

BAY CITY INDEPENDENT SCHOOL DISTRICT



DISTRICT PLAN & COMPREHENSIVE GUIDE FOR THE EDUCATION OF GIFTED/TALENTED STUDENTS AND ADVANCED ACADEMIC PROGRAM

Board Approved November 2020

Table of Contents

BCISD GT Mission Statement	3
State Goals for Gifted and Talented	4
Definition of Gifted	4
BCISD GT Philosophy	4
Campus GT Coordinators	4
Program Design	5
Definition of Gifted/Talented (Developed from State Definition)	5
Description of gifted students' services	5
Program Options	6
Identification and Assessment	7
Referral Process	7
Assessment	7
Assessment Timeline	8
Determination of Placement	9
Appeal Process for Identification	9
Student Progress/Performance	9
Gifted/Talented Committee	10
Composition of Membership	10
Responsibilities and Training	10
District/Campus Procedures	10
Reassessment	10
Furlough	10
Transfers	11
Exiting	11
Appeal Process for Services	12
Curriculum and Instruction	13
Learning Experiences	13
Acceleration	13
Curriculum Alignments	14
Modifications/Accommodations	14
Professional Learning	14
School Board	14
Administrators	14
Counselors	14
Coordinators	15
Teachers	15
Professional Learning Accountability	16
Family and Community Connections and Communications	16
Dissemination of Information	16
Community/Family Input	17
Family and Community Involvement	17
Evaluation of Services	17
Standards of Service Compliance and Funding	18
Services and Policies	18
Funding Compliance	18
Access to Services	18
Non-Compliance Plan	18

BCISD Mission and Vision

Mission Statement

All BCISD learners will be equipped to pursue their limitless futures in an ever changing, global society.

Vision

1. Each learner will achieve academic growth through setting goals that are measured by threshold, target, and stretch outcomes annually.
2. 100% of students will achieve academic growth each year by participating in purposeful and individualized learning on a daily basis.
3. Every student will execute personal goals within an individualized success plan.
4. 100% of students will demonstrate respectful behavior towards their peers and adults daily.
5. All students will participate in community service each year.
6. All students will be engaged through hands-on learning, problem-solving and critical thinking each day.
7. Each student will communicate effectively in collaborative settings weekly.
8. All students will demonstrate effective use of instructional technology daily.

State Goal for Gifted and Talented

The state's goal for GT students is to ensure that those students who participate in GT services demonstrate skills in self-directed learning, thinking, research, and communication. GT students develop innovative products and sophisticated performances that reflect individuality and creativity and are targeted to an audience outside the classroom.

Definition of Gifted

A Gifted and talented student is 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

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

BCISD GT Philosophy

The Advanced Academic Program seeks to provide an appropriate match between a child's ability, interest, and motivation and the educational opportunities that can nurture these qualities to the highest degree. Students in the program interact with trained teachers who recognize the students' special needs and design and implement instruction to meet those needs.

Bay City ISD accepts the challenge to find and identify giftedness through a broad screening process with the support and help of teachers and parents. These students might have special needs, be underachieving, or have cultural differences. Effective and sensitive training of teachers and support staff to identify these students using a variety of criteria will ensure that all students are included in the identification process. All parents in BCISD will be fully aware of Advanced Academic Program opportunities and will have the opportunity to refer their child to be considered for identification as Gifted and Talented and/or be referred for consideration as a "Challenge" student.

Campus GT Coordinators

The counselors at each campus coordinate the GT referral, assessment and decision-making committees. Parents having questions about the Gifted and Talented identification process or Advanced Academic Program should contact the campus counselor at their student's campus.

Program Design

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))

Definition of gifted/talented (Developed from State Definition)

Gifted/Talented students in Bay City ISD shall be defined as those students who have been identified in general intellectual abilities. The placement in the GT/Advanced Academic program will be made by the Campus GT Committee based upon the preponderance of evidence and on the most appropriate to all populations of the district.

Description of gifted students' services

Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas.

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))

Flexible grouping patterns and independent investigations are provided in at least one of the four (4) foundation curricular areas.

Out-of-school options relevant to the students' areas of strength are provided by school districts whenever possible. (19 TAC §89.3(3))

Acceleration and flexible pacing is employed, allowing students to learn at the pace and level appropriate for their abilities and skills and are actively facilitated by district administrators, counselors, and teachers.

Local board policies are developed that enable students to participate in dual/concurrent enrollment, distance learning opportunities, accelerated summer programs. 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).

Program Options

Kindergarten	1st – 3rd Grade	4th – 5th Grade	6th – 8th Grade	9th - 12th Grade
All Kinder students are served during the fall semester with weekly Push In services by GT teacher. All Kinder students will be screened for GT identification in Spring semester. Identified GT students and Challenge students are then served in a pull-out program by GT teacher during the remainder of the Spring semester.	Identified GT students and Challenge students are pulled out at each grade level on each campus and receive specially designed differentiated instruction.	Identified GT Students and Challenge students are served within core content areas in homogeneous classes in grades 4 and 5.	Identified GT and Challenge students are served within core subject areas in Honors classes and/or accelerated high school core subjects (Algebra I), additional high school credit opportunities in elective courses, including CTE, are available for any student.	Identified GT and Challenge students are served within core subject areas in Honor classes, Advanced Placement classes, Dual Credit classes, and Early College High School, additional dual credit opportunities in electives and CTE are available for any student.

Out-of-school options – 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 at annual parent meetings.

Out-of-school options relevant to the students' areas of strength are provided by school districts whenever possible (19 TAC §89.3(3)). Bay City ISD will provide opportunities relevant to the student's strength as available through extra-curricular activities, and UIL competitions.

Identification and Assessment

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)).

An awareness session providing an overview of the assessment procedures and services for gifted/talented students is offered for all families by the district and/or campus prior to the referral period.

Prior to the referral period, Bay City ISD hosts a district wide parent awareness session each spring where an overview of procedures is reviewed with all parents. Referral forms and procedures 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. All forms and procedures have been translated into languages represented in the BCISD population.

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. BCISD Campus Counselors will inform families and staff of the assessment results and placement decisions. Parents are given the opportunity to schedule a conference with the campus counselor to discuss assessment data.

All family meetings are offered in a language that families can understand or a translator or interpreter is provided to the extent possible. An interpreter is provided at the annual fall parent awareness session.

Referral Process

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.

Assessment

Assessment opportunities for gifted/talented identification are made available to students at least once per school year.

Assessment Timeline

GT Parent Orientation Meeting held at each campus	September
Referral procedures published in local newspaper and on the district website, social media and in District Parent Awareness Meeting	December
Referrals accepted from parents, teachers, community members, peers, and student	Ongoing
Assessment conducted after written parental permission obtained	Kindergarten: February All other grade levels: April/May
Gifted/Talented committee meets on all referred students	Kindergarten: March All other grade levels: May
Denial of services letters sent to parents or parental permission for GT/Advanced Academic services obtained for identified students	Kindergarten: March All other grade levels: May
Services begin	Kindergarten: No later than March 1 st All other grade levels: the following year

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. In order to assess students for the GT Program, data is collected from various sources and instruments. BCISD will make every effort possible to refer and identify twice exceptional students. To ensure student equity, data from both qualitative and quantitative measures must be used in the identification process. Sources and instruments may include but are not limited to: the Naglieri, MAP (Measures of Academic Progress), Iowa Test of Basic Skills, Gates Teacher Rating Scale and Torrance. Additionally, the Slocumb-Payne Observational Inventory may be used to help find and identify students from diverse backgrounds and the Logramos as an Achievement for English Learners. The counselor at each campus will maintain the confidentiality of the records for the assessments. These records will be placed in a folder inside each student’s permanent folder who is assessed for the gifted/talented program.

Students are assessed in languages they understand or with nonverbal assessments.

Kindergarten

All kindergarten students are automatically considered for gifted/talented and other advanced level services. BCISD will provide all students with the opportunity to show advanced level of achievement through a grade appropriate assessment. 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. See C. ii for list of assessments used.

1st-12th Grades

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 service. See C. ii for list of assessments used.

Review of Measures

BCISD will annually review all assessments used with the TEA state approved assessment list.

Determination of Placement

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. BCISD ensures both qualitative as well as quantitative data will be reviewed in making the determination of most effective educational placement for each student.

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 Campus G/T Committee will consider each referred student. The student profile identifies the student's strengths and weaknesses. The percentiles and/or scores from the assessment instruments are plotted on the student profile. Each student's profile is individually evaluated by the Campus Gifted/Talented Committee. The decision is based on the committee's observation of the preponderance of the evidence on the student's profile as well as the most effective educational placement. All parents are notified in writing as to the outcome of these decisions. A signed parent permission form indicating permission to participate in the district GT program must be on file prior to services.

Appeal Process for Identification

Policy related to appeals allows parents, students, and educators to appeal placement decisions in a timely manner and to present new data, if appropriate. After an initial review of the data collected on each referred student and notification of parents, a formal reconsideration may be filed with the campus principal. Parents, teachers, or students may appeal any final decision of the Campus G/T Committee regarding selection for or removal from the gifted program within 30 days of the parent notification. Appeals will be made first to the Campus G/T Committee. Any subsequent appeals will be made in accordance with FNG (LOCAL) beginning at Level II.

Student Progress/Performance

Student progress/performance in response to gifted/talented services is periodically assessed using standards in the areas served and identified in the written plan. TPSP Rubrics will also be used for progress monitoring and documentation of growth. Results are communicated to parents or guardians at the conclusion of projects.

At all levels, if a student's performance falls below the level of a 70, the teacher will schedule a parent conference and a tutoring/intervention plan will be developed. Campus Committees will carefully monitor performance of students participating in the program in order to help provide the necessary supports to ensure success. At the secondary level, six-week grades will be carefully monitored to ensure credit completion. If a student reaches a grade threshold in which the committee feels it is unlikely the student can bring up the semester average and is in danger of losing course credit, a parent conference will be scheduled and the student will be exited to a regular level course.

Gifted/Talented Committee

Composition of Membership

The selection committee is formed of an administrator, counselor, and teachers who have completed training as required by 19 TAC 89.2. The counselor on each campus is responsible for organizing a campus G/T committee of whom have been trained in the Nature and Needs of Gifted Students at minimum and preferably, also the 30 hours mandated G/T training and current six hour update.

Responsibilities and Training

Final determination of students' need for gifted/talented services is made by a committee of at least three (3) local district or campus educators, including: the campus principal, the campus counselor, grade level represented GT teacher(s), and the Assistant Superintendent, all of whom have received training in the nature and needs of gifted/talented students, annual updates and who have met and reviewed the individual student data (19 TAC §89.1(4)). This committee compiles and organizes available data to facilitate decision-making for the selection of the students consistent with district policy and procedures.

District/Campus Procedures

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)).

Reassessment

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, once in middle school and once in high school. Formal reassessment is not necessary as long as the student's educational needs are being met within the services of the program. If there is any concern regarding the performance or placement of the student, the Gifted/Talented teacher or Campus Counselor will contact the parent and confer about available options. Options available are counseling, requesting a furlough, or exiting the student from the program.

Furlough

Policy is adopted allowing student furloughs (the opportunity for students to have a leave of absence from gifted/talented program services) for specific reasons and for a certain period of time without exiting

from the program. 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 counselor 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. The student will be removed from PEIMS GT designation during the furlough time period.

Transfers

Policy ensuring that transfer students are properly assessed and appropriately placed following notification of enrollment in the district is included in board-approved policy. 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 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 BCISD who transfer to another campus in BCISD will remain in the G/T program. The records will transfer with the student.

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. 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 the transferring district.

Exiting

Policy related to exiting of students from gifted/talented services is based on multiple criteria including student performance in response to services. Exiting a student is finalized by committee decision after consultation with parents and students regarding the student's educational needs. Students placed in the Bay City ISD Gifted and Talented Program may exit when it is determined that it would be in the best interest of the student to discontinue the student's participation.

One or more of the following conditions must be met:

- The student may, with parental permission, request to be removed from the program. In such cases, a conference between the parent, Campus G/T Committee and the student must be held before the student is exited. Appropriate documentation, signed by the parent and principal, is placed on file in the student's permanent folder and with the Special Populations Coordinator. The student must remain out of the program for one school year and must go through the G/T Referral, Assessment, and Placement process and requalify before re-entry into the program.
- The parent may request that the student be removed from the program. In such cases, the procedure outlined above is followed.
- The GT teacher, principal, or counselor may recommend the exiting of a student who, in their professional opinion, agrees that the GT program is not the most effective educational placement for the child. In such cases, a conference between the parent and appropriate school personnel will be held, and the student may exit upon the recommendation of the majority of the members of the Campus ARD, 504, LPAC and/or G/T Committee.
- If at any time a student is not performing at expected levels, the teacher sends a report to the parent no later than the midpoint of a reporting period or more often if necessary. Copies of all reports are filed in the GT folder and reviewed by the Campus G/T Committee.

If a student's work or behavior does not improve, a conference is held with the student, parent, classroom teacher, principal, and other staff as appropriate. This is done at the end of a grading period or sooner, as needed.

If exiting is considered, a written plan for improvement is developed. The teacher, student, and parent work together to develop a growth plan to assure that the optimum situation is created for student improvement. The plan specifies what the student must do to improve and what school personnel and parents will do to help.

At a time designated in the written plan, a re-evaluation of student progress is made relative to the expectations established for the student in cooperation with the parent and teacher(s). If the student has shown improvement, but not fully achieved expectations, another Student Improvement Plan is completed with a new timeline.

If the student fails to make a reasonable amount of progress toward the goals and objectives of the plan, the Campus G/T Committee after review will place the student in an appropriate regular school program. If exiting from the program, the principal will notify the parent who may request a conference and re-evaluation of the student's progress through the reconsideration process.

Appeal Process for Services

Policy related to appeals allows parents, students, and educators to appeal placement decisions in a timely manner and to present new data, if appropriate. After an initial review of the data collected on each referred student and notification of parents, a formal reconsideration may be filed with the campus principal. Parents, teachers, or students may appeal any final decision of the Campus G/T Committee regarding selection for or removal from the gifted program within 30 days of the parent notification. Appeals will be made first to the Campus G/T Committee. Any subsequent appeals will be made in accordance with FNG (LOCAL) beginning at Level II.

Curriculum and Instruction

Bay City ISD will provide a continuum of learning experiences in the Gifted/Talented program which lead to the development of advanced-level products and/or performances. Such services will include the use of depth and complexity elements, differentiation of content, process and/or product in the advanced or AP classroom, independent studies, participation in the Texas Performance Standards Project, concurrent or dual-enrollment classes, or other services as deemed appropriate for the student. Services are available in all four core foundational academic areas including Language Arts, Math, Science and Social Studies. Identified students will work independently, with other identified students, and with students of other abilities.

Learning Experiences

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.

Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research. The TPSP will be used in grades K-12 for students guided and independent research projects.

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. BCISD utilizes TPSP for the development of sophisticated products/performances. BCISD will strive to create opportunities to showcase these projects to parents and community members.

The differentiated opportunities will include the development of the following skill areas: creativity; resourcefulness; successful communication; critical thinking; self discipline; fostering relationships with others;

resiliency; problem-solving, higher level thinking and questioning, and advanced research as evidenced by the creation of advanced products/or performances.

Develop and implement services to address the social and emotional needs of gifted/talented students and their impact on student learning.

Acceleration

Opportunities are provided to accelerate in areas of student strengths (19 TAC §89.3(4)). BCISD provides its students with opportunities to excel in the area of general intellectual ability.

Flexible pacing is employed, allowing students to learn at the pace and level appropriate to their abilities and skills.

Each school and/or teacher documents the instructional options and flexible grouping arrangements offered to gifted and talented students. Supporting this documentation are individual teacher lesson/unit plans.

Acceleration opportunities are also available through Credit by Examination process as outlined in Board policy.

Curriculum Alignments

Services for gifted/talented students are comprehensive, structured, sequenced, and challenging, including options in foundation curricular areas. In grades K-12 the GT Curriculum consists of modifying the depth and complexity and the pacing of the TEKS. Students are offered an array of appropriately challenging learning experiences related to the four core foundation areas- Math Science, ELAR and Social Studies. 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)).

Modifications/Accommodations

Scheduling modifications are implemented in order to meet the identified needs of individual students. BCISD utilizes flexible scheduling for gifted students in order to meet their needs.

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. BCISD modifies the depth, complexity and pacing of the TEKS to meet the needs of the GT students. BCISD 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 BCISD GT/Advanced Academics program.

Professional Learning

School Board

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) BCISD will coordinate with Region III ESC to provide this GT Program Accountability training annually to our school board members.

Administrators

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)). All BCISD administrators will document their annual training requirements and provide documentation to the BCISD curriculum office annually.

Counselors

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)). All BCISD counselors will document their 6-hour course in Nature & Needs for Counselors which includes service options and

social and emotional needs and will provide documentation to the BCISD curriculum office annually.

Coordinator

A person who has thirty (30) hours of a professional learning in gifted/talented and annual six (6) hour professional learning updates as required in 19 TAC §89.2(1) is assigned to coordinate district level services for gifted/talented students in grades K–12. BCISD requires its coordinator of Gifted/Talented services, the Assistant Superintendent, to have completed the thirty hours of required training as well as maintain their annual 6-hour update.

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, BCISD campus administrators along with the Assistant Superintendent will use the information gathered to plan for identified needs related to teacher education standards.

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. BCISD Assistant Superintendent disseminates schedule of ongoing professional learning information to campus principals and academic deans through Curriculum shared drive and at monthly curriculum meetings.

Teachers

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)). BCISD requires all designated GT staff to have completed the mandatory thirty hours of Gifted/Talented training prior to their teaching assignment.

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)). The district will require the mandatory 30 hours of training for all core foundation area teachers in grades K-12 who serve GT students. High School teachers who provide instruction and services to gifted students will additionally complete College Board Advanced Placement training. The mandatory 30-hour training will be prior to the assignment or within the first semester to stay in compliance with law and rule.

Teachers are encouraged to obtain additional professional development in their teaching discipline and/or in gifted/talented education. The district will provide professional development based on the needs assessment of the GT program. Yearly, the teachers who provide instruction and services that are part of the district's defined gifted/talented program will receive a minimum of six (6) hours of professional development that is related to state teacher education standards. BCISD will provide annual updates based upon the GT needs assessment.

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). Yearly, the teachers who provide instruction and services that are part of the district's defined gifted/talented program will receive a minimum of six (6) hours of professional development that is related to state teacher education standards.

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 BCISD'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.

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)). At BCISD, teachers as well as administrators that have supervisory responsibilities maintain their training record with the Curriculum Office.

Professional Learning Accountability

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) BCISD 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.

Gifted/talented services staff are involved in planning, reviewing, and/or conducting the district's gifted/talented training. Surveys at the end of each professional development session are reviewed by the Curriculum Office to ensure fidelity of training and consider feedback from participants. Annually, the District GT committee, which includes administrators and parents, will review professional development plans and make recommendations to the Curriculum Office for additional training needed.

Family and Community Connections and Communications

Dissemination of Information

Written policies are developed on gifted/talented student identification, approved by the local board of trustees and disseminated to parents (19 TAC §89.1). BCISD encourages community and family participation in services designed for gifted and talented students. BCISD GT/Advanced Academics plan can be found on the district web site. A printed copy of the GT/Advanced Academics plan may be requested at any time from the campus GT Counselor/GT Coordinator.

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.

Parents are informed through orientation sessions, GT/Advanced Academic program brochure and individual parent/teacher conferences.

Community/Family Input

Input from family and community representatives on gifted/talented identification and assessment procedures is invited annually. The BCISD GT/Advanced Academics Committee, which includes parent participation, will meet biannually and review the district's identification and assessment process. Information is shared or meetings are held annually requesting parent and community recommendations regarding students who may need gifted/talented services. BCISD GT/Advanced Academics Committee will, during their semester meetings, make recommendations regarding students who may need gifted/talented service.

Family and Community Involvement

Orientation and periodic updates are provided for parents of students who are identified as gifted/talented and provided gifted/talented services. Campuses will host an annual GT/Advanced Academics Parent Orientation Meeting following the notification of parents of admission to the GT/Advanced Academics program. Products and achievements of gifted/talented students will be shared with parents and community through showcase opportunities.

Evaluation of Services

The effectiveness of gifted/talented services are 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). The Assistant Superintendent will prepare a GT Program Evaluation annually and present it to the board of trustees. The outcomes of the annual evaluation will be shared with parents and the community. This information will also be shared with each campus for modification and updating of the CIP and DIP. Annual evaluation activities are conducted for the purpose of continued service development. BCISD conducts annual surveys of parents, students and educators for the purpose of continued program improvement.

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.

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. The Asst. Superintendent and District GT/Advanced Academics Committee will utilize district guidelines in the evaluation of resources.

Curriculum for gifted/talented students is modified based on annual evaluations. The annual GT/Advanced Academics evaluation will be used to modify the curriculum for gifted students. Staff will be involved in the process.

Provisions to improve services to gifted/talented students are included in district and campus improvement plans (TEC §§11.251-11.253). BCISD will use the annual evaluation to modify their CIP as well as the DIP.

Standards of Service Compliance and Funding

Services and Policies

Student assessment and services are in compliance with the Texas State Plan for the Education of Gifted/Talented Students (19 TAC §89.5). The BCISD school board ensures the district is in compliance with the State Plan for the education of Gifted/Talented Students.

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 development and delivery of curriculum for gifted/talented students is monitored regularly by trained administrators. The Asst. Superintendent will meet with campus administrators during their monthly curriculum meeting to establish and monitor GT program efficiency and effectiveness.

Funding Compliance

(EHBB) Local funds are allocated specifically to the district gifted and talented program. These funds are used to identify students, support student learning and projects, and provide professional development and support to teachers. Monitoring of funds is ongoing throughout the school year to ensure needs are being met.

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

Access to Services

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 BCISD administrative team.

The population of the gifted/talented services program is closely reflective of the population of the total district and/or campus. BCISD is committed to a GT/Advanced Academic population reflective of our district and/or campus. During the review of the demographic, the administrative team looks for trends and patterns in GT/Advanced Academic program populations' participation. Efforts will be made to find, assess and serve the underrepresented populations in the district.

Non-Compliance Plan

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 Curriculum Director/GT Coordinator and Administrative team will create a Deficiency 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 GT services.