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FOREWORD

This comprehensive manual includes district policies and procedures reflective of state guidelines for gifted and talented students. In accordance with the Fidelity of Services on the Texas State Plan, this manual provides information for all Gifted and Talented programs, services, assessments, and communication which is accessible to parents, community, and students. An external program evaluation is performed annually to review and update any needs areas of the program. During the program evaluation, feedback is collected from various stakeholders including parents, G/T identified students, teachers, administrators, and the East Central ISD G/T Task Force.

The intent of this Gifted and Talented Handbook is to:

● Inform the public about the East Central ISD Gifted and Talented Program
● Communicate the K-12 identification procedures
● Provide a K-12 vertically aligned instructional framework and service design plan
● Reflect East Central ISD’s compliance with the Texas State Plan for the Education of Gifted/Talented Students
● Share framework for accountability and program evaluation

EAST CENTRAL ISD VISION AND MISSION

VISION STATEMENT

East Central Independent School District envisions learning environments where gifted students are engaged in innovative tasks that offer opportunities for them to think critically and creatively about complex issues, experience wonder and unleash their natural curiosity in order to reach their fullest potential to one day make valuable contributions to society.

MISSION STATEMENT

The mission of East Central Independent School District's Gifted and Talented Educational Program is to build strong partnerships between students, teachers, parents, and community members. We strive to develop each student’s unique intellectual, artistic, and creative abilities while helping them to build their social/emotional skill sets to become effective communicators and productive citizens.
TEXAS STATE PLAN FOR THE EDUCATION OF GIFTED AND TALENTED STUDENTS

§ 29.121. DEFINITION: In this subchapter, the state of Texas defines “gifted and talented student” by the following: "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:

1) Exhibits high performance capability in an intellectual, creative, or artistic area;
2) Possesses an unusual capacity for leadership; or
3) Excels in a specific academic field.

(Texas Education Code as passed by the 74th Legislature of the State of Texas. Effective September 1, 1995.)

In 1977, the Texas Legislature passed its first legislation concerning the education of gifted/talented (G/T) students. In 1979, state funds for providing services to G/T children were made available, but providing such services was optional for school districts. In 1987, the Texas Legislature mandated that all school districts must identify and serve G/T students at all grade levels. In 1990, the Texas State Plan for the Education of Gifted/Talented Students (State Plan) was adopted by the Texas State Board of Education (SBOE) that included a commitment to high-level learning opportunities for G/T learners expressed in the following goal:

STATE GOAL FOR SERVICES FOR GIFTED STUDENTS

Students who participate in services designed for gifted 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.

To learn more about programs and resources for G/T education in Texas visit the Texas Education Agency (TEA) Gifted/Talented website, contact a local Texas public school district or regional education service center (ESC), or email TEA at gted@tea.state.tx.us.

The TEA assists districts in providing comprehensive services to G/T learners in the following ways:

- Provides information on best practices, developments, and achievements in the field of G/T education to all interested parties
- Develops materials designed to assist districts in the development and implementation of model assessment procedures and services
- Sponsors demonstration projects and develops materials that support the implementation of Advanced Placement and International Baccalaureate programs that are differentiated for the G/T students
RATIONALE FOR THE ECISD G/T PROGRAM

Commitment to the future demands that we foster and develop the abilities of gifted/talented youth. To deny students these opportunities is to deny excellence.

While gifted/talented students may master the basic skills more readily than other students at their grade level without assistance or enriching experiences, these same students may become underachievers or general classroom. In some cases, gifted students fail to develop their exceptional abilities because they lack the encouragement to do so. Due to their exceptional abilities, gifted/talented students can progress far beyond the regular school curriculum. By providing experiences that are consistent with the abilities or potential of the gifted child, the education of all children will be improved. Director of the National/State Leadership Training Institute on the Gifted and Talented, Irving S. Sato (March 1980), stated, “Although some educational needs of gifted students are being addressed in general education, certain needs unique to the gifted are being largely ignored. These distinctive educational needs make the gifted markedly different from students of other abilities. Any quality program for the gifted rests on a thorough understanding of these differences. As we modify the curriculum for the gifted in response to these differences, we actually upgrade education for all students since many practices for the gifted are in lesser degree appropriate and helpful for other pupils.”

If we are to have inventive problem solvers in the future, we must not fail now in educating appropriately those children and youth most likely to achieve excellence. Our obligation to the future requires a strengthened commitment to gifted/talented education today.

EAST CENTRAL ISD GIFTED AND TALENTED EDUCATION PROGRAM OVERVIEW

Texas State Plan Says....
In accordance with Service Design standard 3.1 under the Accountability column states, “Identified gifted/talented students are assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas. Services are available during the school day as well as the entire school year. Parents are informed of these options (19 TAC §89.3(3))” (TEA, 2019, page 14).
https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/

The East Central G/T program is academic in nature and serves the four core areas of Language Arts, Social Studies, Mathematics and Science. The overarching goals of the program focus on thinking skills, subject matter knowledge and skills, research and independent study skills, and self-concept and leadership skills.

Thinking Skills
Students will develop their ability to use higher level thinking skills, extend their understanding of logical thinking through the use of deductive and inductive reasoning, demonstrate creative expression through both oral and written modalities, and continually refine their skills to become educated decision makers.
Subject Matter Knowledge and Skills
Students will study advanced-level content and master the major concepts, skills, and processes of specific disciplines in which they demonstrate ability.

Research and Independent Study Skills
Students will develop the skills necessary for self-directed learning and will conduct independent studies and research projects that extend the regular curriculum and result in advanced-level products.

Self-Concept and Leadership
Students will gain an understanding and respect for each person's abilities, recognizing the likenesses and differences between themselves and others and will develop their own unique abilities for the betterment of both themselves and society.

PROGRAM CONTINUUM AND SERVICE DESIGN

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Elementary (1st-5th Grades)</th>
<th>Middle School (6th-8th Grades)</th>
<th>High School (9th-12th Grades)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gifted and Talented Services for ALL</td>
<td>Pull-Out Programs</td>
<td>PreAP, Humanities, Pre Biology</td>
<td>PreAP, AP, Colloquium, Dual Credit</td>
</tr>
<tr>
<td>In accordance with Student Assessment standard 2.20 under the Accountability column states, “All kindergarten students are automatically considered for gifted/talented and other advanced level services” (TEA, 2019, page 12).</td>
<td>Instruction at the elementary level is achieved through a pull-out program and students identified to receive G/T services are provided accelerated instruction in all four core areas. Instruction and activities will align to district G/T standards that support critical content standards in Language Arts, Social Studies, Mathematics, and Science.</td>
<td>Instruction at the middle school level is achieved through the following courses; Humanities, Pre Biology, and/or Pre-AP Language Arts, Social Studies, Mathematics and/or Science classes. All options follow grade-level Texas Essential Knowledge and Skills (TEKs) but are academically advanced courses designed to challenge gifted and/or motivated students to understand the rigorous content.</td>
<td>Instruction at the high school level is achieved through several options: Colloquium, Pre-AP, AP, Dual Credit, and OnRamps courses.</td>
</tr>
<tr>
<td>Meaning all students at the Kindergarten level will automatically receive G/T instruction through the following: Instruction at the Kindergarten level is achieved through a talent development option where all kindergarten teachers are G/T trained and are continually creating differentiated lessons with the assistance of the G/T Facilitator.</td>
<td>Scheduling will be individualized per each campus to best meet the needs of the G/T students. Students served in this program will not be penalized for missing regular classroom time. The elementary G/T facilitators will coordinate with classroom teachers to address issues of assignments and grades. Students served through this pull-out program will not be penalized for missing regular classroom time.</td>
<td>Humanities combines Language Arts/Social Studies block focusing on interdisciplinary instruction, critical thinking, and advanced academics. Students are expected to communicate mastery of Social Studies content through mastery of the ELA standards.</td>
<td>Colloquium is a Language Arts and Social Studies blend (Humanities) based on interdisciplinary studies of the two disciplines. Gifted students are also serviced through a variety of Pre-AP, AP and Dual Credit options.</td>
</tr>
<tr>
<td>Student placement into the G/T program for the following academic year will go through the assessment process during the designated time and coded into PEIMS by March 1st.</td>
<td>G/T Clusters in general education setting.</td>
<td>Pre Biology compacts and accelerates 6th-8th grade Science TEKS in two years, and then students will take PreAP Biology in 8th grade.</td>
<td>AP courses are collegiate-level courses taught in a high school setting possibly cumulating to the taking of an AP exam where a qualifying score of a 3 or higher may enable students to receive college credit and/or advanced standings at a university or college. Dual Credit &amp; OnRamps are college-level courses taught in a high school setting, can be taken at the college/university, or via online while student us still in high school.</td>
</tr>
</tbody>
</table>
Students may be identified as gifted in both areas. A student will be considered to be receiving service if they are enrolled in at least one G/T designated class in their areas of identified giftedness.

To see specifics and details about individual services listed above, please see program frameworks attached. (Parent Resources)

**CHARACTERISTICS OF G/T STUDENTS**

Gifted students’ characteristics can be diverse. Below are six areas where we will find giftedness. Within specific academic ability, students may have one or two subjects that they are most passionate about.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Thinking</td>
<td>General Intellectual Ability</td>
</tr>
<tr>
<td></td>
<td>Specific Academic Ability</td>
</tr>
<tr>
<td>Leadership</td>
<td>Psychomotor</td>
</tr>
<tr>
<td>Visual/Performing Arts</td>
<td></td>
</tr>
</tbody>
</table>

In ECISD we provide services that support the General Intellectual and Specific Academic Abilities in the four core areas of Math, Language Arts, Social Studies, and Science.

**General intellectual ability** might include:

- extensive and detailed memory
- prompt recall
- advanced vocabulary
- inquisitive mind
- rapid acquisition of information
- sound judgment
- broad base of knowledge
- advanced concept formation
- analogical thinking or reasoning
- keen observations

Typical behaviors and characteristics exhibited by students who are gifted/talented in **specific subject matter aptitude** might include:

- intense, sustained interest
- keen motivation
- extensive/detailed memory
- prompt recall
- advanced vocabulary
- inquisitive nature
- rapid acquisition of information
- sound judgment
- broad base of knowledge
- advanced concept formations
- analogical thinking or reasoning
- keen observations
PROGRAM EVALUATION

Texas State Plan Says....
In accordance with Fidelity of Services standard 1.5 under the Accountability column states, “Annual evaluation activities are conducted for the purpose of continued service development.” (TEA, 2019, page 8) https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/

Board Policy Says....
The District shall annually evaluate the effectiveness of the District’s gifted program, and the results of the evaluation shall be used to modify and update the District and campus improvement plans. The District shall include parents in the evaluation process and shall share the information with Board members, administrators, teachers, counselors, students in the gifted and talented program, and the community. (See EHBB(LOCAL))

The East Central G/T Program will be evaluated annually through both formal and informal measures. A district committee will be formed that includes district, campus staff, parents/caregivers, and community members. This committee will oversee the development of an evaluation design that provides information on selected facts of the program and measures their effectiveness in relation to student growth and will review evaluation documents to determine programmatic needs, staff development needs, and family/community involvement.

Results are then communicated with Board members, administrators, teachers, counselors, students in the G/T program, and the community. Results of the evaluation shall be used by campus and district committees while developing goals and objectives for the following year. Additionally, district and campus administrators will monitor the development and delivery of curriculum for gifted/talented students. Parents/guardians will be informed of the campus improvement plan, curriculum, and instruction offered as part of the gifted and talented program.

To evaluate and monitor the program’s performance and effectiveness of services, a variety of methods will be used to collect data that may include the following:

1) Student self-evaluations
2) Observations of student behaviors
3) Student products/performances
4) Parent evaluations
5) Teacher evaluations
6) Teacher observations
7) Sample Lesson Plans with G/T Accommodations and Modifications
8) Documentation of Teacher Professional Learning
9) Student Demographic Data
10) Campus Improvement Plans (CIP)
11) District Improvement Plans (DIP)
12) Evidence of outside G/T opportunities for students
13) G/T Quarterly Progress Monitoring
14) G/T Student Annual Review Process for Gifted/Talented Education Plan (GTEP)
15) District Achievement Assessments (MAP)
16) Standardized test data (STAAR)
STUDENT PLACEMENT PROCEDURES FOR GIFTED AND TALENTED SERVICES

**Texas State Plan Says....**
In accordance with Student Assessment standard 2.1 under the Accountability column states, “Written policies on student identification for gifted/talented services are approved by the district board or trustees and disseminated to all parents (19 TAC §89.1). (TEA, 2019, page 10)
https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/

The East Central Independent School District identifies and serves students grades Kinder-12 who receive gifted/talented services in one or more of the following areas:

1) General Intellectual Ability
2) Specific Academic Aptitude (English, Social Studies, Math, Science)

The identification process is planned and conducted by a group of professional educators involved in the GT education program. The purpose of identification is to determine which students will benefit from the services provided. Students are identified to receive gifted/talented services in accordance with the district's written board-approved definition of giftedness.

The identification process consists of three steps:

1) Refer students for the program; and
2) Screening of students using appropriate instruments; and
3) The campus screening committee and gifted and talented staff shall evaluate each referred student according to the established criteria and shall identify these students for whom placement in the gifted/talented program is the most appropriate educational setting.

State guidelines for identification require that students be referred for the program based upon criteria that include both qualitative and quantitative measures.

**REFERRAL PROCEDURES**

**Texas State Plan Says....**
In accordance with Student Assessment standard 2.14 under the Accountability column states, “Provisions for ongoing identification of students who perform or show potential for performing at remarkably high levels of accomplishment in each area of giftedness served by the district are included in board-approved policy (19 TAC §89.1(1)). (TEA, 2019, page 11)

Referrals of students for the G/T educational program are ongoing throughout the school year and are based on teacher, parent, community member, peer, and self-recommendation or by any person familiar with the student’s abilities, potential, performance, and/or past record. Through an open referral system, efforts will be made to secure referral for screening from any person familiar with a student's abilities. A campus G/T designee may be chosen by the campus principal to implement the process. The principal, counselor, academic
facilitator/dean, G/T teacher/facilitator, or G/T coordinator shall communicate referral and screening procedures to parents and faculty members. This communication may be completed through the distribution of appropriate materials such as agenda items for discussion at faculty meetings, one-on-one meetings with teachers, letters home to parents, district website announcements, parent link, or through other means deemed appropriate.

The G/T assessment procedures is inclusive and allows for all students to be referred. An effort is made to secure referrals of students from diverse backgrounds, including economically disadvantaged, those with special needs and historically underrepresented groups. Family resources and staff training are provided through varied means to ensure an understanding of best practices and methodology to use when identifying a diverse selection of students who demonstrate high potential and achievement.

**Board Policy Says…**

After referrals have been submitted, contact is made with referred students and their parent(s) to obtain a Permission for Assessment form. The District shall obtain written parental consent before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies at FL (See EHBB(LOCAL)).

**SCREENING PROCEDURES**

**Texas State Plan Says….**

In accordance with Student Assessment standard 2.26 under the Accountability column states, “Final determination of students’ needs for gifted/talented services is made by a committee of at least three (3) local district or campus educators who have received training in the nature and needs of gifted/talented students and who have met and reviewed the individual student data (19 TAC §89.1(4))” (TEA, 2019, page 13). [https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/](https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/)

**Board Policy Says…**

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 (See EHBB(LOCAL)).

The G/T coordinator and/or Campus Principal organize the campus screening committee composed of at least 3 members drawn from the following personnel: principal, assistant principal, academic facilitator/dean, counselor, G/T teacher, or classroom teacher.

Assessment instruments may include but are not limited to the following:

1) Subject matter aptitude tests
2) General intellectual ability tests
3) Teacher and Parent Behavior Checklists
4) Student products/performances

The designated G/T Facilitator or identified campus GT coordinator will collect all screening data. All
quantitative and qualitative will be compiled and organized onto the student profile document. The campus screening committee will utilize the data on the student profile and any other needed artifacts to determine if G/T services are appropriate.

Selection of instruments for a specific screening administration is based on individual student needs and abilities. Instruments will be chosen with the goal of allowing students to display optimal performance. Other instruments may be added as the need arises with the approval of the district’s Central Review Committee. The screening process does not discriminate based on race, creed, sex, or special needs. Confidentiality will be followed regarding the rights of privacy of individual students' records in accordance with section FL of the East Central ISD Board Policy Manual.

IDENTIFICATION PROCEDURES

Texas State Plan Says....
In accordance with Student Assessment standard 2.15 under the Accountability column states, “Assessment opportunities for gifted/talented identification are made available to students at least once per school year” (TEA, 2019, page 12)
https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/

Approved testing instruments to be used in the identification of G/T students will be drawn from the district's list of approved screening instruments. Exceptions may be granted in advance by the Central Review Committee.

Although data collection and entry of data on the profile may be completed by one member of the Campus Screening Committee, final selection of students shall be made by a comprehensive review of all student data collected.

Additional criteria may be used if a score for one of the criteria is unobtainable or a score for one of the criteria results in a distorted representation of the student’s true abilities, as determined by the full Campus Screening Committee.

Specific reasons for waiving a criterion will be indicated under the comments section of the profile, which will be signed by all three members of the Campus Screening Committee.

Copies of forms for both qualified and nonqualified nominees will be sent to the district G/T office in a timely manner of the Campus Screening Committee meeting.

1) Cover Checklist  
2) Referral Form  
3) Permission for Assessment Form  
4) Signed Profile with Supporting Data  
5) Notification of Acceptance/Non acceptance  
6) Parent Permission for Placement  
7) Provisional Placement (if applicable)

Campus Screening Committee decisions are subject to review by the Central Review Committee and may be reversed or returned to a campus committee for reconsideration if procedural errors occur.
GENERAL TIMELINE FOR IDENTIFICATION PROCESS

<table>
<thead>
<tr>
<th>Process</th>
<th>Kindergarten</th>
<th>1st - 3rd Grades</th>
<th>4th-12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referral Window</td>
<td>December</td>
<td>September - October</td>
<td>September - October</td>
</tr>
<tr>
<td>Parent Permission to Test</td>
<td>December</td>
<td>October - November</td>
<td>October - November</td>
</tr>
<tr>
<td>Intellectual Ability Test Window</td>
<td>January - February</td>
<td>December</td>
<td>Grades 4-5: April Grades 6-12: January</td>
</tr>
<tr>
<td>Subject Matter Achievement Test Window</td>
<td>Please See District Assessment Calendar for Screener Dates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Products</td>
<td>January - February</td>
<td>November</td>
<td>November</td>
</tr>
<tr>
<td>Teacher/Parent Checklists</td>
<td>January</td>
<td>November</td>
<td>November</td>
</tr>
<tr>
<td>Campus Screening Committee Meetings</td>
<td>March</td>
<td>May</td>
<td>May</td>
</tr>
</tbody>
</table>

Timeline is subject to change. Always refer to the latest Testing Calendar found at [www.ecisd.net](http://www.ecisd.net)

APPEALS PROCESS REGARDING PROGRAM PLACEMENT

Texas State Plan Says....
In accordance with Student Assessment standard 2.13 under the Accountability column states, “Policy related to appeals allows parents, students, and educators to appeal placement decisions in a timely manner and to present new data, if appropriate” (TEA, 2019, page 11).
[https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/](https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/)

Board Policy Says....
A parent or student may appeal any final decision of the selection committee regarding selection for or removal from the gifted program. The written appeal shall be made first to the selection committee via the office of the G/T Program Coordinator. The committee will review the appeal, meet with involved parties to discuss concerns (if requested), and make a determination regarding placement. ([See EHBB(LOCAL)](http://www.ecisd.net))

The G/T Central Review Committee will hear appeals of decisions made by the Campus Screening Committees. The G/T Central Review Committee is also the only authority which may allow deviation from the guidelines for identification and program entry and exit. The Central Review Committee is composed of the district's G/T Coordinator and two other administrators selected by the coordinator who have had appropriate G/T Trainings per State Policy.
The following procedures are to be used by all parents, staff, or community members requesting a review of Campus Screening Committee decisions or requesting a deviation from the written district guidelines.

1) The person initiating the appeal will submit a written request for review to the district G/T Coordinator.

2) The request for review will include specific reasons for the appeal as well as any supporting documentation to be considered by the committee.

3) Individuals wishing to appear in person before the committee should so indicate on the submitted request for review.

The G/T Central Review Committee will meet to consider appeals and the decision of the committee will be communicated in writing to the person making the appeal within 10 working days after the meeting. Although decisions of the Central Review Committee are final, based on the presented evidence, future appeals on the same issue are not precluded if new evidence is presented.

TRANSFER STUDENTS POLICY AND PROCEDURES

Texas State Plan Says....
In accordance with Fidelity of Services standard 2.13 under the Accountability column states, “Policy related to appeals allows parents, students, and educators to appeal placement decisions in a timely manner and to present new data, if appropriate” (TEA, 2019, page 11).
https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/

Board Policy Says....
Interdistrict Transfers
When a student identified as gifted by a previous school district enrolls in the District, the District shall place the student in the District’s program for gifted and talented students if the student’s records show that the student meets the District criteria for the gifted and talented program.

If the student does not meet the District criteria for the gifted and talented program based on previous records, or if no records are received, the student shall be placed provisionally in the District’s program for gifted and talented students for one grading period. At the end of the grading period, the selection committee shall review the student’s records to determine if placement in the District’s program for gifted and talented students is appropriate or if additional testing is necessary to determine continued eligibility for the program. (See EHBB(LOCAL)) [See FDD(LEGAL) for information regarding transfer students and the Interstate Compact on Educational Opportunities for Military Children]

Intradistrict Transfers
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. (See EHBB(LOCAL))

Procedures
All campuses will follow the below procedures for transfer students who have been identified as G/T in another district and are transferring into the East Central District.

1) Transfer students who bring records of prior testing with assessment data sufficient to complete the ECISD G/T student profile and data that supports the need for services according to district standards may be placed immediately into their campus' G/T setting without further screening.
2) For students whose data does not meet the District’s criteria, they shall be placed provisionally* into the program for one grading period. After which, the campus screening committee shall review the student’s records to determine if G/T services is the best instructional placement or if additional data is required.

3) Notify parents in writing that the placement is provisional and future testing may be required before a committee determines formal placement.

*Students who are placed on a provisional status will not be entered as G/T in PEIMS. Formal entrance procedures will be followed once it is determined that the committee has sufficient data, at which point the student will then be coded in PEIMS system as G/T.

The emphasis throughout the process of determining placement for transfer students is on finding the best match between instructional options and the student's abilities and interests.

FURLOUGHS, EXITING, AND REENTERING POLICY AND PROCEDURES

Texas State Plan Says....
In accordance with Fidelity of Services standard 2.10 and 2.12 under the Accountability column states, “Policy is adopted allowing student furlough (the opportunity for students to have a leave of absence from gifted/talented program services) for specific reasons and for a certain period of time without being exited.” (TEA, 2019, page 11).

“Policy related to exiting of students from gifted/talented services is based on multiple criteria including student performance in response to services. Exiting of a student is finalized by committee decision after consultation with parents and student regarding the student’s educational needs.” (TEA, 2019, page 11).

https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/

Board Policy Says....
The District may furlough a student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted and talented program. A furlough may be initiated by the District, the parent, or the student.

In accordance with administrative regulations, a furlough shall be granted for specified reasons and for a specified period of time. At the end of a furlough, the student may re-enter the gifted program, be placed on another furlough, or be exited from the program.

The District shall monitor student performance in the program. If at any time the selection committee determines it is in the best interest of the student and his or her educational needs, the committee may exit a student from the program. If a student or parent requests removal from the program, the selection committee shall meet with the parent and student before honoring the request. (See EHBB(LOCAL))

A furlough is a temporary leave of absence from G/T Services for specified reasons and for a certain period of time without being exited from services.

Students should be considered for exiting/furloughing from their assigned G/T program under the following conditions:
1) They have demonstrated over a substantial length of time (at least one semester) that they are not
benefiting from the program; or
2) The student requests removal from the program; or
3) The student's parent/guardian requests that the student be removed from the program.

Grades should not be the sole criterion used when considering whether or not a student is benefiting from G/T services. The Campus Screening Committee is the only entity that can finalize a furlough or exit from the program. The decision will be based on multiple criteria.

Procedures
The following procedures will be followed on all campuses when considering exiting/furloughing a student from a G/T placement:

1) The Campus Screening Committee will serve as a review board for considering exiting of G/T students.
2) The committee will employ at least 3 of the following measures to determine whether or not the student being considered is benefiting from G/T services
   a) Current achievement testing
   b) Student's portfolio of work
   c) State assessment performance
   d) Student interview
   e) Grades for at least the past 3 grading periods
3) Involvement in co-curricular or extra-curricular activities
4) The committee members will base their decision regarding program appropriateness on a comparison of the above progress indicators and current G/T curriculum expectations.
5) A consensus of the committee members is required to exit an identified student from the G/T program.
6) At the time of the meeting, the committee will complete and sign the **Recommendation for G/T Program Exit, Furlough, Reentry form** and forward a copy to the District G/T office. The committee must inform the family that in order to receive G/T services in the future, the student must requalify through the ECISD policy and procedures for G/T services.
7) A conference will be held between at least one of the committee members, the parent/guardian, and the student to discuss both the reasons for the committee decision and future programming for the student.
8) A parent or student may request a meeting with the full committee to consider any additional information which the parent or student feel should impact the decision.
9) In case of a lack of consensus on the screening committee or parental disagreement with the campus decision, the appeals process through the District G/T Committee may be employed by either school staff or parents.
10) A student or parent may request a furlough due to extenuating circumstances for up to one year, and if granted, may reenter the program without retesting. When participating in such a furlough, the student will not be identified as G/T on PEIMS. At the end of the furlough, the student's progress shall be reviewed and the student may re-enter the gifted program, be removed from the program, or be placed on another furlough.
Texas State Plan Says....
In accordance with Fidelity of Services standard 2.11 under the Accountability column states, “Policy related to reassessment of gifted/talented students is based on performance in response to gifted/talented services and if reassessment occurs at all, it is no more than once in elementary grades, once in middle school grades, and once in high school.” (TEA, 2019, page 11).

The District shall not perform routine reassessments. (See EHBB(LOCAL))

The District shall not perform routine reassessments. However, students may be reassessed by the G/T teacher if needed. If reassessment occurs at all, it shall be no more than once in elementary grades (K-5), once in middle grades (6-8), and once in high school (9-12). The following are reasons reassessment may be considered:

1) For current G/T students, the reassessment will be based on performance in response to gifted/talented services, NOT eligibility. These students remain eligible and will continue in the G/T program in subsequent years unless EXIT procedures have been taken.
2) For students who were previously assessed and did not qualify for G/T services at an earlier age but have been referred again.
3) For students who demonstrate that services are not appropriate based on multiple criteria, a student may be reassessed to gather evidence on if services are in the best interest of the student.

STAFF DEVELOPMENT

The 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 G/T students obtain appropriate training. The district will require at least the minimum hours of training as mandated by the Texas State Plan. (See DMA(LEGAL))
Teachers are encouraged to obtain additional professional development in their teaching discipline and/or in gifted/talented education. A written plan for professional development in the area of gifted/talented education that is based on identified needs is implemented and updated annually. Below is the professional development framework for teachers who provide G/T services or who want to increase their knowledge on differentiation. Please see Glossary for acceptable 6-Hour Update options. All certificates will be turned into the G/T campus contact who will then turn them into the District Advanced Academics/GT Specialist.

All teachers offering instruction services must have received the foundational 30 hours (Level I) in the following strands prior to teaching G/T students:

- Nature / Needs and Social Emotional Needs of G/T (abbreviated N/N and S/E, both)
- Identification and assessment of G/T (abbreviated I/A)
- Curriculum and Instruction (abbreviated C & I)

**Teachers must have documentation**

Other Qualifying Trainings:

- AVID Content-Specific Strands (Implementation and Administrator Strands do not qualify)
- National Math + Science Initiative Laying the Foundations
- College Board AP Summer Institute (APSI) for AP and/or Pre-AP will count for C & I, if presented by trained G/T presenter.
- College courses in G/T at the graduate level. Assistant Superintendent of Curriculum and Instruction and/or District Advanced Academics/GT Specialist will determine which courses substitute for which strands.
- Grandfathered 30 hours if trained prior to 1996 G/T Law Revision – named standards not critical. (Documentation Required for Approval)

*Note: G/T Supplemental Test (TExES) will not substitute for any of the required strands or the foundational 30 hours.*

Requirements for Advanced Placement (AP) teachers in all College Board AP subjects:

All teachers new to AP must complete the College Board 5-day Advanced Placement Summer Institute (APSI).

Texas State Law and ECISD District requires all teachers instructing identified G/T students in the 4 core areas MUST complete 6 clock hours (Level II) of G/T update training every year, beginning the year after they have completed their foundational 30 hours (Level I) of training.

Update (Level II) G/T training must be completed during the ECISD G/T training year (June through May of the following school year). Failure to obtain the update training will prohibit the teacher from instructing identified G/T students in the 4 core areas for one year, during which the teacher must complete a 6-hour update training to qualify to teach G/T again.

Administrators and counselors who have authority for decisions of G/T programs “have a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students and program options for gifted/talented students.” 19 TAC 89.2(3)

ECISD Advanced Studies professional development year is from June to May of the following year. There can be no carryover of credits from one year to the next. Teachers are required to submit copies of certificates, etc. as documentation to the campus G/T facilitator and/or building principal. Submissions must include the title, the G/T strand or description of the content learned and the date.
Teachers are responsible to keep the originals of all their certificates, etc. as part of their permanent career documentation. Any evidence requested by the state, a new principal, new district staff, etc. may involve furnishing additional copies of that documentation. If attendance and/or credit cannot be proven with documentation, there will be no waivers or exemptions granted. The course will have to be retaken.

Teachers are responsible to attend all the professional development as required to stay qualified to teach G/T (Level 1, one time and Level II, annually) as well as AP (as indicated in these regulations).

<table>
<thead>
<tr>
<th>Content</th>
<th>Title</th>
<th>Summery/Focus</th>
<th>Hours</th>
<th>Targeted Audience</th>
<th>Required or Recommended</th>
<th>Service Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>30-Hours G/T Training (Day 1-5)</td>
<td>N/N, I/A, C&amp;I*</td>
<td>30</td>
<td>K-12</td>
<td>Required</td>
<td>1*</td>
</tr>
<tr>
<td>General</td>
<td>G/T Education-6-Hour Update</td>
<td>G/T Education training related to state teacher education standards*</td>
<td>6</td>
<td>K-12</td>
<td>Required</td>
<td>Annually*</td>
</tr>
<tr>
<td>General</td>
<td>ECISD G/T Program Overview &amp; Orientation</td>
<td>Overview and Orientation on our identification processes &amp; services provided in the program</td>
<td>1</td>
<td>K-12</td>
<td>Required (New Teachers to District)</td>
<td>1</td>
</tr>
<tr>
<td>General</td>
<td>Depth &amp; Complexity</td>
<td>Can be used for a 6-Hour Update</td>
<td>3</td>
<td>K-12</td>
<td>Recommended</td>
<td>1-3</td>
</tr>
<tr>
<td>General</td>
<td>Gatekeeper vs Advocate: Identification</td>
<td>Help teachers to better identify students to refer</td>
<td>3</td>
<td>K-12</td>
<td>Recommended</td>
<td>1-3</td>
</tr>
<tr>
<td>General</td>
<td>Different vs Differentiation-They are Different</td>
<td>Using P-Scales to Differentiate for GT and High Achievers using scaffolding (Strive for 5)</td>
<td>3</td>
<td>K-12</td>
<td>Recommended</td>
<td>1-3</td>
</tr>
<tr>
<td>General</td>
<td>Project Based Blended Learning (PBBL) and Proficiency Scales</td>
<td>Using Level 5 to Jumpstart real world connections</td>
<td>6</td>
<td>K-12</td>
<td>Recommended</td>
<td>1-3</td>
</tr>
<tr>
<td>Pre-AP / AP</td>
<td>AP Summer Institute (APSI) for AP and/or Pre-AP</td>
<td>30 or more hours of content-rich training designed to strengthen how they teach their AP courses</td>
<td>30</td>
<td>6-12</td>
<td>Required</td>
<td>See Below*</td>
</tr>
<tr>
<td>GT Servicing ELAR/SS Courses</td>
<td>Document Based Questions (DBQ) Project</td>
<td>Overview of The DBQ Project 6-Step Method, Essay Writing Supports, and Utilizing the Project Rubric</td>
<td>6</td>
<td>6-12</td>
<td>Recommended</td>
<td>1-2</td>
</tr>
</tbody>
</table>
ECISD G/T TASK FORCE

Texas State Plan Says....
In accordance with Family/Community Involvement standard 6.2 and 6.8 under the Accountability column states, “Input from family and community representatives on gifted/talented identification and assessment procedures is invited annually.” (TEA, 2019, page 20).

“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 outcomes in the evaluation and the findings are shared with parents (TEC §11.251-11.253).” (TEA, 2019, page 20).

https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/

Board Policy Says....
The District shall annually evaluate the effectiveness of the District’s gifted program, and the results of the evaluation shall be used to modify and update the District and Campus Improvement Plans. The District shall include parents in the evaluation process and shall share the information with Board members, administrators, teachers, counselors, students in the gifted and talented program, and the community. (See EHBB(LOCAL))

The District G/T Task Force is a committee that consists of vested campus teachers, district staff, community members, and parents/caregivers who have or have had children serviced by the G/T program. The Task Force committee’s purpose is to discuss, review, suggest, and provide feedback on the district’s G/T program. Topics of interest may include identification procedures, assessment instruments, program population, and any other areas of need. In addition to evaluating the effectiveness of the program, the Task Force will also provide critical feedback on G/T programming. The Task Force will not make or change Board Policy.

Each intermediate, middle, and high school campus may send one teacher representative. G/T facilitators may represent their campus(s) due to the nature of their positions. If the facilitator is unable to serve, a teacher from each of their campuses may serve in that position.

The G/T Coordinator will invite up to 3 other persons to serve on the committee in order to have community members, administrators, and support personnel represented.
# GLOSSARY

<table>
<thead>
<tr>
<th>ACCELERATION</th>
<th>Strategy of mastering knowledge and skills at rates faster or ages younger than the norm</th>
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</thead>
<tbody>
<tr>
<td>APPEALS</td>
<td>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.</td>
</tr>
<tr>
<td>ARRAY OF LEARNING EXPERIENCES</td>
<td>A menu of challenging activities or opportunities that fit the unique interests and abilities of advanced-level students</td>
</tr>
<tr>
<td>ASSESSMENTS</td>
<td>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.</td>
</tr>
<tr>
<td>COMPLEXITY</td>
<td>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</td>
</tr>
<tr>
<td>CREDIT BY EXAM (CBE)</td>
<td>Method in which a student may receive credit for a subject/course or accelerate through a grade by taking one or more exams</td>
</tr>
<tr>
<td>DEPTH</td>
<td>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</td>
</tr>
<tr>
<td>DIFFERENTIATION</td>
<td>Modification of curriculum and instruction according to content, pacing, and/or product to meet unique student needs in the classroom</td>
</tr>
<tr>
<td>DIVERSITY</td>
<td>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</td>
</tr>
<tr>
<td>DUAL CREDIT</td>
<td>An opportunity for a student to earn high school credit for successful completion of a college course</td>
</tr>
<tr>
<td>FOUNDATION CURRICULAR AREAS</td>
<td>English language arts/reading, mathematics, science, and social studies</td>
</tr>
<tr>
<td>FURLOUGH</td>
<td>A leave of absence from program services</td>
</tr>
<tr>
<td>INDEPENDENT STUDY</td>
<td>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</td>
</tr>
<tr>
<td>INTRADISTRICT</td>
<td>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.</td>
</tr>
<tr>
<td>QUALITATIVE MEASURES</td>
<td>Performance indicators that cannot be recorded numerically and that include observations, anecdotal records, checklists, interviews, student products, performances, etc.</td>
</tr>
<tr>
<td>QUANTITATIVE MEASURES</td>
<td>Performance indicators that can be expressed in terms of definite numbers or amounts such as scores on achievement tests</td>
</tr>
<tr>
<td>REFERRAL</td>
<td>Students may be referred for the gifted and talented program at any time by teachers, counselors, parents, or other interested persons.</td>
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</tr>
<tr>
<td>SELECTION</td>
<td>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.</td>
</tr>
<tr>
<td>TEXAS PERFORMANCE STANDARDS PROJECT (TPSP)</td>
<td>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 <a href="http://www.texaspsp.org/">http://www.texaspsp.org/</a>)</td>
</tr>
<tr>
<td>INTERDISTRICT</td>
<td>When a student identified as gifted by a previous school district enrolls in the District</td>
</tr>
<tr>
<td>6-HOUR UPDATE TRAINING</td>
<td>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. Acceptable trainings for 6-Hour Update: Region 20 GT Sessions, AVID Content Strands, AP training, National Math + Science Initiative Laying the Foundation. <strong>Any other training will be based on the District G/T Department's discretion.</strong></td>
</tr>
</tbody>
</table>
PARENT RESOURCES

Referral Form- English/Español
Parent permission for assessment- English/Español
Parent permission for reassessment- English/Español
Parent Rating Scale (Use Teacher Checklist)
  ● Kinder - 4th (Self Contained Classroom)
  ● 4th - 12th ELAR/SS
  ● 4th - 12th Math/Science
Parent permission for services- English/Español

9-weeks Progress Monitoring
Humanities Framework
Pre-Biology Framework