

# **TEXAS STATE PLAN FOR THE EDUCATION OF GIFTED/TALENTED STUDENTS**

**Revised May 2009**

**TEXAS EDUCATION AGENCY  
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## Foreword

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/TALENTED STUDENTS

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

In 1999 the 76<sup>th</sup> Texas Legislature introduced Rider 69 which spurred the initial development and ongoing refinement of the Texas Performance Standards Project for Gifted/Talented Students (TPSP) as a vehicle through which districts might address the stated goal. With the TPSP and ongoing research to inform and improve practice, Texas educators are committed to meeting the unique needs of G/T students and to expanding the ways to do so. To learn more about programs and resources for G/T education in Texas, visit the Texas Education Agency (TEA) G/T website at <http://www.tea.state.tx.us/gted/GifTal.html>, contact a local Texas public school district or regional education service center (ESC), or email TEA at [gted@tea.state.tx.us](mailto:gted@tea.state.tx.us).

Pursuant to Section 29.123 of the Texas Education Code (TEC), the State Plan forms the basis of G/T services and accountability. The plan offers an outline for services without prohibitive regulation. Districts are accountable for services as described in the “in compliance” column of the State Plan where performance measures are included for five aspects of G/T service design. These standards reflect actions required in state law and/or SBOE rule. Many districts, in collaboration with their communities, will provide more comprehensive services incorporating research-based best practices for G/T learners. (See appendix.)

To offer some guidance to those districts and campuses, standards for “recommended” and “exemplary” performance are included in the plan and provide viable targets that local district educators seeking excellence, both for their district and for their students, may strive to attain. In all cases, those activities in the “recommended” column include and build on those actions described in the “in compliance” column. In turn, “exemplary” standards build on those that merit a “recommended” designation.

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
- Facilitates partnerships among parents, institutions of higher education, communities, and school districts to design comprehensive G/T 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
- Collaborates with business and industry to provide additional opportunities for G/T students
- Monitors and implements any state and/or federal legislation designed to provide educational opportunities for G/T students

Through the combined efforts of the TEA, the ESCs, local district personnel, and the communities they serve, *all* children will experience an academically challenging education that enables them to maximize their potential.

# TEXAS STATE PLAN FOR THE EDUCATION OF GIFTED/TALENTED STUDENTS

SECTION 1

## STUDENT ASSESSMENT

**Assessment instruments and gifted/talented identification procedures provide students an opportunity to demonstrate their talents, intelligences, and diverse abilities.**

IN COMPLIANCE	RECOMMENDED	EXEMPLARY
<p><b>1.1A</b> 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).</p>	<p><b>1.1.1R</b> Nomination/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.</p> <p><b>1.1.2R</b> Nomination/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.</p> <p><b>1.1.3R</b> Families and staff are informed of student assessment results and placement decisions as well as given opportunities to schedule conferences to discuss assessment data.</p>	<p><b>1.1.1E</b> Board-approved policies are reviewed at least once every three years and modified as needed.</p> <p><b>1.1.2E</b> 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 nomination/referral period.</p> <p><b>1.1.3E</b> All family meetings are offered in a language families can understand or a translator or interpreter is provided.</p>
<p><b>1.2A</b> Provisions regarding transfer students, furloughs, reassessment, exiting of students from program services, and appeals of district decisions regarding program placement are included in board-approved policies (19 TAC §89.1(5)).</p>	<p><b>1.2.1R</b> Policy ensuring that transfer students are properly assessed and appropriately placed within six weeks of enrollment in the district is included in board-approved policies. Transfers from campus to campus within the district are also addressed in board-approved policy.</p> <p><b>1.2.2R</b> When a gifted/talented student transfers to another district either in or out of Texas, that district is provided with the student's assessment data by the sending district.</p>	<p><b>1.2E</b> Equitable access to gifted/talented services for transfer students is provided through board-approved policy that is developed in consideration of current best practice recommendations.</p>

The board of trustees of a school district or the governing body of an open-enrollment charter school has primary responsibility for ensuring that the district or school complies with all applicable requirements of state educational programs (TEC §7.028).

**SECTION 1** (continued)

**STUDENT ASSESSMENT**

**Assessment instruments and gifted/talented identification procedures provide students an opportunity to demonstrate their talents, intelligences, and diverse abilities.**

IN COMPLIANCE	RECOMMENDED	EXEMPLARY
	<p><b>1.2.3R</b> Policy is adopted allowing student furloughs (the opportunity for students to have a leave of absence from gifted/talented program services) for specified reasons and for a certain period of time without being exited.</p> <p><b>1.2.4R</b> 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.</p> <p><b>1.2.5R</b> Policy related to exiting of students from gifted/talented services is based on multiple criteria including student performance in response to services. Exiting of students is finalized by committee decision after consultation with parents and student regarding the student's educational needs.</p> <p><b>1.2.6R</b> Policy related to appeals allows parents, students, and educators to appeal assessment decisions in a timely manner and to present new data, if appropriate.</p>	
<p><b>1.3.1A</b> 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)).</p>	<p><b>1.3R</b> Assessment opportunities for gifted/talented identification are made available to students at least once a year at the elementary grades and once a semester at the secondary level.</p>	<p><b>1.3E</b> The identification process for gifted/talented services is ongoing, and assessment of students occurs at any time the need arises.</p>

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**SECTION 1** (continued)

**STUDENT ASSESSMENT**

**Assessment instruments and gifted/talented identification procedures provide students an opportunity to demonstrate their talents, intelligences, and diverse abilities.**

IN COMPLIANCE	RECOMMENDED	EXEMPLARY
<p><b>1.3.2A</b> Assessment opportunities for gifted/talented identification are made available to students at least once per school year.</p>		
<p><b>1.4A</b> Students in grades K-12 shall be assessed and, if identified, provided gifted/talented services (TEC §29.122 and 19 TAC §89.1(3)).</p>		<p><b>1.4E</b> Students in grades K through 12 are assessed and served in all areas of giftedness included in TEC §29.121.</p>
<p><b>1.5.1A</b> Data collected from multiple sources for each area of giftedness served by the district are included in the assessment process for gifted/talented services (19 TAC §89.1(2)).</p> <p><b>1.5.2A</b> Students are assessed in languages they understand or with nonverbal assessments.</p> <p><b>1.5.3A</b> At the kindergarten level, as many criteria as possible, and at least three (3), are used to assess students who perform at remarkably high levels of accomplishment relative to age peers.</p> <p><b>1.5.4A</b> In grades 1 – 12, qualitative and quantitative data are collected through three (3) or more measures and used to determine whether or not a student needs gifted/talented services.</p>	<p><b>1.5.1R</b> Based on a review of information gathered during the assessment process, students whose data reflect that gifted/talented services will be the most effective way to meet their identified educational needs are recommended by the selection committee for gifted/talented services.</p> <p><b>1.5.2R</b> All kindergarten students are automatically considered for gifted/talented and other advanced level services.</p>	

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**SECTION 1** (continued)

**STUDENT ASSESSMENT**

**Assessment instruments and gifted/talented identification procedures provide students an opportunity to demonstrate their talents, intelligences, and diverse abilities.**

IN COMPLIANCE	RECOMMENDED	EXEMPLARY
<p><b>1.5.5A</b> If services are available in leadership, artistic areas, and creativity, a minimum of three (3) criteria are used for assessment.</p>		
<p><b>1.6A</b> Access to assessment and, if needed, gifted/talented services is available to all populations of the district (19 TAC §89.1(3)).</p>	<p><b>1.6R</b> Over the past two (2) years, the population of the gifted/talented services program has become more closely reflective of the population of the total district.</p>	<p><b>1.6E</b> The population of the total district is reflected in the population of the gifted/talented services program or has been for two (2) of the past three (3) years.</p>
<p><b>1.7A</b> Final determination of students' need 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)).</p>	<p><b>1.7.1R</b> The selection committee is formed of a majority of members who have completed thirty (30) hours of training as delineated in 19 TAC §89.2(1).</p> <p><b>1.7.2R</b> 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.</p>	<p><b>1.7.1E</b> The selection committee is formed of a majority of members who have completed thirty (30) hours of training and are current with the six-hour training update as required by 19 TAC §89.2(2).</p> <p><b>1.7.2E</b> Additional data beyond that collected through the district's standard gifted/talented assessment process are considered, as needed, by the selection committee in making identification decisions in order to make the most appropriate placement.</p>

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## SECTION 2

### SERVICE DESIGN

**A flexible system of viable service options provides a research-based learning continuum that is developed and consistently implemented throughout the district to meet the needs and reinforce the strengths and interests of gifted/talented students.**

IN COMPLIANCE	RECOMMENDED	EXEMPLARY
<p><b>2.1A</b> 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)).</p>	<p><b>2.1.1R</b> Information concerning special opportunities (contests, academic recognition, summer camps, community programs, volunteer opportunities, etc.) is available and disseminated to parents and community members.</p> <p><b>2.1.2R</b> Specialists and advocates for gifted/talented students are consulted in the development of program policies and options.</p>	<p><b>2.1E</b> Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas, arts, leadership, and creativity.</p>
<p><b>2.2A</b> Gifted/talented 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)).</p>	<p><b>2.2R</b> Flexible grouping patterns and independent investigations are employed in the four (4) foundation curricular areas.</p>	
<p><b>2.3A</b> Out-of-school options relevant to the student's area of strength are provided by school districts whenever possible (19 TAC §89.3(3)).</p>	<p><b>2.3R</b> Options that meet the needs of advanced learners are available on a continuous basis outside the regular school day.</p>	
<p><b>2.4A</b> Local board policies are developed that are consistent with State Board of Education rules on credit by examination (19 TAC §74.24) and Early High School Graduation (TEC §56.203).</p>	<p><b>2.4.1R</b> Flexible pacing is employed, allowing students to learn at the pace and level appropriate for their abilities and skills.</p>	<p><b>2.4E</b> Acceleration options are actively facilitated by district administrators, counselors, and teachers.</p>

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**SECTION 2 (continued)**

**SERVICE DESIGN**

**A flexible system of viable service options that provide a learning continuum is developed throughout the district to meet the needs and reinforce the strengths and interests of gifted/talented students.**

IN COMPLIANCE	RECOMMENDED	EXEMPLARY
	<p><b>2.4.2R</b> Local board policies are developed that enable students to participate in dual/concurrent enrollment, correspondence courses, distance learning opportunities, accelerated summer programs, and/or the Distinguished Achievement Program (DAP).</p>	
<p><b>2.5A</b> No more than 15% of state funds allocated for gifted/talented education is spent on indirect costs as defined in the Financial Accounting and Reporting Module (Financial Accountability Resource Guide). Eighty-five percent of the funds allocated to gifted/talented education is spent on assessment and services for gifted students (19 TAC §89.4(1)).</p>	<p><b>2.5R</b> Local funding for gifted/talented education programs is used to supplement the state funding.</p>	<p><b>2.5E</b> Additional funding from business partnerships, scholarships, parent group fund raisers, etc. is used to supplement the state and local funding.</p>
<p><b>2.6A</b> Student assessment and services are in compliance with the <i>Texas State Plan for the Education of Gifted/Talented Students</i> (19 TAC §89.5).</p>	<p><b>2.6.1R</b> Annual evaluation activities are conducted for the purpose of continued service development.</p> <p><b>2.6.2R</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).</p>	<p><b>2.6E</b> Ongoing formative and summative evaluation strategies, based on quantitative and qualitative data, are used for substantive program improvement and development and reviewed by the school board.</p>

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**SECTION 2** (continued)

**SERVICE DESIGN**

**A flexible system of viable service options that provide a learning continuum is developed throughout the district to meet the needs and reinforce the strengths and interests of gifted/talented students.**

IN COMPLIANCE	RECOMMENDED	EXEMPLARY
	<p><b>2.6.3R</b> 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 which meets regularly for that purpose.</p>	
	<p><b>2.7R</b> A person who has thirty 30 hours of staff development in gifted/talented education as required in 19 TAC §89.2(1) is assigned to coordinate district level services for gifted/talented students in grades K - 12.</p>	<p><b>2.7E</b> A person or persons with a gifted/talented endorsement or advanced degree in gifted/talented education are assigned to coordinate the district's K-12 gifted/talented education services.</p>

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**SECTION 3**

**CURRICULUM AND INSTRUCTION**

**Districts meet the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school.**

IN COMPLIANCE	ACCEPTABLE	ACCEPTABLE
<p><b>3.1A</b> An array of appropriately challenging learning experiences in each of the four (4) foundation curricular areas is provided for gifted/talented students in grades K through 12, and parents are informed of the opportunities (19 TAC §89.3).</p>	<p><b>3.1.1R</b> Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research.</p> <p><b>3.1.2R</b> A comprehensive manual or program guide is provided describing all programs and services for gifted/talented students in grades K-12.</p> <p><b>3.1.3R</b> Opportunities are provided for career and leadership assessment and training in areas of student strength.</p>	<p><b>3.1E</b> Curriculum options in intellectual, creative and/or artistic areas; leadership; and specific academic fields are provided for gifted/talented students.</p>
<p><b>3.2A</b> 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)).</p>	<p><b>3.2R</b> Participation in the Texas Performance Standards Project (TPSP), or other experiences that result in the development of sophisticated products and/or performances that are targeted to an audience outside the classroom, is available through gifted/talented curricula.</p>	<p><b>3.2E</b> The opportunity for students who have been served in a gifted program for one or more years to develop sophisticated products and/or performances assessed by external evaluators who are knowledgeable in the field that is the focus of the product is available through gifted/talented curricula.</p>
<p><b>3.3A</b> Opportunities are provided to accelerate in areas of student strengths (19 TAC §89.3(4)).</p>	<p><b>3.3R</b> Flexible pacing is employed, allowing students to learn at the pace and level appropriate to their abilities and skills.</p>	<p><b>3.3E</b> Scheduling modifications are implemented in order to meet the needs of individual students.</p>

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**SECTION 3 (continued)**

**CURRICULUM AND INSTRUCTION**

**Districts meet the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school.**

IN COMPLIANCE	ACCEPTABLE	ACCEPTABLE
<p><b>3.4A</b> Provisions to improve services to gifted/talented students are included in district and campus improvement plans (TEC §§11.251-11.253).</p>	<p><b>3.4.1R</b> Curriculum for gifted/talented students is modified based on annual evaluations.</p> <p><b>3.4.2R</b> Resources and release time for staff are provided for curriculum development for gifted/talented services.</p> <p><b>3.4.3R</b> 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.</p>	<p><b>3.4.1E</b> Gifted/talented curriculum is designed and evaluated through collaboration by specialists in content areas, instructional techniques, and gifted/talented education.</p> <p><b>3.4.2E</b> The development and delivery of curriculum for gifted/talented students is monitored regularly by administrators.</p>
	<p><b>3.5R</b> Release time and/or extended contracts are provided to enable teachers at all levels to form vertical teams that coordinate gifted/talented services in the district.</p>	
	<p><b>3.6R</b> Student progress/performance in response to gifted/talented services is periodically assessed and results are communicated to parents or guardians.</p>	<p><b>3.6E</b> Student progress/performance in response to gifted/talented services is periodically assessed using standards developed by experts in the areas served. Results are communicated to parents or guardians.</p>

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**SECTION 4**

**PROFESSIONAL DEVELOPMENT**

**All personnel involved in the planning, creation, and delivery of services to gifted/talented students possess the knowledge required to develop and provide appropriate options and differentiated curricula.**

IN COMPLIANCE	RECOMMENDED	EXEMPLARY
<p><b>4.1.1A</b> A minimum of thirty (30) clock hours of professional development that includes nature and needs of gifted/talented students, identification and assessment of students' gifted/talented needs, and curriculum and instruction for gifted/talented students is required for teachers who provide instruction and services that are a part of the district's defined gifted/talented services. Teachers are required to have completed the thirty (30) hours of professional development prior to their assignment to the district's gifted/talented services (19 TAC §89.2(1)).</p> <p><b>4.1.2A</b> Teachers without required training who are assigned to provide instruction and services that are part of the district's defined gifted/talented services are required to complete the thirty (30) hour training within one semester (19 TAC §89.2(2)).</p>	<p><b>4.1.1R</b> Teachers are encouraged to pursue advanced degrees or obtain additional professional development in their teaching discipline and/or in gifted/talented education.</p> <p><b>4.1.2R</b> Release time is provided for teachers and administrators to visit campuses or districts that have model services for gifted/talented students.</p> <p><b>4.1.3R</b> A written plan for professional development in the area of gifted/talented education that is based on identified needs is implemented and updated annually.</p>	<p><b>4.1E</b> District support in the form of release time or tuition assistance is available for graduate studies in gifted/talented education for teachers who provide services to gifted/talented students.</p>
<p><b>4.2A</b> Teachers who provide instruction and services that are a part of the district's defined gifted/talented services receive a minimum of six (6) hours annually of professional development in gifted/talented education (19 TAC §89.2(3)).</p>	<p><b>4.2.1R</b> All staff receive an orientation to the district's gifted/talented identification processes and gifted/talented services provided by the district or campus, along with training on the nature and needs of the gifted/talented.</p>	<p><b>4.2E</b> Mentors and others who offer specialized instruction for gifted/talented students are provided training to increase their understanding of the nature and needs of these students and the district goals for the students, including the state goal for gifted/talented students.</p>

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**SECTION 4**

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IN COMPLIANCE	RECOMMENDED	EXEMPLARY
	<p><b>4.2.2R</b> 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.</p>	
<p><b>4.3A</b> Administrators and counselors who have authority 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)).</p>	<p><b>4.3R</b> Local district boards of trustees are encouraged to pursue professional development on the <i>Texas State Plan for the Education of Gifted/Talented Students</i>.</p>	<p><b>4.3E</b> Administrators and counselors who have authority for gifted/talented service decisions receive a minimum of six (6) hours annually of professional development in gifted/talented education.</p>
<p><b>4.4A</b> Evaluation of professional development activities for gifted/talented education is ongoing, and the results of the evaluation are used in making decisions regarding future staff development plans (19 TAC §89.5).</p>	<p><b>4.4R</b> Opportunities for professional development in the area of gifted/talented education are provided on a regular basis, and information on them is disseminated to professionals in the district.</p>	<p><b>4.4.1E</b> A long-range plan for professional development that culminates in graduate studies in gifted/talented education, supplemental gifted/talented certification, and/or advanced degrees in gifted/talented education and/or their teaching discipline is pursued by a majority of the teachers who provide advanced-level and/or gifted/talented services.</p> <p><b>4.4.2E</b> Gifted/talented services staff are involved in planning and conducting the district’s gifted/talented training.</p>

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**SECTION 5**

**FAMILY/COMMUNITY INVOLVEMENT**

**The district involves family and community members in services designed for G/T students throughout the school year.**

IN COMPLIANCE	RECOMMENDED	EXEMPLARY
<p><b>5.1A</b> Written policies are developed on gifted/talented student identification, approved by the local board of trustees and disseminated to parents (19 TAC §89.1).</p>	<p><b>5.1.1R</b> Input from family and community representatives on gifted/talented identification and assessment procedures is invited annually.</p> <p><b>5.1.2R</b> Information is shared or meetings are held annually requesting parent and community recommendations regarding students who may need gifted/talented services.</p>	<p><b>5.1.1E</b> Information is shared and meetings are held annually requesting parent and community recommendations regarding students who may need gifted/talented services.</p> <p><b>5.1.2E</b> The opportunity to participate in a parent association for the gifted/talented is provided to parents.</p>
<p><b>5.2A</b> An array of learning opportunities are provided for gifted/talented students in grades K - 12, and parents are informed of all gifted/talented services and opportunities (19 TAC §89.3).</p>	<p><b>5.2.1R</b> Orientation and periodic updates are provided for parents of students identified for and provided gifted/talented services.</p> <p><b>5.2.2R</b> Support and assistance is provided to the district in gifted/talented service planning and improvement by a parent/community advisory committee.</p> <p><b>5.2.3R</b> Products and achievements of gifted/talented students are shared with the community.</p> <p><b>5.2.4R</b> Presentations are given to community groups and organizations to solicit their involvement in services for gifted/talented students.</p>	<p><b>5.2.1E</b> Community volunteers are organized and provided an orientation about working with gifted/talented students.</p> <p><b>5.2.2E</b> Liaisons with business and community organizations are established and the use of community resources (retired community, foundations, universities, etc.) is evident in the service options available for gifted/talented students.</p> <p><b>5.2.3E</b> Professional development opportunities are offered by the gifted/talented coordinator in collaboration with the parent advisory committee to staff, parents, and community members.</p> <p><b>5.2.4E</b> Support for mentorship and independent study programs in the district is solicited by the parent/community advisory committees.</p>

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**SECTION 5 (continued)**

**FAMILY/COMMUNITY INVOLVEMENT**

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IN COMPLIANCE	RECOMMENDED	EXEMPLARY
	<p><b>5.2.5R</b> A data bank of community resources is compiled for use by gifted/talented students, their teachers, and their parents.</p>	
<p><b>5.3A</b> The effectiveness of gifted/talented services is evaluated annually and the data is used to modify and update district and campus improvement plans. Parents are included in the evaluation process (TEC §§11.251-11.253).</p>		