



Weimar Independent School District

***Gifted and Talented Plan and
Comprehensive Guide***

***WISD Board Approved
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1. Program Design 3.1

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)).

a. Definition of gifted/talented (Developed from State Definition)

b. Description of gifted students' services 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9

- i. *Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas. **As part of its comprehensive, structure, sequenced, and appropriately challenging services, Weimar ISD uses the TPSP as well as other critical and creative thinking activities.***
- ii. *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)). **Weimar ISD ensures that its G/T students work together as a group as well as with other students. They work independently during the school day on their TPSP research projects.***
- iii. *Flexible grouping patterns and independent investigations are provided in at least one of the four (4) foundation curricular areas. **Weimar ISD utilizes TPSP independent investigations as well as flexible grouping patterns as part of its program of services.***
- iv. *Out-of-school options relevant to the students' areas of strength are provided by school districts whenever possible (19 TAC §89.3(3)). **Weimar ISD, to the extent possible, provides out of school options relevant to the students' areas of strength.***
- v. *Acceleration and flexible pacing is employed, allowing students to learn at the pace and level appropriate for their abilities and skills are actively facilitated by district administrators, counselors, and teachers. **Weimar ISD teachers, administrators and counselors utilizes acceleration and flexible pacing for its G/T students. Unit plans are actively monitored by district administration during monthly administration meetings.***
- vi. *Local board policies are developed that enable students to participate in dual/concurrent enrollment, distance learning opportunities, accelerated summer programs.*
- vii. *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 opportunities (TEC §56.203).*

2. Program Options

a. Describe the types of services provided at the various levels

- i. *Kindergarten - 4th Grades: Pull out G/T class during intervention time using the Texas Performance Standards Project for G/T students focusing on teacher collected activities in all core academics, as well as, service projects (Pennies for Patients, Read Across America, etc).*

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- ii. *5th – 8th Grades: Enrichment and G/T class uses the Texas Performance Standards Project for G/T students focusing on research based projects, articles for the local paper, and other service based projects.*
- iii. *9th – 12th Grades: Students are enrolled in Blinn Dual Credit Courses and Honors classes for core subjects. Students will use the Texas Performance Standards Project for G/T students focusing on research based projects.*

b. Describe the out-of-school options 3.2, 3.

- i. *Information concerning special opportunities (i.e. All “A” Honor Roll, National Honor Society, Colorado County Fair Academic Rodeo, 4-H, Junior FFA, Girls Scouts, Boys Scouts, UIL, Boys & Girls Club, FFA, etc.) is available and disseminated to parents and community members. **Weimar ISD maintains at each campus as well as on its web site a list of special activities appropriate for G/T students.***
- ii. *Out-of-school options relevant to the students’ areas of strength are provided by school districts whenever possible (19 TAC §89.3(3)). **Weimar ISD, to the extent possible, provides out of school options relevant to the students area of strength.***

3. Identification and Assessment 2.1, 2.16

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)).

a. Communicate the Process to Parents and Community 2.2, 2.3, 2.4, 2.5, 2.6

- 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. **At Weimar ISD, referral procedures for assessment are communicated to families in a language they understand and/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. . **At Weimar ISD, referral forms for assessment are communicated to families in a language they understand and/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. **At Weimar ISD, families, and staff are informed of the placement decision within 10 days of district G/T committee determination. They are encouraged to schedule conferences to discuss placement decisions with District G/T Teacher.***
- 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. **Prior to the assessment window, Weimar ISD will hold a campus/ district parent/ family awareness meeting which will give an overview of the assessment process.***

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- v. *All family meetings are offered in a language families can understand or a translator or interpreter is provided to the extent possible. At this meeting, Weimar ISD will ensure all information will be in a language families can understand and a translator or interpreter will be provided to the extent possible.*

b. Referral Process 2.14

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)).

c. Assessment 2.15, 2.17, 2.19, 2.22

- i. *Assessment opportunities for gifted/talented identification are made available to students at least once per school year. At Weimar ISD, this G/T assessment calendar will be used:*

Month	Family Requirement	Action to be taken
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

- ii. *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)). The assessment process allows for student exceptionalities to the extent possible. Weimar ISD uses the following assessment to help in the determination of the most effective educational placement: CoGat, Torrance Test of Creativity, Scales for Identifying Gifted Students and the Iowa Test of Basic Skills.*
- iii. *Students are assessed in languages they understand or with nonverbal assessments.*
 1. *Kindergarten 2.20, 2.21*

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- a. *All kindergarten students are automatically considered for gifted/talented and other advanced level services. **At Weimar ISD, the CoGat will be used to determine the top quartile. These students will be referred for further testing.***
 - 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. **Weimar ISD uses the following assessment to help in the determination of the most effective educational placement as well as the CoGat score. (Torrance Test of Creativity, SIGS & Iowa)***
 - 2. *1st – 12th Grades 2.22*
 - a. *In grades 1 – 12, qualitative and quantitative data are collected through three (3) or more measures and used to determine whether a student needs gifted/talented services. **Quantitative measures used are: CoGat and Iowa; Qualitative measures used are: SIGS and Torrance Test of Creativity.***
- d. *Review of Measures*
 - i. *Annually, the Campus Principal will review all measures using the TEA approved assessment list. **At Weimar ISD this will be done prior to the assessment window by the Campus Principal.***
- e. *Determination of Placement 2.18, 2.28*
 - i. *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. **The Weimar ISD, Campus G/T committee will meet to review and discuss the student’s referral data. Those students who exhibit an educational need for gifted/talented services as the most effective placement for their educational need will be recommended for Gifted/Talented services.***
 - ii. *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. **At Weimar ISD, both qualitative as well as quantitative data will be reviewed in making the determination of most effective educational placement for each student.***
- f. *Appeal Process for Identification 2.13*
 - i. *Policy related to appeals allows parents, students, and educators to appeal placement decisions in a timely manner and to present new data, if appropriate.*
- g. *Student Progress/performance 2.29*
 - i. *Student progress/performance in response to gifted/talented services is periodically assessed using standards in the areas served and identified in the written plan. Results are communicated to parents or guardians. **At Weimar ISD each six weeks, each identified G/T student’s progress/performance will be reported to the parents/ guardians through a G/T report card.***

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4. Gifted/Talented Committee

a. Composition of Membership 2.27

- i. The selection committee is formed of members who have completed training by 19 TAC §89.2. At Weimar ISD, the Campus G/T Committee members all have their 30 hours as well as their annual 6 hour update.*

b. Responsibilities and Training 2.26

- i. 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)). At Weimar ISD the campus G/T Committee consist of the campus principal, G/T Coordinator, counselor from the campus as well as teacher representatives from each grade level.*

5. District/Campus Procedures 2.7

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 policy (19TAC §89.1(5)).

a. Reassessment 2.11

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 once in elementary, once in middle school and once in high school. At Weimar ISD, the G/T student will not be reassessed unless it is in response to performance.

b. Furlough 2.10

Policy is adopted allowing student furlough (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. At Weimar ISD the following furlough policy will be implemented.

A furlough is a temporary "leave of absence" from the Gifted/Talented Program designed to meet the individual needs of an identified student. Anyone may request a furlough: parent, student, teacher, or administrator. Requests for a furlough will be given to the campus administrator and members of the Gifted/Talented committee for consideration. A student may be furloughed for a period of time deemed appropriate by the Gifted/Talented committee. At the end of the furlough, the student's progress shall be reassessed, and the student may re-enter the Gifted/Talented program, be removed from the program, or be placed on another furlough. Furloughs are designed to be short-term and temporary and should never be used for an entire school year.

A furlough does not indicate a permanent exiting of the program. Furloughs

could be utilized for a variety of extenuating circumstances. Any student may be granted a furlough from the program for various issues such as over commitment, family concerns, serious illness, or any other circumstances which would inhibit or curtail the student's performance in the program. The furlough may also be used prior to a formal exit from the program for those students who are unable to maintain satisfactory performance within the learning opportunities of the Gifted/Talented program. A furlough might also provide the student an opportunity to attain performance goals established by the Gifted/Talented committee. A furlough is arranged to meet the individual needs of the student. If the student is placed on furlough the student will be removed from the PEIMS G/T designation for that period of time.

c. Transfers 2.8, 2.9

- i. *Policy ensuring that transfer students are properly assessed and appropriately placed following notification of enrollment in the district is included in board-approved policy. Transfers from campus to campus within the district are also addressed in board-approved policy. At Weimar ISD, identified students who transfer in and have previously participated in G/T services, shall be placed in the G/T program at their respective campus. The student's assessment records shall be reviewed by the G/T Committee. If the student is performing well in the program, no further action will take place. If the teacher determines the G/T programming is not the most effective program placement for the student, then the G/T committee shall consider furlough or reassessment. Their recommendation shall be communicated to the parent and student. Students in Weimar ISD who transfer to another campus in Weimar ISD will remain in the G/T program. The records will be transfer with the student.*
- ii. *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. At Weimar ISD, a copy of the testing profile shall be filed in each G/T student's permanent folder. The testing profile shall be included in information sent to transferring district.*

d. Exiting 2.12

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. At Weimar ISD, GT student performance, based on multiple criteria, shall be used to monitor performance. A furlough will be given to the student for 1 six week's reporting period. After the furlough period, the G/T committee shall determine if the student shall be removed from the program. The Gifted/Talented committee shall determine if the G/T placement is not the most effective way to meet the educational needs of the student and a furlough has been ineffective. Then the parent/student will be consulted. If a parent requests his/her child be removed from the program, the Gifted/Talented committee shall grant the

request. Once a student is exited from the program he/she must adhere to the identification procedures and exhibit educational need to be readmitted.

e. *Appeal Process for Services 2.13*

Policy related to appeals allows parents, students, and educators to appeal placement decisions in a timely manner and to present new data, if appropriate.

At Weimar ISD, 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 EHBB policy beginning at Level Two.

6. Curriculum and Instruction 3.1, 4.1,

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)).

A. *Learning Experiences 3.2, 4.2, 4.4,,3.11*

- i. *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*
- ii. *Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research. **Weimar ISD uses the TPSP for their guided and independent research projects.***
- iii. *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. **Weimar ISD utilizes the TPSP for the development of sophisticated products/performances. Students present annually to other students as well as the community.***
- iv. *Develop and implement services to address the social and emotional needs of gifted/talented students and their impact on student learning.*

B. **Acceleration 4.5, 4.6,**

- i.** *Opportunities are provided to accelerate in areas of student strengths (19 TAC §89.3(4)).*
- ii.** *Flexible pacing is employed, allowing students to learn at the pace and level appropriate to their abilities and skills. **Weimar ISD utilizes flexible grouping in its classroom as well in scheduling procedures.***

b. Curriculum Alignments 3.3 4.3

- i. *Services for gifted/talented students are comprehensive, structured, sequenced, and challenging, including options in foundation curricular areas. **Weimar ISD utilizes the TPSP as its structured, sequenced, and challenging services.***
- ii. *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)).

C. Modifications/Accommodations 4.7, 4.9

- i. *Scheduling modifications are implemented in order to meet the identified needs of individual students. **Weimar ISD utilizes flexible scheduling for gifted students in order to meet their needs.***
- ii. *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. **Weimar ISD teachers are trained to adapt and/or modify the core or standard curriculum to meet the needs of gifted/talented students and those with special needs. Students with special needs such as twice exceptional, highly gifted, and English Learners are provided the support needed to be successful in the Weimar ISD G/T program.***

C. Professional Learning

a. Requirements

i. School Board 5.10

*Local district boards of trustees are trained to ensure program accountability based on the Texas State Plan for the Education of Gifted/Talented Students. (19 TAC §89.5) **Weimar ISD utilizes the services of Region 3 ESC to annually train our school board members on G/T program accountability.***

ii. Administrators 5.8

*Teachers as well as administrators who have supervisory duties for service decisions and teachers 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)). **Weimar ISD requires all administrators to have completed the 6 hour course in Nature and Needs for Administrators which includes service options. The superintendent maintains records of the professional development of the administrators as well as all required training for G/T.***

iii. Counselors 5.9

*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/talented students, service options for gifted/talented students, and social emotional learning (19 TAC §89.2(4)). **Weimar ISD requires all counselors to have completed the 6 hour course in Nature and Needs for Counselors which includes service options and social and emotional needs. The superintendent maintains records of the professional development of teachers and counselors as well as any and all required training for G/T.***

iv. Coordinators 5.4, 5.5, 3.10

1. A person who has thirty (30) hours of a professional learning in gifted/talented education and annual six (6) hour professional learning updates as and teachers in 19 TAC §89.2(1) is assigned to coordinate

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district level services for gifted/talented students in grades K–12. **Weimar ISD requires its Director of Gifted/Talented services to have completed the thirty hours of required training as well as maintain their annual 6 hour update.**

2. *A written plan for professional learning in the area of gifted/talented education that is based on identified needs is implemented and updated annually. **Annually, following the GT Program Evaluation, Weimar ISD campus administrators will use the information gathered to plan for identified needs related to teacher education standards.***
3. *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. **The campus principals will disseminate professional learning opportunities as they occur.***

v. Teachers 5.1, 5.2, 5.3, 5.6, 5.8

*a. 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 district's defined gifted/talented services. Teachers are required to have completed the thirty (30) hours of professional learning prior to their assignment to the district's gifted/talented services (19 TAC §89.2(1) **Weimar ISD requires core teachers in grades K-12 who are assigned G/T designated courses to complete their 30 hour training prior to their assignment.***

*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)). **If a teacher in Weimar ISD has not completed their 30 hours required G/T training, prior to their assignment, they have one semester to complete said trainings.***

*c. Teachers are encouraged to obtain additional professional development in their teaching discipline and/or in gifted/talented education. **Weimar ISD encourages it teachers to pursue additional professional development in their disciplines and/or gifted education.***

*d. 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 that is related to state teacher education standards (19 TAC §89.2(3) and TAC §233.1). **To ensure fidelity of professional development Weimar ISD requires prior district approval for training designed to meet the state-mandated 30-hours and 6-hour Updates.***

e. 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. During Weimar ISD's new teacher orientation in August teachers will receive information pertaining to the district's assessment and identification process as well as the district's program of services for gifted/talented students.

f. Teachers as well as administrators who have supervisory duties for service decisions and teachers 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)). (See 7A2) Weimar ISD ensures that administrators and teachers with supervisory duties have had the minimum of Nature and Needs for administrators and counselors. All are encouraged to have their entire 30 hours of mandated training.

D. Professional Learning Accountability 5.11, 5.12

- i. *Evaluation of professional development activities for gifted/talented education is ongoing and related to state teacher education standards, and the results of the evaluation are used in making decisions regarding future staff development plans (19 TAC §89.5 and TAC §233.1). Weimar ISD evaluates its professional development activities to ensure they are related to state teacher education standards. The evaluation of the staff development is used to make future staff development decisions.*
- ii. *Gifted/talented services staff are involved in planning, reviewing, and/or conducting the district's gifted/talented training. The Staff of Weimar ISD are involved in the decision making process as well as training through its site based decision making processes.*

E. Family and Community Connections and Communications

- a. *Dissemination of Information 6.1, 6.5*
 - i. *Written policies are developed on gifted/talented student identification, approved by the local board of trustees and disseminated to parents (19 TAC §89.1). Weimar ISD G/T plan can be found on the district web site. Parents also complete a handbook page and note it if at that time they would like a copy of the District G/T Plan.*
 - ii. *An array of learning opportunities is provided for gifted/talented students in grades K–12, and parents are informed of all gifted/talented services and opportunities (19 TAC §89.3). Weimar ISD utilizes the TPSP projects as the main service for their G/T students. The TPSP is supplemented with various creative and critical thinking activities and strategies. Parents are informed through a G/T Newsletter.*
- b. *Community/Family Input 6.2, 6.3*
 - i. *Input from family and community representatives on gifted/talented identification and assessment procedures is invited annually. Weimar ISD's G/T Advisory committee will meet each*

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semester and review the district's identification and assessment process. Recommendations will be made as necessary.

- ii. Information is shared or meetings are held annually requesting parent and community recommendations regarding students who may need gifted/talented services. **The Weimar ISD G/T Advisory Committee will during their semester meetings make recommendations regarding students who may need gifted/talented service.***
- c. Family and Community Involvement 6.6, 6.7, 1.2*
 - i. Products and achievements of gifted/talented students are shared with the community. **Weimar ISD will hold campus Gifted Product Fair in the spring of each year. The community will be invited to share in the celebration of the student's accomplishments.***
 - ii. Orientation and periodic updates are provided for parents of students who are identified as gifted/talented and provided gifted/talented services. **Weimar ISD will hold an annual G/T parent Orientation Meeting following the notification of parents of admission to the G/T program. All G/T parents will be invited and an update of available services provided will be provided.***
 - iii. 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. **The Weimar ISD G/T Advisory committee will meet each semester and review policies and procedures of the G/T program. The Advisory Committee will consist of the ISD Administration, 3 parents and 2 community members.***
- d. Parent Groups/Associations 6.4*
 - i. The opportunity to participate in a parent association and/or gifted/talented advocacy group is provided to parents and community members. **Weimar ISD encourages parents to form and participate in G/T parent association and/or parent advocacy groups.***
- e. G/T Program Comprehensive Guide 1.10*
 - i. Develop a comprehensive manual or program guide describing all gifted/talented programs, services, assessments, and communication which is accessible to parents, community and students including district G/T contact information. **The board approved Weimar ISD G/T Plan for the Education of the Gifted and Talented Students will serve as the comprehensive manual of programs services, assessments, and communication. The manual is accessible on line as well as through the District handbook sign off page. The G/T coordinator is identified in the plan as well as others who have program accountability.***

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F. Evaluation of Services 6.8, 1.5, 1.6, 1.8, 1.9, 4.8

- 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). **Annually, the campus principals will conduct an evaluation of G/T services. It will be reported to the board at the July board meeting. The outcomes of the annual evaluation will be shared with parents and community. This information will be shared with each campus for modification and updating of the CIP as well as the DIP.***
- b. *Annual evaluation activities are conducted for the purpose of continued service development. **Evaluation activities include but are not limited to surveys of students, parents, administration as well as staff. The TPSP rubric will be used to find trends in professional learning needs.***
- c. *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). **Long range evaluation is based on the evidence obtained through a thorough evaluation of TPSP project rubrics by looking at trends and patterns in scoring outcomes.***
- d. *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. **At Weimar ISD the superintendent will create a list of acceptable materials for gifted instruction. The list will be disseminated to campus principals for their evaluation of Po from teachers.***
- e. *Curriculum for gifted/talented students is modified based on annual evaluations. **The annual Weimar ISD G/T evaluation will be used to modify the curriculum for gifted students. Staff will be involved in the process.***
- f. *Provisions to improve services to gifted/talented students are included in district and campus improvement plans (TEC §§11.25111.253). **Weimar ISD will use an annual evaluation to modify their CIP as well as the DIP***

G. Standards of Service Compliance and Funding

- a. *Services and Policies 1.1, 1.2, 1.7*
 - i. *Student assessment and services are in compliance with the Texas State Plan for the Education of Gifted/Talented Students (19 TAC §89.5). **The Weimar ISD school board ensures the district is in compliance with the State Plan for the education of Gifted/Talented Students.***
 - ii. *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. **The Weimar ISD G/T Advisory committee annually***

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reviews and makes recommendations for improvement of G/T services.

iii. *The development and delivery of curriculum for gifted/talented students is monitored regularly by trained administrators. Monthly at the Administrators meeting of Weimar ISD, the development and delivery of curriculum for the gifted/talented will be monitored for effectiveness and efficiently.*

b. *Funding Compliance 1.3, 1.4, 1.12*

i. *A district shall establish a process for identifying and serving gifted and talented students and shall establish a program for those students in each grade level. A district may establish a shared services arrangement with other districts*

ii. *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.*

iii. *Funds used for programs and services must be determined effective and consistent with the standards set forth in this document.*

c. *Access to Services 2.24, 2,25*

i. *Access to assessment and, if needed, gifted/talented services is available to all populations of the district (19 TAC §89.1(3))*
Annually, the demographic data will be reviewed by the Weimar ISD administrative team.

ii. *The population of the gifted/talented services program is closely reflective of the population of the total district and/or campus.*
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 served the underrepresented populations in the district.

d. *Non Compliance Plan 1.11*

i. *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 Administrative team 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.**

***Anything in italics is a standard of service from *Texas State Plan for the Education of the Gifted/Talented Student* and cannot be changed.