

New Texas State Plan for the Education of Gifted/Talented Students

Approved June 2019 by SBOE

“To Do” List

HB 3 REQUIREMENT

EACH SCHOOL DISTRICT SHALL:

- ANNUALLY CERTIFY TO THE COMMISSIONER THAT THE DISTRICT HAS A G/T PROGRAM THAT IS CONSISTENT WITH THE STATE PLAN
 - REPORT TO COMMISSIONER REGARDING THE USE OF FUNDS TO SUPPORT THE DISTRICT’S G/T PROGRAM
 - DISTRICTS WILL CERTIFY TO TEA VIA A NEW PEIMS INDICATOR (TEC §29.124)
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1. **Districts shall appropriately code districts defined G/T program at each grade level.**
 2. **Districts shall adopt a local policy regarding the use of funds to support the districts G/T programs (TASB is working on this for November update)**
 3. **Create New District Plan and get Board approved**
 - a. Have all new policies and procedures in place along with any forms that are required.
 4. **Develop a comprehensive manual or program guide describing all G/T Program Services**
 5. **Awareness Session and Orientation Session for Parents**
 - a. An awareness session providing an overview of the assessment procedures and services for gifted/talented students is offered for families by the district and/or campus **prior** to the referral period.
 - b. Orientation and periodic updates are provided for parents of students who are **identified** as gifted/talented and provided gifted/talented services.
 6. **Screen All Kindergarteners**
 - a. All kindergarten students are automatically considered for gifted/talented and other advanced level services.
 7. **New Teacher Orientation**
 - a. Annually, each teacher new to the district receives an orientation to the district’s gifted/talented identification processes and the district’s services for gifted/talented students.
 8. **District G/T Committee**
 - a. Gifted/talented services staff are involved in planning, reviewing, and/or conducting the district’s gifted/talented training

9. Community/ Family G/T Advisory Committee

- a. Input from family and community representatives on gifted/talented identification and assessment procedures is invited annually.
- b. Information is shared or meetings are held annually requesting parent and community recommendations regarding students who may need gifted/talented services.
- c. Gifted/talented education policies and procedures are reviewed and recommendations for improvement are made by an advisory group of community members, parents of gifted/talented students, school staff, and gifted/talented education staff, who meet regularly for that purpose.

10. G/T Product Fair

- a. Products and achievements of gifted/talented students are shared with the community.

11. Evaluation of Services

- a. The effectiveness of gifted/talented services is evaluated annually, shared with the board of trustees, and the data is used to modify and update district and campus improvement plans. Parents are included in the evaluation process, and the outcomes and findings of the evaluation are shared with parents (TEC §§11.251–11.253).
- b. 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).
- c. Provisions to **improve services** to gifted/talented students are included in district and campus improvement plans (TEC §§11.25111.253).

12. Non Compliance Plan

- a. For any standard of service for which the district is out of compliance, a written plan specifying actions and timelines for achieving compliance.

13. Communicate the Process to Parents and Community (Be sure you have a translator name and contact information available as well as have all documents in all languages spoken in your district.)

- i. **Referral procedures** for assessment of gifted/talented students are communicated to families in a language and form that the families understand **or a translator or interpreter is provided.**
- ii. **Referral forms** for assessment of gifted/talented students are provided to families in a language and form that the families understand, **or a translator or interpreter is provided to the extent possible,**
- iii. **Families and staff** are informed of individual student assessment results and placement decisions as well as given opportunities to schedule conferences to discuss assessment data.
- iv. An **awareness session** providing an overview of the assessment procedures and services for gifted/talented students is offered for families by the district and/or campus prior to the referral period.
- v. All family meetings are offered in a language families can understand **or a translator or interpreter is provided to the extent possible.**

14. Assessment Calendar NOT REQUIRED BUT MAKES LIFE EASIER

Month	Family Requirement	Action to be taken
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October	Parent Awareness Meeting	Assessment window opens- referrals accepted- assessment begins
November		Assessment continues
December		G/T Campus/ District meetings; Determination of most effective placement; determined Letters sent;
January	Parent Orientation Meeting	Students placed in program and services begin with parent permission

15. Review of Measures

- a. Annually, the Curriculum Director will review all measures using the TEA approved assessment list.

16. Special Opportunity List

- a. 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.

17. Develop and implement services to address the social and emotional needs of G/T students

18. G/T Coordinators

- a. A person who has thirty (30) hours of a professional learning in gifted/talented gifted/talented education and annual six **(6) hour professional learning updates** as required in 19 TAC §89.2(1) is assigned to coordinate district level services for gifted/talented students in grades K–12

19. New Teacher orientation (include in your orientation agenda)

- a. Annually, each teacher new to the district receives an orientation to the district’s gifted/talented identification processes and the district’s services for gifted/talented students.

20. Professional Learning

- a. ***Gifted/talented services staff are involved in planning, reviewing, and/or conducting the district’s gifted/talented training.*** I would send a survey out and get their input for trainings needs then after training again a survey, or could be part of evaluations. You also would want to document that you asked for volunteers to conduct any trainings you have on site. But, ensure they are an expert in their field and have at least 30 hours of G/T training.