Objectives

We will address the following:

• Wellness Check

• Small and Rural Schools
  • SPED Network Information
  • ESC G/T Coordinators

• COVID 19 G/T FAQ

• Concerns and Questions
Wellness Check
4/21/2020 - Supporting Small & Rural School G/T Education

- Time: Apr 21, 2020 01:00 PM Central Time (US and Canada)
- Join Zoom Meeting - https://zoom.us/j/376563337 Meeting ID: 376 563 337

5/5/2020 - Virtual TPSP Fairs Supporting Students at Home

- Time: May 5, 2020 09:00 AM Central Time (US and Canada)
- Join Zoom Meeting - https://zoom.us/j/978116542  Meeting ID: 978 116 542

5/19/2020 - Preparing Next School Year

- Time: May 19, 2020 01:00 PM Central Time (US and Canada)
- Join Zoom Meeting - https://zoom.us/j/309908196  Meeting ID: 309 908 196
Main Page


Instructional Continuity Planning

- https://tea.texas.gov/texas-schools/health-safety-discipline/instructional-continuity-planning

SPED and Special Populations

- https://tea.texas.gov/texas-schools/health-safety-discipline/special-education-and-special-populations
Public Health Resources

IT TAKES ALL OF US TO SAVE LIVES!
If we work together, fewer of our friends and family will be affected by the coronavirus. Hospitals won’t be overloaded and lives will be saved.

Learn more at www.texas.gov/covid19

https://tea.texas.gov/texas-schools/health-safety-discipline/public-health-resources
<table>
<thead>
<tr>
<th>Code</th>
<th>Program Design</th>
<th>Description</th>
<th>Examples</th>
<th>Grade Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Pull-out</td>
<td>Part-time services in a classroom, other than the student's regular class, that take place on a regular schedule</td>
<td>Pull-out or resource classroom</td>
<td>Elementary &amp; Middle School</td>
</tr>
<tr>
<td>02</td>
<td>Push-in</td>
<td>occasional services to a student while the student is in their regular classroom</td>
<td>Visiting teacher or coordinator</td>
<td>Elementary &amp; Middle School</td>
</tr>
<tr>
<td>03</td>
<td>Full-time gifted only</td>
<td>receives the majority of their core subjects with peers who are all identified as gifted/talented</td>
<td>G/T only foundational core classes</td>
<td>All grade levels</td>
</tr>
<tr>
<td>04</td>
<td>Full-time inclusion</td>
<td>receives the majority of their core subjects with peers who are not identified as gifted/talented</td>
<td>Differentiated instruction, cluster grouping, or flexible grouping</td>
<td>All grade levels</td>
</tr>
<tr>
<td>05</td>
<td>Special day school</td>
<td>A special school which is administratively separate from regular schools and is organized to serve gifted/talented students</td>
<td>G/T campuses serving only G/T students</td>
<td>All grade levels</td>
</tr>
</tbody>
</table>
## Wonder ISD Demographics

### Student Population

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Gender</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Nat</td>
<td>Female</td>
<td>3</td>
</tr>
<tr>
<td>American Indian or Alaska Nat</td>
<td>Male</td>
<td>4</td>
</tr>
<tr>
<td>Asian</td>
<td>Female</td>
<td>2</td>
</tr>
<tr>
<td>Asian</td>
<td>Male</td>
<td>2</td>
</tr>
<tr>
<td>Black or African American</td>
<td>Female</td>
<td>29</td>
</tr>
<tr>
<td>Black or African American</td>
<td>Male</td>
<td>39</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>Female</td>
<td>71</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>Male</td>
<td>71</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific</td>
<td>Female</td>
<td>1</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific</td>
<td>Male</td>
<td>1</td>
</tr>
<tr>
<td>Two or more races</td>
<td>Female</td>
<td>25</td>
</tr>
<tr>
<td>Two or more races</td>
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<td>26</td>
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<tr>
<td>White</td>
<td>Female</td>
<td>457</td>
</tr>
<tr>
<td>White</td>
<td>Male</td>
<td>524</td>
</tr>
</tbody>
</table>

### Total Enrollment 1,255

#### G/T Student Population

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Gender</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>M</td>
<td>14</td>
</tr>
<tr>
<td>White</td>
<td>F</td>
<td>24</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>F</td>
<td>-999</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>M</td>
<td>-999</td>
</tr>
<tr>
<td>Two or more races</td>
<td>F</td>
<td>-999</td>
</tr>
<tr>
<td>Two or more races</td>
<td>M</td>
<td>-999</td>
</tr>
</tbody>
</table>

Total Economically Disadvantaged Students 729

Gifted Economically Disadvantaged Students 14
Program
- What are your program design options?
- What are your enrichment options?

Services
- What services beyond the program options does the district offer?
- What do you use for curriculum?

Assessments
- Do the assessments reflect the program options and services?

Communication
- What is communicated?
- When?
- How?

G/T contact information
- Who is in charge?

Funding
- Budgeting
- Expenditures
- Procedures
How is the district using funds for G/T services?

Best Use of Funds

Funding Amount
- Additional Local Funds
- Line Items in the Budget
- Ensuring Coding Correctly

Expenditures
- Locally Acceptable
- Parameters on Spending
- Documentation
Questioning The Expenditures

✓ Were the funds used for G/T students?

✓ How does the expenditure align with G/T services?

✓ Can the expenditure be linked to a standard in the State Plan?
http://www.texasgtresource.org/
1. What is your program design or options? All levels?

2. What is your current method for identifying students for gifted programming?

3. Who is/was involved in establishing the criteria for identification?

4. Have you made any accommodations to the assessment process for special populations?

5. Who is involved in the selection process?
What Happens in Your ISD?
COVID-19 FAQ: Gifted/Talented Education Guidance
April 14, 2020

The purpose of this Question and Answer (Q&A) resource is to provide Local Education Agencies (LEAs) with guidance on adjustments and flexibility for Gifted/Talented programming and students.

G/T Identification process

**REFERRAL**
Referrals can be accepted from parent(s), community members, and/or school staff. Referrals can also come from peers or self-referral if a district provides this opportunity. A district may also choose to use a common assessment test score referral.

**IDENTIFICATION**
The assessment of students through multiple measures.*

*Waived while schools are closed due to Coronavirus due to the inability to administer assessments.

**SELECTION**
District or campus G/T trained committee comprised of 3 or more members review the data to determine eligibility for best service options for assessed students.

**SERVICES**
Selected students participate in the approved program options of the LEA.
Questions
Monica.brewer@tea.texas.gov
GTED@tea.texas.gov

Next meeting  4/21/2020 @ 1:00 PM