

Navarro ISD
Procedures
for the Education of
Gifted/Talented Students



Navarro ISD
Where Excellence is the Standard...

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State Goal for Services for Gifted Students

The state's goal for students who participate in services designed for gifted is to ensure that students can 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.

Education Code 29.121

[*Texas State Plan for Gifted Education*](#)

Navarro ISD Goal For Gifted Students

Students in the NISD gifted Program will become autonomous lifelong learners who understand their unique giftedness and learning needs. They will develop skills in productivity, organization, research, and creating professional quality presentations. Students will have engaged in small group problem solving activities concerning futuristic, problematic, and advanced knowledge topics and will have researched and presented their findings on numerous topics of interest to them.

State Definition of Gifted of a gifted/talented Student

A gifted/talented student is one 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:

- Exhibits high performance capability in an intellectual, creative, or artistic area;
- Possesses an unusual capacity for leadership;
- Excels in a specific academic field (Texas Education Code §29.121)

NISD
Gifted and Talented
Student Referral Procedure

Students may be referred by parents, teachers, community members or they may refer themselves at the Junior High and High School level.

Kindergarten students will be given screening activities in the fall semester. These activities will be evaluated and teachers will use that data to refer students for gifted/talented assessment in **January**. Parents may also refer students during the Kindergarten referral period in January.

Students in **grades 1 -12** may be referred during the spring referral period which will be the month of **March**. Testing will be completed in April and the GT committee at each campus will meet in May to review data and make placement decisions based on the assessment data. Students who are recommended for gifted/talented services will begin receiving services the following school year.

Transfer students who were in a Gifted/Talented Program in their previous school will be evaluated within 30 days of their enrollment at NISD. The assessment data received from the student's previous school will be reviewed by the GT committee to determine if they meet our criteria. Parents will then be informed of the decision. If the transfer student did not meet criteria parents will be given the opportunity to have the student tested immediately. If the transfer student does meet criteria, parent permission will be obtained to place them in the gifted/talented program.

Students may only be tested once per year.

Students may be referred and tested at any time during the year if a teacher, counselor, administrator, or any educator who works with a student makes the request for testing outside the regular referral period.

NISD
Gifted and Talented
Assessment Procedure

Students will be assessed using the following:

1. Cognitive ability test - online, 48 puzzle, non-verbal test to be completed within a 30 minute time period
2. Achievement test- paper/pencil, multiple choice test over math, science, social studies, and reading
3. Parent & Teacher rating of learning behaviors
4. Student products

After tests have been administered to students, all data collected is presented to the campus GT committee . The GT committee is made up of at least three teachers who have the basic 30 hour GT training and administrators and counselors who have the required 6 hour training. The data is presented without student names and the committee makes their placement decisions based solely on collected data for each student. Students must meet the district criteria standard in two of the four categories listed above.

Letters are then sent home to the parents of each student assessed informing them of the committee's placement decision. Parents of students who are recommended for placement in the GT Program must complete a permission form and then the student is identified in the school system as a GT student and begins participation in the GT Program. Students who are enrolled in the GT Program are not routinely reassessed. Parents may appeal committee decisions using district appeals procedure.

District Referral & Identification Timeline

Referral Procedures published in local newspaper and on district websites	January
Referrals accepted from parents, teachers, and community members (K - 12)	Kinder - January 1st - 12th - March
Kindergarten assessments completed- GT committee reviews data & makes decisions	February
Services begin for Kinder students identified for GT placement	March 1st
Assessment of referred students 1st -12th grade completed	April
GT committee meets to review assessment data for 1st - 12th & makes decisions	May
Letters home to referred students 1st - 12th informing parents of assessment results - Students identified for GT Program will be enrolled in school records system as GT	May
Services begin for newly identified GT students	Beginning of next school year

NISD
Gifted and Talented
Additional Procedures

Furloughs

Any student may be placed on furlough who is unable to maintain satisfactory performance or whose needs are not being met by within the structure of the GT Program. The furlough may be requested by the district, a parent, or a teacher. The furlough will be for a specified amount of time and at the end of that time the student may reenter the GT Program, be placed on another furlough, or exit the program.

Appeals

A parent or student may appeal the decision of the GT committee regarding placement in the GT Program. Appeal should first be made in writing to the GT Committee and any further appeal should be made in accordance with FNG(LOCAL) beginning at Level Two.

Exit Provisions

Student performance in the GT Program will be monitored by the district. If a selection committee at any time determines it is in the best interest of the student's educational needs, the committee may exit the student from the GT Program. A parent or student may request to be exited from the program. The selection committee will meet with the parent and student before exiting the student.

NISD
Gifted and Talented
Program Design Plan

Students in grades **K - 6** receive gifted/talented services through a weekly pull out program. Gifted/talented students in **Junior High** will enroll in Honors Classes in Math, English, and/or Science. Students in Junior High who are not enrolled in an Honors course will complete an Independent Studies Project. In **High School**, gifted/talented students will take Honors, AP, and Dual Credit courses. High School students may also participate in an Independent Study Project.

In addition to the in school opportunities designed for gifted/talented students, the district offers extra-curricular activities whenever possible, such as:

Chess Club K - 12
Destination Imagination K - 12
Robotics Club 4 - 6, High School Robotics
Gardening Club 4 - 6
Art Club K - 6
Choir 4 -6
UIL events 2 - 12

NISD
Gifted & Talented
Curriculum Overview

Our program will follow the Autonomous Learner Model (ALM). This model advocates the development of student's "passion" learning – where the child engages in in-depth learning rather than merely covering the breadth of a topic. The program meets the needs of learners through the use of activities in the five major dimensions of the ALM model. The five dimensions are:

1. **Orientation** – understanding giftedness, group building activities, self/personal development
2. **Individual Development** – inter/intra personal understanding, learning skills, use of technology, university/career awareness, organizational and productivity skills
3. **Enrichment** – courses, explorations, investigations, cultural activities, community service, excursions
4. **Seminars** – small group presentations of futuristic, problematic, controversial, general interest or advanced knowledge topics
5. **In-Depth Study** – individual projects, group projects, mentorships, presentations, assessment of self and others

Students in all grade levels will participate in learning activities encompassing the five dimensions through the following organizational outline:

Kindergarten - identified and attending 60 minute GT classes by the first of March (approx. 8 meetings)

1. brief lessons on social/emotional development, organizational skills, & working with others
2. problem solving & creative thinking activities
3. activities which explore culture, community, and topics of student interest
4. small group discussions about relevant social issues, new discoveries, etc.
5. group research project on a student selected topic - group presentation to follow
6. students will be encouraged to participate in extracurricular activities based on interests, talents, and academic strengths

1st - 6th grade - attend 90 - 120 minutes in two meetings per week

1. lessons to promote understanding of giftedness and social/emotional awareness, and activities to grow skills in collaborating with others
2. lessons about organizational skills, learning skills, being productive, using technology, creative & critical thinking, and college & career awareness activities
3. enrichment activities which focus on cultural activities, community service, and investigating topics of student interest
4. presentation & discussion of futuristic, problematic, controversial, advanced knowledge, & general interest topics
5. Independent Study - Kinder, 1st, and 2nd graders will do a group study project. 3rd grade will conduct a partner study and 4th - 6th grade students will work independently. The topic will be student selected (with teacher approval) and students will develop research questions, research, and then present their findings. Students will learn research skills through lessons before project begins and as needed throughout.
6. Students will be encouraged to participate in extracurricular activities based on interests, talents, and academic strengths
- 7.

7th - 8th grade - 7th and 8th grade are enrolled in honors courses

1. Optional Independent Study - student selected topic with teacher approval - formal research guidelines will be followed - related subject area mentor will be assigned and research findings will be presented in a professional setting and format
2. Students will be encouraged to participate in extracurricular activities based on interests, talents, and academic strength

9th - 12th grade - 9th - 12th grade GT students enroll in AP and Dual Credit classes

Students will meet at least once a semester with GT specialist to discuss info on advanced academics, career options, academic progress, learning environment, and any special needs. All students will be encouraged to participate in extracurricular activities based on interests, talents, and academic strengths.

NISD
Gifted and Talented
Professional Learning Plan

All NISD educators are encouraged to obtain professional development in the education of gifted and talented students, differentiation of instruction, and their specific teaching discipline.

Teachers who are assigned GT students for the school year must have completed the 30 hour basic GT training which includes nature and needs of gifted students, identification and assessment of gifted students, and strategies for teaching gifted students in the classroom. Teachers who do not have that basic 30 hour training will complete it by the end of the first semester. The NISD GT Specialist will provide options including on campus training or online training to complete the basic 30 hour GT training.

Those teachers will also participate each year in a six hour training session in GT education or participate in a book study or professional learning community devoted to the education and needs of gifted students. Book studies and PLCs will be planned/provided by the GT Specialist. Teachers may also attend approved 6 hour updates by other educational entities.

Administrators, counselors, and teachers in a supervisory position for the Gifted and Talented Program will have a minimum of 6 hours of training in the nature and needs of, social/emotional needs of, and service options for gifted students.

Professional Learning opportunities in GT education will be provided regularly by NISD and teachers who are assigned GT students will be involved in the planning, review, and delivery of that training, as well as the evaluation of that training and use it to plan future training.

NISD
Gifted and Talented
Family/Community Involvement Plan

Board approved GT Program student referral and identification procedures are written and posted on the NISD website, as well as, individual school websites. The site will include information about program design, services, and learning opportunities. Printed copies of this information will be available in all school offices.

Parents, teachers, and community members are provided the opportunity to provide input on all elements of the GT Program through a yearly survey provided by the district. The GT Specialist, classroom teachers, and campus administrators and counselors are also available at any time to receive input concerning the GT Program. Survey input, as well as anecdotal notes and comments are used to evaluate and improve the GT Program yearly. This information is provided to the school board annually.

A parent information meeting will be held each fall semester for the parents of GT students which will provide general information about the GT Program and any updates or changes made to GT services. Parents will be given information about GT Parent Associations, advocacy groups and other resources available for parents of gifted students. Individual parent meetings with the GT Specialist may be requested at any time.

A parent information meeting will be held each spring before the opening of the GT referral period. Parents, teachers, and community members will be provided with information about the GT Program, the assessment process and common characteristics of gifted students. This meeting will be designed to assist teachers, parents, and community members who are considering referring a student to the GT Program.

Parents of GT students, teachers, administrators, and community members will work in a district GT Advisory group to ensure that all members of our NISD community participate in the design of our program in order to best serve the gifted students in our schools. The advisory group will meet at least once a semester and once in the summer.

In April of each year, the district will hold a project presentation night at the elementary and at the Intermediate. GT students will display and present the results of group, partner, and independent research projects completed for the year. Parents, teachers, and community members will be invited to attend and participate.

All GT Program procedures will be facilitated by the district GT Specialist under supervision of the Director of Curriculum and Instruction.

Glossary

Term	Definition
Acceleration	<p>Acceleration is an academic intervention that matches the level, complexity, and pace of the curriculum with the readiness and motivation of the student. It involves mastering knowledge and skills at a faster rate or at an age earlier than the norm.</p> <p>From A Nation Deceived - Colangelo, N., Assouline, S., & Gross, M. U. M. (2004). <i>A Nation Deceived: How Schools Hold Back America's Brightest students</i> (Vol. 1) Iowa City: University of Iowa, Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development</p>
Area of Giftedness	The specific set of abilities in which a student performs or shows potential to perform at a remarkably high level of accomplishment
Array of Learning Experiences	A menu of challenging activities or opportunities that fit the unique interests and abilities of advanced-level students
Artistically Gifted	Possessing outstanding ability in the visual and/or performing arts
Complexity	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
Concurrent Enrollment	The practice of enrolling in a college or university to earn college or university credit while in high school
Continuum of Learning Experiences	Articulated intellectual, artistic, creative, and/or leadership activities and opportunities that build upon one another each year a student is in school
Creatively Gifted	Possessing outstanding imagination, thinking ability, innovative or creative reasoning ability, ability in problem solving, and/or high attainment in original or creative thinking
Credit by Exam	Method in which a student may receive credit for a subject/course or accelerate through a grade by taking one or more exams

Term	Definition
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Depth	Exploration of content within a discipline to include analyzing from the concrete to the abstract, the familiar to the unfamiliar, the 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
Differentiation	Modification of curriculum and instruction according to content, pacing, process and/or product to meet unique student needs in the classroom
Diversity	The presence of difference between individuals and among groups including but not limited to age, socioeconomics, education, race and ethnicity, gender, sexual orientation, culture, and religious beliefs
Dual Credit	An opportunity for a student to earn high school credit for successful completion of a college course
Flexible Pacing	Flexible pacing is defined as placing students at an appropriate instructional level and allowing them to move forward in the curriculum as they master content and skills. Flexible pacing is achieved by such methods as continuous progress, compacted course, advanced level courses, grade skipping, early entrance, concurrent or dual enrollment, and credit by examination.
Foundation Curricular Areas	English Language Arts/reading, mathematics, science, and social studies
Furlough	A leave of absence from program services
Gifted in Leadership	Possessing the natural ability to influence others; possessing skills in interpersonal relationships demonstrated, for example, by outstanding ability in such activities as student government
Gifted in Specific Academic Fields	Possessing superior ability or potential in a specific course of study such as English language Arts/reading, mathematics, science, or social studies

Terms	Definitions
Gifted/Talented Services	Services and activities not ordinarily provided by the school that are specifically designed to fully develop the capabilities of students who give evidence of high achievement or capability in areas such as intellectual, creative, artistic, or leadership capacity
Independent Study	Self-directed learning strategy where the teacher acts as a guide or facilitator, and the student plays a more active role in designing and managing his or her own learning
Intellectually Gifted	Possessing superior intelligence, with potential or demonstrated accomplishments in several fields of study; ability to perform complex mental tasks
Mentor	An individual who shares his or her expertise with a student of similar career or field of study aspirations
Qualitative measures	Performance indicators that cannot be recorded numerically and that include observations, anecdotal records, checklists, interviews, student products, performances, etc.
Quantitative measures	Performance indicators that can be expressed in terms of definite numbers or amounts such as scores on achievement tests
Texas Performance Standards Project (TPSP)	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 http://www.texaspsp.org/)
Twice-Exceptional	<p>A “twice-exceptional learner” is a child or youth who performs at-<u>or shows the potential</u> for performing at- a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:</p> <ol style="list-style-type: none"> 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 (TEC 29.121) <p>And who also gives evidence of one or more disabilities as defined by federal or state eligibility criteria</p>

Navarro ISD

Gifted/Talented Services Referral Form

I, _____, as parent/guardian/teacher/community
(Please print) (Please circle)

member, would like to refer _____ for the
(Print student's name)

Gifted/Talented screening and assessment process. I believe this child has an extraordinarily high level of intellectual or academic ability and that his/her educational needs can best be met by participation in Gifted/Talented Services. I understand the school district will make every effort to determine the best possible educational services based on the student's educational needs. This child is currently in grade _____, and his/her teacher is _____.

Signature of person making referral

Date

Date: _____

Parents of: _____

Your student has been referred by one of his/her teachers to be screened for our gifted and talented program. Screening consists of one achievement test (what they have learned so far) and one online, non-verbal, cognitive ability test (problem-solving ability). These tests will be administered by May 23rd. You will then receive written notice of the results. Please indicate below if you would like your student to participate and return this letter to school as soon as possible.

I would like my student _____ to be screened for the gifted and talented program.

Yes _____

No _____

Parent name: _____

Parent signature: _____

Please contact me if you have any questions at julie.farris@nisd.us or 830-372-1930 x 6305

Sincerely,

Julie Farris

GT Specialist

Navarro ISD

Navarro ISD
Parent Permission Form for G/T Services

Student's Name: _____

Address: _____

Home/Cell phone: _____ Work phone: _____

Grade: _____ Teacher: _____

Your child has recommended by the GT committee for placement to receive Gifted/Talented services. Before we can officially offer your child these services, we must have your written approval for your child to participate. Please complete this form and return it to school as soon as possible.

Please check the appropriate space:

_____ YES, we give permission for our son/daughter to receive Gifted/Talented services.

_____ NO, we do not want our son/daughter to receive Gifted/Talented services.

Parent/Guardian Signature: _____

Date: _____

TEXAS EDUCATION CODE

CHAPTER 29. EDUCATIONAL PROGRAMS

Subchapter D. Educational Programs for Gifted and Talented Students

§29.121. Definition.

In this subchapter, "gifted and talented students" 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.

§29.122. Establishment.

- (a) Using criteria established by the State Board of Education, each school district shall adopt a process for identifying and serving gifted and talented students in the district and shall establish a program for those students in each grade level. A district may establish a shared services arrangement program with one or more other districts.
- (b) Each school district shall adopt a policy regarding the use of funds to support the district's program for gifted and talented students.

§29.124. Certification and Reporting Required.

- (a) Each school district shall annually certify to the commissioner that the district has established a program for gifted and talented students as required by this subchapter and that the program is consistent with the state plan developed under Section 29.123.
- (b) If the commissioner determines that a school district has failed to comply with Subsection (a) for a school year, the commissioner shall reduce the total amount of funding to which the district is entitled under Chapter 48 for that school year by an amount equal to the basic allotment multiplied by the product of:
 - (1) 0.12; and
 - (2) an amount equal to five percent of the students in average daily attendance in the district.
- (c) The commissioner may restore to a school district all or part of the funding withheld from the district's entitlement under Subsection (b) if during the school year the district complies with Subsection (a).
- (d) At the same time that a school district makes the certification required under Subsection (a), the district shall report to the commissioner regarding the use of funds on the district's program for gifted and talented students as provided by State Board of Education rule.
- (e) Nothing in this section may be construed as limiting the number of students that a school district may identify as gifted and talented or serve under the district's program for gifted and talented students.

TEXAS EDUCATION CODE
CHAPTER 42. FOUNDATION SCHOOL PROGRAM
Subchapter C. Special Allotments

§42.156. Gifted and Talented Student Allotment.

(a) For each identified student a school district serves in a program for gifted and talented students that the district certifies to the commissioner as complying with Subchapter D, Chapter 29, a district is entitled to an annual allotment equal to the district's adjusted basic allotment as determined under Section 42.102 or Section 42.103, as applicable, multiplied by .12 for each school year or a greater amount provided by appropriation.

(b) Funds allocated under this section, other than the amount that represents the programs share of general administrative costs, must be used in providing programs for gifted and talented students under Subchapter D, Chapter 29, including programs sanctioned by International Baccalaureate and Advanced Placement, or in developing programs for gifted and talented students. Each district must account for the expenditure of state funds as provided by rule of the State Board of Education. If by the end of the 12th month after receiving an allotment for developing a program a district has failed to implement a program, the district must refund the amount of the allotment to the agency within 30 days.

(c) Not more than five percent of a district's students in average daily attendance are eligible for funding under this section.

(d) If the amount of state funds for which school districts are eligible under this section exceeds the amount of state funds appropriated in any year for the programs, the commissioner shall reduce each district's tier one allotments in the same manner described for a reduction in allotments under Section 42.253.

(e) If the total amount of funds allotted under this section before a date set by rule of the State Board of Education is less than the total amount appropriated for a school year, the commissioner shall transfer the remainder to any program for which an allotment under Section 42.152 may be used.

(f) After each district has received allotted funds for this program, the State Board of Education may use up to \$500,000 of the funds allocated under this section for programs such as MATHCOUNTS, Future Problem Solving, Odyssey of the Mind, and Academic Decathlon, as long as these funds are used to train personnel and provide program services. To be eligible for funding under this subsection, a program must be determined by the State Board of Education to provide services that are effective and consistent with the state plan for gifted and talented education. [Sections 42.157-42.200 reserved for expansion]

TEXAS ADMINISTRATIVE CODE

Title 19, Part II

Chapter 89. Adaptations for Special Populations

Subchapter A. Gifted/Talented Education

§89.1 Student Assessment.

School districts shall develop written policies on student identification that are approved by the local board of trustees and disseminated to parents. The policies must:

- (1) include provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in the Texas Education Code, §29.121;
- (2) include assessment measures collected from multiple sources according to each area defined in The Texas State Plan for the Education of Gifted/Talented Students;
- (3) include data and procedures designed to ensure that students from all populations in the district have access to assessment and, if identified, services for the gifted/ talented program;
- (4) provide for final selection of students to be made by a committee of at least three local district educators who have received training in the nature and needs of gifted students; and
- (5) include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.

Source: The provisions of the §89.1 adopted to be effective September 1, 1996, 21 TexReg 5690.

§89.2 Professional Development.

School districts shall ensure that:

- (1) prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students;
- (2) teachers without training required in paragraph (1) of this section who provide instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement within one semester;
- (3) teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education; and
- (4) administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

Source: The provisions of this §89.2 adopted to be effective September 1, 1996, 21 TexReg 5690; amended to be effective February 13, 2000, 25 TexReg 776.

§89.3 Student Services.

School districts shall provide an array of learning opportunities for gifted/talented students in kindergarten through grade 12 and shall inform parents of the opportunities. Options must include:

- (1) instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently;

- (2) a continuum of learning experiences that leads to the development of advanced-level products and performances;
- (3) in-school and, when possible, out-of-school options relevant to the student's area(s) of strength that are available during the entire school year; and
- (4) opportunities to accelerate in areas of strength.

Source: The provisions of this §89.3 adopted to be effective September 1, 1996, 21 TexReg 5690.

§89.4 Fiscal Responsibility.

Repealed. Please see §105.11 below.

Source: The provisions of this §89.4 repealed to be effective May 23, 2011, 36 TexReg 3187.

§89.5 Program Accountability.

School districts shall ensure that student assessment and services for gifted/talented students comply with accountability standards defined in the *Texas State Plan for the Education of the Gifted/Talented*.

Source: The provisions of this §89.5 adopted to be effective September 1, 1996, 21 TexReg 5690.

§105.11. Maximum Allowable Indirect Cost.

No more than 48% of each school district's Foundation School Program (FSP) special allotments under the Texas Education Code, Chapter 42, Subchapter C, may be expended for indirect costs related to the following programs: compensatory education, bilingual education and special language programs, and special education. No more than 45% of each school district's FSP special allotments under the Texas Education Code, Chapter 42, Subchapter C, may be expended for indirect costs related to gifted and talented education programs. No more than 42% of each school district's FSP special allotments under the Texas Education Code, Chapter 42, Subchapter C, may be expended for indirect costs related to career and technical education programs. Indirect costs may be attributed to the following expenditure function codes: 34—Student Transportation; 41—General Administration; 81—Facilities Acquisition and Construction; and the Function 90 series of the general fund, as defined in the Texas Education Agency publication, Financial Accountability System Resource Guide.

(b) For the 2012–2013 school year and each year thereafter, a school district may choose to use a greater indirect cost allotment under the Texas Education Code, §§ 42.151, 42.153, 42.154, and 42.156, to the extent the school district receives less funding per weighted student in state and local maintenance and operations revenue than in the 2011–2012 school year. The commissioner of education shall develop a methodology for a school district to make a determination under this section and may require any information necessary to implement this subsection. The commissioner's methodology must limit the percentage increase in allowable indirect cost to no more than the percentage decrease in state and local maintenance and operations revenue from the 2011–2012 school year.

Source: The provisions of this §105.11 adopted to be effective September 1, 1996, 21 TexReg 5710; amended to be effective December 5, 2004, 29 TexReg 11347; amended to be effective December 31, 2009, 34 TexReg 9439; amended to be effective December 26, 2011, 36 TexReg 8825.