access to assessment and, if identified, to services provided in the District's gifted/talented program.

Parents are informed of the identification policies through the GISD Gifted/Talented Plan and Comprehensive Guide. Referral procedures for the assessment of gifted/talented students are communicated to families in a language and form that the families can understand or a translator or interpreter is provided to the extent possible. Likewise, referral forms for the assessment of gifted/talented students are provided in a language and form that families can understand.

An awareness session which provides an overview of the assessment procedures and services for gifted/talented students is offered for families by Ganado ISD and/or the individual campuses prior to the annual referral period. See identification and assessment timeline.

Referrals can originate from teachers, counselors, parents, or other interested persons at any time. Written parent or guardian permission shall be obtained before any special testing or individual assessment is conducted with a student as part of the screening and identification process. If a parent does not want his/her child to be screened, this information will be documented and retained. Furthermore, all student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policy.

Referral forms are available on the district website or may be picked up from each campus office. Referral forms must be returned to the campus counselor by the deadline indicated on the referral form in order to undergo testing for the current school year. Support will be provided for completing documents on an as needed basis or as requested.

## **Assessment Process**

While referrals are accepted at any time, Ganado ISD makes assessment for the purpose of identifying gifted/talented students available to students at least once per year. All kindergarten students are automatically considered for gifted/talented and other advanced level services. Each kindergarten student is screened for G/T services using a district created check list. The

top 10% are then referred for testing. Students in grades K-12, who are referred, are assessed in languages they understand or with nonverbal assessments, and, if identified, are provided gifted/talented services.

Access to assessment and, if needed, gifted/talented services is available to all populations of Ganado ISD. The District ensures the fair assessment of students with special needs such as the culturally different, those who are English learners, the economically disadvantaged, and students with disabilities. The goal of Ganado ISD is that the population of the gifted/talented services program would be closely reflective of the population of the total campus and/or district.

Ganado ISD serves students with giftedness in general intellectual ability in the four core content areas: math, science, language arts, and/or social studies. Data collected from multiple sources that measures general intellectual ability are included in the assessment process for gifted/talented services. The assessment process allows for student exceptionalities to the extent possible.

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. At the kindergarten level, as many criteria as possible, and at least three, are used to assess students who perform or show potential for performing at remarkably high levels of accomplishment in intellectual intelligence relative to same age peers. In grades K-12, qualitative and quantitative data are collected through three or more measures and used to determine whether placement in the gifted/talented program is the most appropriate educational placement for the student.

### **Determination of Placement**

A selection committee shall evaluate each referred student according to the established criteria and shall identify those students for whom placement in the gifted and talented program is deemed the most effective educational placement based upon the identified needs of the child. The GISD Campus Gifted and Talented Committee shall be composed of at least three campus or district educators who have completed training as required by 19 TAC §89.2 and who have received training in the nature and needs of gifted/talented students and who have met and reviewed the individual student data. A committee shall be established at the elementary level and at the secondary level.

A student profile is used to identify those students who perform, or show the potential for performing, at remarkably high levels of accomplishment relative to their age, peers, experience, or environment. The profile will reflect a **minimum of three (3)** criteria used in the assessment. The criteria used will be a combination of **qualitative and quantitative** instruments and **may include:**

- School Abilities Test
- Achievement Test
- Teacher Rating Scale

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. The student profile identifies the student’s strengths and weaknesses. The percentiles and/or scores from the assessment instruments are plotted on the student profile. Each student's profile is individually evaluated by the Gifted/Talented Selection Committee. The decision is based on the committee's determination of the most effective educational placement based upon the identified needs of the child.

Once the identification process is complete, parents or guardians, and staff are notified of the Gifted/Talented Committee’s decision. Parents are notified via U.S. mail within ten school days. Parents of all screened students may request a conference to examine their child’s assessment results. Requests should be made through the student’s home campus.

<b>Identification, Assessment, and Service Timeline</b>	
Referral procedures published on district website and via district social media outlets. Parent Awareness Session for grades K-12 held	October
Referrals accepted from parents, teachers, community members, peers, and student	Ongoing
Assessment begins after parent permission is obtained	November
Gifted/Talented Committee meets to review data and make placement decisions	December
Denial of service letters sent to parents or parental permission for G/T services obtained for identified students	December
Parent Orientation meeting held	January
Services begin for newly identified students	January

### **Review of Measures**

Annually, all assessments used for Gifted and Talented identification purposes will be checked against the state’s list of assessments approved to be used in Texas.

## **DISTRICT/CAMPUS PROCEDURES**

### **Transfer Students**

When a student identified as gifted by a previous school district transfers into the District, the selection committee shall review the student's records and conduct assessment procedures when necessary to determine if placement in the District's program for gifted and talented is appropriate. Likewise, when a student identified as gifted transfers to another district, Ganado ISD will provide the receiving district the student's assessment data. Each student's GT profile will be placed in their permanent record.

### **Furloughs**

A furlough (the opportunity for students to have a temporary leave of absence from gifted/talented program services) may be implemented for specified reasons for a certain period of time without being exited from the program. These reasons may include, but are not limited to:

- a. Unable to maintain satisfactory performance within the structure of the gifted/talented program
- b. Education needs are not being met within the structure of the gifted/talented program
- c. Specific personal or life circumstances such as over commitment, family concerns, serious illness, or any other circumstance that would inhibit or curtail the student's performance in the program

A furlough may be initiated by the district, the parent, or the student.

A student may be furloughed for a specified period of time as deemed appropriate by the District G/T Committee but should never be for the entire year. At the end of the furlough, the student may re-enter the gifted program, exit from the program, or be placed on another furlough.

### **Reassessment**

Ganado ISD shall not perform routine reassessment. If it is determined that it is in the best interest of an identified student to be reassessed, the district will inform parents/guardians and the student of the District G/T Committee's decision and a reassessment will be conducted. If reassessment does occur, it will be no more than once at the elementary level, once at the middle school level, and once at the high school level.

### **Progress Monitoring**

The progress/performance of students in response to receiving services in the Gifted/Talented Program is periodically assessed by the students' teachers by means of a progress report. The report will rate the student on measures such as quality of work, depth of knowledge, and academic performance and will be communicated to the parents or guardians each semester in their report card.

### **Exiting Students from Program Services**

Student performance in the program shall be monitored. Decisions related to exiting of students from gifted/talented services shall be 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 the student regarding the student's educational needs. A student shall be removed from the program at any time the Gifted/Talented committee determines it is in the student's best interest and a furlough has been ineffective. If a student or a parent requests removal from the program, the committee shall meet with the parent and student before honoring the request. Once a student is exited from the program, he must adhere to the identification procedures and exhibit educational need to be readmitted.

### **Appeal Process Regarding Services**

Once the identification process is complete, the student's family and teachers are informed of individual student assessment results and placement decisions. Parents or guardians are notified of the results via U.S. mail within 10 school days of the committee's decision. The letter to parents shall be in a language that the family can understand. Parents of all screened students may request a conference to examine their child's assessment results. All parent or family meetings are offered in a language that families can understand or a translator or interpreter is provided to the extent possible. A parent, student, or staff member may appeal an identification decision by writing an appeal letter to the Gifted/Talented committee after the committee has issued letters documenting its qualification decisions. They may present new data, if appropriate, to the committee. The appeal letter must be postmarked within 10 business days of receipt of the parent/guardian letter written indicating the committee's initial decision. The committee will reconvene in order to consider the need for additional assessment data or other information.

Any subsequent appeals shall be made in accordance with FNG (LOCAL) beginning at Level Two.

## PROFESSIONAL LEARNING

Ganado Independent School District is committed to providing its staff with appropriate and meaningful professional development which enables the staff to meet the unique and individual educational needs of all students including services for gifted/talented students. It is important that all staff who are responsible for formally servicing these students obtain appropriate training for educating the gifted child. The district will require at least the minimum hours of training as mandated by the state (19 TAC §89.2):

The person assigned to coordinate the district-level services for gifted/talented students in grades K-12 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).

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 Ganado gifted/talented services.

Teachers are required to have completed the thirty (30) hours of professional learning prior to their assignment to Ganado's gifted/talented services (19 TAC §89.2(1)). If, however, teachers without the required training are assigned to provide instruction and services that are part of the gifted/talented services, they are required to complete the thirty (30) hour training within one semester (19 TAC §89.2(2)).

Furthermore, teachers are encouraged to obtain additional professional learning in their teaching discipline and/or in gifted/talented education. Opportunities for professional learning in the area of gifted/talented education are provided on a regular basis, and information on them is disseminated to teachers and other professionals in GISD.

Teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six (6) hours annually of professional development in gifted/talented education that is related to state teacher gifted/talented education standards (19 TAC §89.2(3) and TAC §233.1). Ganado ISD has routinely provided this six hour training in gifted/talented education annually to all GISD teachers regardless of their participation in the gifted/talented program.

Teachers as well as administrators who have supervisory duties for service decisions 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)).

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 and talented students, service options for gifted and talented students, and social/emotional learning (19 TAC §89.2(4)).

Annually, each teacher new to Ganado ISD receives an orientation to the district's gifted/talented identification processes and the district's services for gifted/talented students. This takes place during the New Employee Orientation in early August.

Ganado's local Board members also receive training to ensure program accountability based on the Texas State Plan for the Education of Gifted/Talented Students (19 TAC §89.5).

As a part of Ganado's annual staff development planning cycle, a written plan for professional development in the area of gifted/talented education is developed that is based on identified needs. The plan is implemented and updated annually. Furthermore, the evaluation of the professional learning activities for gifted/talented education is ongoing and related to state teacher gifted/talented education standards, and the results of the evaluation are used by teachers, administrators, and the District Planning Committee in making decisions regarding future staff development plans (19 TAC §89.5 and TAC §233.1). Gifted/talented services staff are involved in planning, reviewing, and/or conducting the district's gifted/talented professional learning.

## **FAMILY AND COMMUNITY INVOLVEMENT**

Ganado ISD makes attempts to keep parents informed of the written policies related to gifted/talented student identification which have been approved by the board of trustees (19 TAC §89.1) as well as all gifted/talented services and opportunities (19 TAC §89.3). Furthermore, the District invites input from teachers, students, parent, and community representatives on gifted/talented identification and assessment procedures each year.

Each year, informational meetings are held regarding the assessment and identification of gifted/talented students, and parents and community members are invited to recommend students who may need gifted/talented services.

When students are newly identified for services, their parents are provided an orientation to the program as well as afforded periodic updates on the gifted/talented program.

Additionally, parents and community members are made aware of opportunities to participate in a parent association, gifted/talented advocacy group or site-based advisory committee. Gifted/talented education policies and procedures are reviewed and recommendations for improvement are made by the site-based advisory group composed of community members, parents of gifted/talented students, school staff, and gifted/talented education staff, who meet regularly for that purpose.

Throughout the school year, Ganado ISD will showcase products and achievements of gifted learners via a variety of methods which may include, but is not limited to: social media, district website, and/or G/T Showcase.

## **GIFTED AND TALENTED PROGRAM EVALUATION**

The effectiveness of gifted/talented services is evaluated annually, shared with the board of trustees, and the data is used to modify and update district and campus improvement plans. Parents are included in the evaluation process, and the outcomes and findings of the evaluation are shared with parents (TEC §§11.251–11.253). The Ganado ISD Gifted and Talented Program Coordinator will compile the GT annual report, and it will be presented to the Board of Trustees at a Board Meeting. This data will be used to modify the DIP and CIP. The district GT advisory committee will provide input to the evaluation process.

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). TPSP rubrics will be evaluated by the campus GT committee and results given to the district GT coordinator who will then incorporate these into long range plans.

District guidelines for evaluation of resources used to serve gifted/talented students are established and used in selecting materials that are appropriate for differentiated learning. The district curriculum director will develop guidelines for selecting materials appropriate for differentiated learning. Campus principals will ensure that materials purchased are compliant with these guidelines.

Curriculum for gifted/talented students is modified based on annual evaluations. The Ganado ISD annual GT report will be used to review and modify curriculum. Provisions to improve services to gifted/talented students are included in district and campus improvement plans (TEC §§11.251-11.253). The GT annual report will be used in the DIP and CIP to improve or modify services for GT students.

## **STANDARDS OF SERVICE COMPLIANCE AND FUNDING**

### **Services and Policies**

Student assessment and services are in compliance with the Texas State Plan for the Education of Gifted/Talented Students (19 TAC §89.5). Gifted/talented education policies and procedures are reviewed and an advisory group of community members, parents of gifted/talented students, school staff, and gifted/talented education staff, who meet regularly for that purpose, makes recommendations for improvement. The Ganado ISD G/T Advisory committee annually reviews and makes recommendations for improvement of G/T services at the fall meeting. Trained administrators monitor the development and delivery of curriculum for gifted/talented students regularly through classroom observations and findings are discussed during monthly administrative meetings.

### **Access to Services**

Access to assessment and, if needed, gifted/talented services is available to all populations of the district (19 TAC §89.1(3)). Annually, the Ganado ISD administrative team will review the demographic data. During the review of the demographic information, the administrative team will look for trends and patterns in G/T program populations' participation. Efforts will be made to find, assess and serve the underrepresented populations in the district.

### **Funding Compliance**

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. No more than 45% of each school district's FSP (Foundation School Program) special allotments under the Texas Education Code, Chapter 42, Subchapter C, may be expended for indirect costs related to gifted and talented education programs. Indirect costs may be attributed to the following expenditure function codes: 34—Student Transportation; 41—General Administration; 81—Facilities Acquisition and Construction; and the Function 90 series of the general fund, as defined in the Texas Education Agency publication, Financial Accountability System Resource Guide. (19 TAC §105.11) (b) For the 2012–2013 school year and each year thereafter, a school district may choose to use a greater indirect cost allotment under the Texas Education Code, §§ 42.151, 42.153, 42.154, and 42.156, to the extent the school district receives less funding per weighted student in state and local maintenance and operations revenue than in the 2011–2012 school year. Funds used for programs and services must be determined effective and consistent with the standards set forth in this document.

### **Non-Compliance Plan**

For any standard of service for which the district is out of compliance, a written plan specifying actions and timelines for achieving compliance. After the annual evaluation, the G/T Coordinator, Superintendent, and Principals will create a Non-Compliance Plan addressing the standards that are out of compliance with the State Plan for the Education of the Gifted/Talented Student as well as plan for achieving compliance during the upcoming school year. The CIP and DIP shall reflect the improvement of G/T services.