

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>2.1C 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>2.1.1R 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>2.1.2R Specialists and advocates for gifted/talented students are consulted in the development of program policies and options.</p>	<p>2.1E 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>2.2C 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>2.2R Flexible grouping patterns and independent investigations are employed in the four (4) foundation curricular areas.</p>	
<p>2.3C Out-of-school options relevant to the students' areas of strength are provided by school districts whenever possible (19 TAC §89.3(3)).</p>	<p>2.3R Options that meet the needs of gifted/talented students are available on a continuous basis outside the regular school day.</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 2 (continued)

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IN COMPLIANCE	RECOMMENDED	EXEMPLARY
<p>2.4C</p> <p>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).</p>	<p>2.4.1R</p> <p>Flexible pacing is employed, allowing students to learn at the pace and level appropriate for their abilities and skills.</p> <p>2.4.2R</p> <p>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>2.4E</p> <p>Acceleration options are actively facilitated by district administrators, counselors, and teachers.</p>
<p>2.5C</p> <p>No more than 45% 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). At least 55% of the funds allocated to gifted/talented education is spent on assessment and services for gifted students (19 TAC §105.11).</p>	<p>2.5R</p> <p>Local funding for gifted/talented education programs is used to supplement the state funding.</p>	<p>2.5E</p> <p>Additional funding from business partnerships, scholarships, parent group fundraisers, etc. is used to supplement the state and local funding.</p>
<p>2.6C</p> <p>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>2.6.1R</p> <p>Annual evaluation activities are conducted for the purpose of continued service development.</p>	<p>2.6E</p> <p>Ongoing formative and summative evaluation strategies, based on quantitative and qualitative data, are reviewed by the school board and used for substantive program improvement and development.</p>

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	<p>2.6.2R 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>2.6.3R 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>2.7R A person who has thirty (30) hours of professional 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>2.7E A person or persons with a gifted/talented endorsement, supplementary certification, 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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