

## Ector County ISD - Advanced Academic Services Services, Polices, Regulations, Guidelines, and Procedures for Gifted and Talented Services

<b>FIDELITY OF SERVICES</b>	
School districts comply with gifted/talented accountability standards and monitor the effectiveness of assessment and services for gifted/talented students.	
Texas State Plan for the Education of Gifted / Talented Students	ECISD & Advanced Academic Services Policies, Regulations, Guidelines, and Procedures
<p><b>1.1 (A)</b> Student assessment and services are in compliance with the Texas State Plan for the Education of Gifted/Talented Students (19 TAC §89.5).</p>	<p>EHBB (LOCAL) was adopted 4/22/98 and addresses student identification. EHBB (LEGAL) was adopted 8/20/96 and updated 2/5/2001 &amp; 8/2017.</p> <p><u>Board policies related to the gifted/talented identification process will be reviewed by the AAS Department and the Assistant Superintendent annually and presented to the Board for revisions as deemed necessary. (2.1.A, 2.1.1E)</u></p>
<p><b>1.2 (A)</b> 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.</p>	<p>An advisory group consisting of community members, school staff, and gifted/talented education staff will meet a minimum of twice a year to review policies and procedures for improvement. (1.2A)</p>
<p><b>1.4 (A)</b> 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.</p>	<p>The AAS Department and Director of Finance shall prepare a budget and oversee the allocation of G/T state and local funds. The budget shall reflect the required percentage. (1.4A)</p> <p>Local funding shall exceed the amount of state G/T funding in order to provide not only G/T services but also related services such as Honors/AP programs, dual/concurrent enrollment courses, academic competitions and academic awards. Monies shall be used for gifted/talented testing, instructional materials, supplies, awards, professional development opportunities, and other advanced program expenses. (1.4A)</p> <p>A parent support group shall assist as volunteers and to provide fundraising for special projects. Funds are available for teachers and campuses through the ECISD Education Foundation by an application and selection process. (1.4A)</p>

<p><b>1.5 (A)</b> Annual evaluation activities are conducted for the purpose of continued service development.</p> <p><b>1.5.1 (E)</b> 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>	<p>Evaluations will be performed annually for program improvement and development. (1.5A)</p> <p>Informal as well as formal assessment techniques shall be used to evaluate program services including but not limited to campus visitations, teacher conferences, parent interviews, student portfolios, student conferences, open forums, surveys, and student performances. (1.5.1E, 1.6A, 1.7A)</p> <p>An annual report shall be presented to the Board that shall include a summary of the annual surveys distributed and evaluated by the AAS Department. The annual report shall address compliance with the Texas State Plan for Education of Gifted/Talented Students and other services provided by the department. Proposed modifications to program services shall be presented during the annual report or as needed. (1.5.1E)</p>
<p><b>1.6 (A)</b> 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><b>1.7 (A)</b> The development and delivery of curriculum for gifted/talented students is monitored regularly by trained administrators.</p>	<p>AAS teachers and specialists shall participate in AAS curriculum development throughout the school year in Professional Learning Communities and on designated professional development days as well as additional days for AAS program development and improvement. (1.7A)</p> <p>The designated executive director and the AAS director will monitor the development of curriculum. Campus administrators and the AAS staff observe classrooms to ensure services are delivered as part of the instructional monitoring process. (1.7A, 1.8A, 1.9A)</p>
<p><b>1.8 (A)</b> 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.</p>	<p>The AAS Department shall develop guidelines for evaluation of resources and selection of materials. Lists of titles to include print, texts, software, videos, manipulatives, and other technologies shall be developed. Dual adoptions of textbooks and materials are allowed to accommodate differentiation for advanced students within the foundation fund allocations for textbooks and materials. (1.8A)</p>

<p><b>1.9 (A)</b> Curriculum for gifted/talented students is modified based on annual evaluations.</p> <p><b>1.9.1 (E)</b> Gifted/talented curriculum is designed and evaluated through collaboration by specialists in content areas, special populations, instructional techniques, and gifted/talented education.</p>	<p>The AAS staff and teachers shall assist with the development of District curriculum documents to ensure their understanding of the District's goals for all learners. Teachers and staff members are included as members of content area task forces. Differentiation from the District curriculum in the various content areas shall be the responsibility of the AAS staff, the campus principals, and teachers. (1.9.1E)</p>
<p><b>1.10 (A)</b> Develop a comprehensive manual or program guide describing all gifted/ talented programs, services, assessments, and communication, which is accessible to parents, community and students and includes district G/T contact information.</p> <p><b>1.10.1 (E)</b> 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 that is reported to the state.</p>	<p>A comprehensive manual will be available to all stakeholders at the beginning of each school year. The manual will be posted on the AAS website for accessibility. (1.10A, 1.10.1E)</p>
<p><b>1.11 (A)</b> For any standard of service for which the district is out of compliance, develop a written plan specifying actions and timelines for achieving compliance.</p>	<p>The AAS Department along with the Campus Principal will develop a written plan specifying actions and timelines for achieving compliance. (1.11A)</p>
<p><b>1.12 (A)</b> Funds used for programs and services must be determined effective and consistent with the standards set forth in this document.</p>	<p>The AAS Department and Director of Finance shall prepare a budget and oversee the allocation of G/T state and local funds. The budget shall be built in compliance with this plan. (1.12A)</p>

**1.13.1 (E)** Release time and/or extended contracts are provided to enable teachers at all levels to form horizontal and vertical teams that coordinate gifted/talented services in the district.

AAS teachers shall participate in AAS curriculum development during the school year during PLC and on designated professional development days as well as additional days for AAS program development and improvement. (1.13.1E)

## STUDENT ASSESSMENT

**Gifted/talented identification procedures and progress monitoring allow students to demonstrate and develop their diverse talents and abilities.**

Texas State Plan for the Education of Gifted / Talented Students	ECISD & Advanced Academic Services Policies, Regulations, Guidelines, and Procedures
<p><b>2.1 (A)</b> 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).</p> <p><b>2.1.1 (E)</b> Board-approved policies are reviewed at least once every three years and modified as needed.</p>	<p>EHBB (LOCAL) was adopted 4/22/98 and addresses student identification. EHBB (LEGAL) was adopted 8/20/96 and updated 2/5/2001 &amp; 8/2017.</p> <p>Board policies related to the gifted/talented identification process will be reviewed by the AAS Department and the Assistant Superintendent annually and presented to the Board for revisions as deemed necessary. (2.1.A, 2.1.1E)</p>
<p><b>2.2 (A)</b> 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 to the extent possible.</p>	<p>Campus principals shall ensure that policies on identification are distributed during the annual general referral period with referral forms on all campuses and are included in educational planning materials. Identification procedures and paperwork are available year-round on the District AAS and GT website. Information is distributed in English and Spanish. Campuses shall notify the AAS Department if translations are needed in other languages. If requests are made, translations will be provided. (2.2A)</p>
<p><b>2.3 (A)</b> 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.</p> <p><b>2.3.1 (E)</b> Referral forms for assessment of gifted/talented students are provided to families in language and form that the families understand, or a translator or interpreter is provided.</p>	<p>Referral forms are available to every elementary teacher in Spanish and English. (2.3A)</p> <p>Community referral form is available on district website throughout the entire referral window. The form is available in Spanish and English. If a different language is needed, the AAS department will provide a translation or a translator. (2.3.1E)</p>

<p><b>2.4 (A)</b> 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.</p>	<p><u>Letters with the committee decision are mailed to the parents of each student who applies for GT services. Letters for those who do not meet the criteria for qualification include procedures for scheduling appeal conferences.</u> Communications to parents regarding services include contact persons and phone numbers. Conferences are scheduled as requested. (2.4A)</p>
<p><b>2.5 (A)</b> 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.</p>	<p>Informational meetings are held during the referral period to provide an overview of services and to answer questions regarding Advanced Academic Services. Elementary meetings will be held at various locations throughout the district. Secondary meetings will be held on the individual campuses. (2.5A, 2.6A)</p> <p>Parent orientations shall be provided at the campus level. For Elementary, these will be held at the GT Cluster Campus. The AAS Department shall provide information and staff development for campus personnel to ensure accuracy of information provided during the parent orientations. Interpreters will be provided in Spanish. Interpreters in other languages will be provided, if requested and available. (2.5A, 2.6A)</p>
<p><b>2.6 (A)</b> All family meetings are offered in a language families can understand or a translator or interpreter is provided to the extent possible.</p>	
<p><b>2.7 (A)</b> 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 (19 TAC §89.1(5)).</p>	<p><b><u>FURLOUGH FROM SERVICES</u></b></p> <p>A student may be furloughed for a period up to one year with approval from the AAS Director for reasons including but not limited to</p> <ul style="list-style-type: none"> <li>• <input type="checkbox"/> Joint custody which requires students to transfer in and out of the district</li> <li>• <input type="checkbox"/> Personal or immediate family illness</li> <li>• <input type="checkbox"/> Temporary disability</li> <li>• <input type="checkbox"/> Personal or immediate family crisis</li> <li>• <input type="checkbox"/> Irreconcilable scheduling conflict in secondary schools</li> <li>• <input type="checkbox"/> Alternative education placement</li> </ul> <p>Furlough extensions beyond one year may result in reassessment for reentry by decision of the AAS Director.[See EHBB (REGULATION)]. (2.7A, 2.10A)</p>

<p><b>2.8 (A)</b> 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.</p> <p><b>2.8.1 (E)</b> Equitable access to gifted/talented services for transfer students is provided through board-approved policy that is developed in consideration of current best-practice recommendations.</p>	<p><b><u>Transfer Students</u></b></p> <p>Students transferring into the district are afforded the opportunity to be screened for gifted services providing they submit a referral form within 4 weeks of entering ECISD.</p> <p>Students who move into ECISD must meet the district's criteria in order to receive services. Testing data from the previous district can be used as long as it measures aptitude or achievement and meets the criteria. If the data from the previous district is more than two years old, the AAS office may determine that additional testing is needed. Determination for services is based on the transfer records, observation report of the classroom, advanced academic teachers, and student/parent conference. (2.8A, 2.8.1E)</p> <p>Identified students who transfer within the District shall be placed in equivalent gifted program services at the receiving campus. (2.8.1E)</p>
<p><b>2.9 (A)</b> 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.</p>	<p>When a student moves to another district, AAS records of the student are provided to that district at parent request. Students who transfer to another district may be reinstated without reassessment if they re-enter during the same school year or at the beginning of the succeeding fall semester providing it is within a year. (2.9A)</p>
<p><b>2.10 (A)</b> 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.</p>	<p>See 2.7(A)</p>
<p><b>2.11 (A)</b> 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 grades, once in middle school grades, and once in high school.</p>	<p><b><u>REASSESSMENT</u></b></p> <p>Students are assessed at least once for gifted services. Reassessment is not necessary when a student moves from elementary to middle school or middle to high school. (2.11A)</p>

**2.12 (A)** 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.

**2.12.1 (E)** Policy related to exiting of students from gifted/talented services is based on multiple criteria including student performance in response to services. Interventions are provided prior to committee decision. Exiting of a student is finalized by committee decision after consultation with parents and student regarding the student's educational needs.

### **EXIT FROM SERVICES**

Each campus should monitor student performance within gifted services. If at any time the GT Campus Committee determines it is in the best interest of the student and his or her educational needs, they may request to exit a student from services. If a student or parent requests removal from services, the committee must meet with the parent and student prior to exiting. At the elementary level, if applicable, a meeting will be scheduled with the AAS director/specialist, the G/T teacher, the parent, and campus principal to discuss the parent request. At the Secondary level, the AAS office must receive documentation in writing from the parent/guardian of such request along with teacher, principal or counselor campus signature. Students who exit gifted services must be rescreened in order to begin receiving services. Multiple criteria including student performance must be used in response to exiting from services. (2.12A)

Each campus should monitor student performance within gifted services. If at any time the GT Campus Committee determines it is the best interest of the student and his/her educational needs, they may request to exit a student from services. If a student or parent requests removal from services, the committee must meet with the parent and student prior to exiting. Students who exit gifted services must be rescreened in order to begin services. The Request to Exit form must be filled out by the committee and submitted to the AAS office and placed in the student's cumulative folder. Students no longer receiving gifted services may not be coded in PEIMS.

Non-performance in Advanced Academics or within the regular program is not, by itself, sufficient reason for exit from services, but may be an indicator of other problems that may lead to a recommendation for exit. No single criterion, such as grades or conduct, is considered sufficient to remove a student from gifted services; rather, a comprehensive review of all data must be weighed by the GT Campus Committee. (2.12A, 2.2.1E)

Assignment to an alternative education campus within the district for more than one semester will result in the student being exited in lieu of a furlough. (2.12A)



<p><b>2.13 (A)</b> Policy related to appeals allows parents, students, and educators to appeal placement decisions in a timely manner and to present new data, if appropriate.</p>	<p><b><u>Appeals</u></b>  <i><b>EHBB (LOCAL) and FNG (LOCAL)</b></i></p> <p>The decision of the Campus AAS Committee is subject to appeal as outlined in EHBB (LOCAL) and FNG (LOCAL). The parent will have ten working days from the date of notification to appeal the AAS Committee decision. In addition, the subject teacher is invited to provide information that might impact retention or dismissal by the Campus AAS Committee. (2.13A)</p>
<p><b>2.14 (A)</b> 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)).</p> <p><b>2.14.1 (E)</b> The identification process for gifted/ talented services is ongoing, and assessment of students occurs at any time the need arises.</p>	<p>Students eligible for gifted services are screened in the area of general intellectual ability.</p> <p>A general referral period for Kindergarten shall be open in the fall of each year. Referral during this period is required for placement into services beginning March 1 of that academic year. (2.14A, 2.15A)</p> <p>A general referral period for grades 1-12 shall be open in the fall of each year. Referral during this period is required for placement into services for the following school year; however, students and/or parents/guardians transferring in must apply within the first 4 weeks of enrolling in the district for consideration in the GT program.</p> <p>If a school administrator finds a student who performs or shows potential for performing at remarkably high levels of accomplishment after the identification window has passed, the principal should contact the AAS Department to arrange for an opportunity for the student to be screened by the Advanced Academics Department.  (2.14A, 2.15.1E)</p>
<p><b>2.15 (A)</b> Assessment opportunities for gifted/talented identification are made available to students at least once per school year.</p> <p><b>2.15.1 (E)</b> Assessment opportunities for gifted/ talented identification are made available to students at least once a year at the elementary grades and once a semester at the secondary level.</p>	

<p><b>2.16 (A)</b> Students in grades K–12 shall be assessed and, if identified, provided gifted/talented services (TEC §29.122 and 19 TAC §89.1(3)).</p> <p><b>2.16.1 (E)</b> Students in grades K–12 are assessed and, if identified, served in all areas of giftedness included in TEC §29.121.</p>	<p>See identification criteria in Appendix for grades K-12. Program services are described in Section 3: Service Design and Section 4: Curriculum and Instruction. (2.16A)</p>
<p><b>2.17 (A)</b> 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.</p>	<p>The AAS Department shall review and, if determined necessary, revise the identification criteria for advanced services annually. Adjustments shall be based on standardized tests administered by the District, assessments, which measure the services provided, assessments, which allow identification of diverse populations, and assessments which provide both qualitative and quantitative information regarding the students.</p> <p>The State Assessment may be replaced by equivalent scores on other achievement tests. Cognitive Abilities Test (CogAT) Age Percentile Rank (APR) may be replaced by equivalent scores on other school abilities tests. The district will also review NWEA MAP to determine academic eligibility. (2.17A. 2.18A)</p>
<p><b>2.18 (A)</b> 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.</p>	<p>Students enrolled in bilingual education/ESL may substitute scores from equivalent tests given in their native language or may use nonverbal scores on similar tests. Students will receive continuing services unless the student and parent/guardian request removal or the student is removed for low performance. (2.19A)</p> <p>Students may be nominated for services by parents/guardians, teachers, peers, or themselves. Transfer students may apply when entering the District within four weeks if they were identified in the previous district or if the student did not have an opportunity to be screened in the previous district. The transferring parents/guardians must request the necessary records for identification. Anyone wishing to nominate a student must obtain the signature of the student and the parent/guardian on the referral form prior to submitting the referral by the stated deadline. Notifications will be sent as decisions are made at various times during the spring semester and upon completion of the process for transfer students.</p>
<p><b>2.19 (A)</b> Students are assessed in languages they understand or with nonverbal assessments.</p>	

<p><b>2.20 (A)</b> All kindergarten students are automatically considered for gifted/talented and other advanced level services.</p>	<p>In accordance with the Texas State Plan for the Education of Gifted/Talented Students (2019) 2.20A, 2.211A (accountability rating), all kindergarten students in Ector ISD are automatically considered for Gifted and Talented services.</p>
<p><b>2.21 (A)</b> At the kindergarten level, as many criteria as possible, and at least three (3), are used to assess students who perform at or show the potential of accomplishment relative to age peers.</p>	<p>A general referral period for Kindergarten shall be open in the fall of each year. Referral during this period is required for placement into services beginning March 1 of that academic year.</p> <p>See Appendix for specific identification criteria for current year.</p>
<p><b>2.22 (A)</b> 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.</p>	<p>Identification criteria shall include a minimum of three qualifying scores in three separate areas of assessment. These assessment tools may include but not limited to the following:</p> <ul style="list-style-type: none"> <li>• <input type="checkbox"/> Achievement tests</li> <li>• <input type="checkbox"/> Cognitive Ability Tests</li> <li>• <input type="checkbox"/> Teacher, Parent, Community checklists</li> <li>• <input type="checkbox"/> Student Portfolios or sample work</li> <li>• <input type="checkbox"/> Report Card Semester averages</li> <li>• <input type="checkbox"/> Student Interviews</li> </ul> <p>(2.22A)</p>
<p><b>2.23 (A)</b> If services are available in leadership, artistic, and creativity areas, a minimum of three (3) criteria are used for assessment.</p>	<p>ECISD serves students in intellectual and academic ability.</p>
<p><b>2.24 (A)</b> Access to assessment and, if needed, gifted/talented services is available to all populations of the district (19 TAC §89.1(3)).</p>	<p>Information regarding parent meetings and the identification process will be disseminated in the community through multi-media resources, Parent Link phone calls and announcements at school in English and Spanish. In addition, meetings will be held with students and parents to explain the benefits of the program in order to increase the number of students who apply for advanced programs. (2.24A)</p>

<p><b>2.25 (A)</b> The population of the gifted/talented services program is closely reflective of the population of the total district and/or campus.</p>	<p>Changes in the identification process is providing growth in our GT population that is reflective of our current demographics. The department will use current year qualitative and quantitative data in the identification process. (2.25A)</p>
<p><b>2.26 (A)</b> 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)).</p>	<p>The Elementary AAS Committee will be a District-wide committee consisting of:</p> <ul style="list-style-type: none"> <li>• <input type="checkbox"/> Elementary AAS director/coordinator</li> <li>• <input type="checkbox"/> Elementary AAS Specialist</li> <li>• <input type="checkbox"/> Selected District personnel, the majority of whom have completed 30 hours of G/T training and are current with the annual 6-hour update. (2.26A, 2.27A, 2.27.1E)</li> </ul> <p>The Secondary AAS Committee will be a campus-based committee consisting of</p>
<p><b>2.27 (A)</b> The selection committee is formed of members who have completed training as required by 19 TAC §89.2.</p> <p><b>2.27.1 (E)</b> The selection committee is formed of a majority of members who have completed thirty (30) hours of training and are current with the six-hour training update as required by 19 TAC §89.2(2-3).</p>	<ul style="list-style-type: none"> <li>• <input type="checkbox"/> Secondary AAS director/coordinator</li> <li>• <input type="checkbox"/> One counselor per campus with current 6-hour GT training</li> <li>• <input type="checkbox"/> One G/T teacher from each core area of advanced services (who have completed 30 hours of G/T training and are current with the 6-hour update). (2.26A, 2.27A, 2.27.1E)</li> </ul>

<p><b>2.28 (A)</b> 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.</p> <p><b>2.28.1 (E)</b> Additional data beyond that collected through the district's standard gifted/talented assessment process are considered, as needed, by the selection committee in making identification decisions in order to make the most appropriate placement.</p>	<p>Elementary students who score close to the criteria for the grade level may participate in further screening at the decision of the AAS Committee. The results of that screening will be reviewed by the committee to determine appropriate placement of the child. (2.28A.1E)</p>
<p><b>2.29 (A)</b> 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.</p>	<p>Review of NWEA MAP data and annual review of STAAR data guides decisions around services provided to students and supports provided to teachers. PSAT and SAT data is reviewed to inform assessment of secondary services. (2.29A)</p>

## 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.

Texas State Plan for the Education of Gifted / Talented Students	ECISD & Advanced Academic Services Policies, Regulations, Guidelines, and Procedures
<p><b>3.1 (A)</b> 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><b>3.1.1 (E)</b> Specialists and advocates for gifted/ talented students are consulted in the development of program policies and options.</p>	<p><b><u>ALL CAMPUSES</u></b></p> <p>During the annual Referral period, information (in both English and Spanish) describing the available services shall be distributed to all students. (3.1A, 3.1.1E)</p> <p>The staff of each campus shall ensure that students have access to academic contests, to opportunities of community services and programs as well as creativity contests and leadership programming. (3.2A)</p> <p>A framework as well as a scope and sequence of gifted services will be reviewed annually to ensure appropriate ongoing services. (3.3A)</p> <p>In grades K-5, students are identified and served in all four areas: English/language arts, math, science, and social studies. In grades 6-12, students are served in their areas of strength in the four core areas: English, social studies, math, or science services. (3.3A) Proposed changes in services shall be approved by the AAS Department and forwarded to the Superintendent and the Board as appropriate. (3.1.1E)</p>
<p><b>3.2 (A)</b> 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.</p>	

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

**3.3.1 (E)** Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas: arts, leadership, creativity, and career & technical education.

**3.4 (A)** 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)).

## **ELEMENTARY**

### Kindergarten - 2nd Grade (Inclusion)

- ☐ The GT SIP curriculum will be emailed each week to K-2 cluster teachers with instructions and best-practices embedded in the information.
- ☐ Cluster teachers teach the GT lesson to the whole class providing scaffolding where necessary, but with an eye to supporting the GT student.
- ☐ GT lesson occurs for a minimum of 90-minutes one day a week as assigned by the district service schedule.
- ☐ Chess activities will be supported by traveling certified GT specialists.
- ☐ Specific teacher support will be provided by the certified GT specialists through PLCs once a week, individual conferences, and job-embedded practice.
- ☐ Cluster teachers will receive instruction on Compacting, QFT, and other teaching strategies through their weekly PLCs (Pending Principal Approval).
- ☐ All differentiation for GT students will be documented in the lesson plans of the cluster teacher.
- ☐ Kindergarten will be served after identification in March.
- ☐ Students will have the opportunity to participate in Camp SIP.
- ☐ Students will be grouped with a trained cluster teacher.
- ☐ CLUSTER TEACHERS WILL HAVE TAKEN THE 30-HOUR GT TRAINING AND/OR 6-HOUR UPDATE.

### 3rd - 5th and 6th Elementary (Pull-Out)

- ☐ GT Teacher Hours will be 7:45 - 3:45
- ☐ One day each week for two hours (120 minutes), GT students will be pulled out of their grade-level class to attend GT specific teaching provided by GT certified SIP Teachers.
- ☐ After pull-outs, the GT students will participate in individual check-ins with the GT Teacher to ensure that they are on-track with projects, goals, and growth.
- ☐ All pull-outs will take place on the student's campus. No students will be bused.
- ☐ No pull-out will exceed 20 students per teacher.



- ☐ On campuses with larger numbers, multiple teachers will pull all students in a single grade-level at once (space permitting).
- ☐ Campus Principal will need to designate a space for Pull-Out.
- ☐ Instruction will include Chess training and Choice Projects and follow the district GT curriculum.
- ☐ Students will have the opportunity to participate in Camp SIP.
- ☐ Outside of the GT Pull-out the students will be grouped with a cluster teacher and receive enrichment and differentiated support in the classroom.
- ☐ CLUSTER TEACHERS WILL HAVE TAKEN THE 30-HOUR GT TRAINING AND/OR 6-HOUR UPDATE.

### **SECONDARY**

Identified G/T students will be served in core content area for which they are identified. English and social studies services are designed to provide parallel and integrated services. Math and science services provide parallel and integrated services. Students may be enrolled in all four areas or only areas of their particular strength or talent: English, social studies, math, and science. The services will provide differentiated curriculum as defined by the Texas Education Agency and will be documented in the lesson plans.

### **Middle School**

Services are provided through GT Honors courses. The array of learning opportunities emphasizes content in the four core academic areas and is commensurate with the abilities of gifted learners. Gifted students, as well as highly motivated students with balanced academic profiles in the four core content areas shall be served in Honors courses. In addition, the program will address the requirements for G/T services outlined in the Texas State Plan for the Gifted and Talented. G/T students are expected to maintain participation in at least one content area. Honors courses are open to other high-end learners providing they meet the entrance criteria; Differentiated instruction shall occur for the G/T identified students in these courses and will be documented in the lesson plans.

- ☐ Served in Honors classes.
- ☐ GT students are clustered with other GT students and receive enrichment and differentiated support in the classroom

Support in the classroom:

- GT students will receive services through the Luminous Minds Project.
- Students will have the opportunity to participate in Camp SIP.
- CLASSROOM TEACHERS WILL HAVE TAKEN THE 30-HOUR GT TRAINING AND/OR 6-HOUR UPDATE.

### High School

Services are provided through core GT Honors, AP, IB and On-Campus Dual courses. The array of learning opportunities emphasizes content in the four core academic areas and is commensurate with the abilities of gifted learners. Gifted students, as well as highly motivated students with balanced academic profiles in the four core content areas shall be served Independent study courses and competitions allow identified and non-identified students to

work on common goals at an appropriate pace. Designated AAS courses as noted in the High School Course Description Guide, International Baccalaureate, Advanced Placement, On-Campus Dual, and Honors courses are open to other high-end learners providing they meet the entrance criteria; Differentiated instruction shall occur for the G/T identified students in these courses and will be documented in the lesson plans.

(3.3A, 3.31E)

- Supported through Honors, International Honors, Advanced Placement, and International Baccalaureate Programme.
- Students are clustered with other GT students and receive enrichment and differentiated support in the classroom
- Academic Octathlon and Academic Decathlon are offered for all students but GT students are intentionally recruited for this opportunity
- GT students will have the opportunity to serve as Junior Counselors during Camp SIP.

**3.5 (A)** Flexible grouping patterns and independent investigations are provided throughout the program design/services.

The G/T identified students are not required to make-up assignments or homework for the attendance day in the G/T Program classroom.

#### Acceleration:

Students who exhibit core academic strengths that are best served by acceleration into another grade level may receive instruction at the grade level determined by examination of the student's skills. (3.5A)

<p><b>3.6 (A)</b> 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><b>3.6.1 (E)</b> Options that meet the needs of gifted/ talented students are available on a continuous basis outside the regular school day.</p>	<p>Dual credit options are available to GT students.</p> <p>Summer enrichment (Camp SIP) is also provided each summer.</p>
<p><b>3.7 (A)</b> 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>Board policies EHCD (Local), EHDC (Legal), EHDB (Legal), and address credit by examination. EIF (LEGAL) addresses early high school graduation.</p> <p>EHDD (Local) addresses dual enrollment. (3.7A)</p>

<p><b>3.8 (A)</b> Acceleration and flexible pacing are 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.</p>	<p>High school students are encouraged to participate in College Board Advanced Placement at Odessa High School, Permian High School, and New Tech Odessa, as well as the International Baccalaureate Program offered at Odessa High School.(3.8A) Middle school students have access to the Middle Years Programme at Crockett Middle School.</p> <p>In the classrooms that serve gifted/talented students in grades 1-12, content is expected to be accelerated beyond the current grade level although the student remains assigned to the grade level. Seventh grade students are accelerated in Math within Advanced Academics and the Secondary Gifted/Talented Program by taking the Algebra Qualifying Test that is used for credit by examination for Math 8. Curriculum compacting, tiered lessons, cluster grouping, and other strategies are also used to vary the pacing to meet the needs of advanced students. (3.8A)</p> <p>The staff of the AAS Department shall propose and oversee modifications and improvements to services for advanced students. Campus proposals shall be submitted for approval to AAS by November to meet the publication date of the High School Course Description Guide.</p> <p>The campus principal shall ensure that the campus improvement plan describes Local Education Agency (LEA) performance objectives and have set timelines and goals that are measurable to assess student performance and academic improvement. It shall also include provisions to encourage student awareness of and participation in advanced options. Campus improvement plans must be developed, reviewed and revised annually for the purpose of improving student performance for all student populations. They must also, 1) identify how the campus goals will be met; 2) Identify resources needed to implement the plan; 3) Identify staff that will be used to implement the plan; 4) Provide data that shows how the LEA is measuring progress towards the performance objective to ensure it results in student academic improvement.</p> <p>The campus principal, in conjunction with all members of the campus staff, shall promote student participation in advanced options. (3.8A)</p>
<p><b>3.9 (A)</b> Local board policies are developed that enable students to participate in dual/concurrent enrollment, distance learning opportunities, and accelerated summer programs if available.</p>	<p>Dual enrollment courses are available through a partnership with Odessa College and the University of Texas of the Permian Basin. (3.9A)</p> <p>Students are encouraged to continue in accelerated options throughout their school careers. Program options are outlined and explained to students and parents in campus orientations and course description guides. (3.8A, 3.9A)</p>

<p><b>3.10 (A)</b> A person who has thirty (30) hours of professional learning in gifted/talented education 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.</p> <p><b>3.10.1 (E)</b> A person or persons with a gifted/ talented endorsement, supplementary certification, or advanced degree in gifted/talented education is assigned to coordinate the district’s K–12 gifted/ talented education services.</p>	<p>The AAS Department shall have supervisory authority over all advanced services in the District. Both the Advanced Academic Services Director and the Elementary and Secondary Coordinator shall have the state mandated 30 hours of GT staff development and the 6-hour annual update. (3.10A, 3.10.1E)</p>
<p><b>3.11 (A)</b> Develop and implement services to address the social and emotional needs of gifted/ talented students and their impact on student learning.</p>	<p>Pull-out teachers will use the district SEL curriculum. Teachers and specialists provide SEL supports and resources for families and classroom teachers. (3.11A)</p>
<p><b>3.12.1 (E)</b> Gifted/Talented Education Plans for identified students detail the individual gifted/talented needs and services.</p>	

## CURRICULUM AND INSTRUCTION

Districts meet the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school.

### Texas State Plan for the Education of Gifted / Talented Students

### ECISD & Advanced Academic Services Policies, Regulations, Guidelines, and Procedures

**4.1 (A)** An array of appropriately challenging learning experiences in each of the four (4) foundation curricular areas is provided for gifted/talented students in grades K–12, and parents are informed of the opportunities (19 TAC §89.3).

**4.1.1 (E)** Curriculum options in intellectual, creative and/or artistic areas; leadership; and specific academic fields are provided for gifted/talented students.

**4.2 (A)** Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research.

The AAS Department shall oversee the provision of G/T and advanced academic services and shall direct the differentiation of the curriculum for students in the services. For G/T services, content, process, and product scope and sequence and curriculum framework differentiated from the general curriculum shall be developed in alignment with the State Goal for Services for Gifted/Talented Students:

Students who participate in services designed for gifted/talented students will 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. (See Texas State Plan for the Education of Gifted/Talented Students.) (4.1A, 4.3A)

The scope and sequence and framework shall be reviewed and revised as needed on an annual basis. A revised scope and sequence for the Honors Program shall be developed that appropriately serves G/T students as well as other high-end learners. AP courses will follow the College Readiness Standards and the approved College Board Syllabi. (4.1A)

The G/T Program shall address the four core content areas using the elements of depth, complexity, and pacing outlined in The Texas Performance Standards Projects (TPSP), <https://www.texaspsp.org/> and curriculum. Other curricula may be adopted as deemed appropriate by the AAS Department.

•Depth is defined as the exploration of content within a discipline; analyzing from the concrete to the abstract, familiar to the unfamiliar, known to the unknown; exploring the discipline by going past facts and concepts into generalizations, principles, theories, and laws; investigating the layers of experience within a

<p><b>4.3 (A)</b> 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)).</p> <p><b>4.3.1 (E)</b> Students who have been served in a gifted program for one or more years are provided the opportunity, through gifted/talented curricula, to develop sophisticated products and/or performances assessed by external evaluators who are knowledgeable in the field that is the focus of the product.</p>
<p><b>4.4 (A)</b> 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.</p>
<p><b>4.5 (A)</b> Opportunities are provided to accelerate in areas of student strengths (19 TAC §89.3(4)).</p>
<p><b>4.6 (A)</b> Flexible pacing is employed, allowing students to learn at the pace and level appropriate to their abilities and skills.</p>

concepts into generalizations, principles, theories, and laws, investigating the layers of experience within a discipline through details, patterns, trends, unanswered questions, and ethical considerations.

- Complexity is defined as extending 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/or disciplines; examining relationships in, between, and across disciplines over time and from multiple points of view. Units of study shall be developed which address various elements in multiple combinations to accommodate the various learning styles and interests of the identified students. (4.1E, 4.4A)

In both the elementary G/T Program classroom and the cluster classroom, the G/T identified student will be given the opportunity to address the themes and generalizations adopted for grades 3- Elementary 6th. In addition, G/T cluster classrooms shall incorporate the elements of depth and complexity as they are introduced until fully implemented. Elementary G/T cluster classrooms shall also use Differentiation Strategies and provide thinking skills training for G/T students. Students will be given instruction in the research skills as outlined in the Continuum of Learning Experiences Frameworks (TPSP) (4.1A, 4.4A) <https://www.texaspsp.org/>

Other classroom strategies shall include but not be limited to:

- Content acceleration
- Flexible grouping
- Differentiated learning centers
- Alternate assignments
- Tiered lesson plans
- Tiered assignments
- Contract learning
- Whole class enrichment
- Curriculum compacting

Creative and critical thinking strategies introduced in the initial 30-hour training, such as SCAMPER and Six Thinking Hats, should be taught directly then synthesized in the core content areas. Other programs such as Creative Problem Solving and Future Problem Solving may be utilized. (4.5A)

Secondary services include GT Honors at all middle school campuses, the AP/GT Program at PHS & OHS, New Tech Odessa and International Baccalaureate (IB) at Odessa High School, and campus dual enrollment. Currently the secondary G/T programs address the four core content areas. The College Board AP Program expands the offerings to art, Spanish, Latin, French, music theory and computer science. PHS & OHS high schools offer advanced music programs. Other opportunities will be provided for the students

<p><b>4.7 (A)</b> Scheduling modifications are implemented in order to meet the identified needs of individual students.</p>	<p>through the Luminous Minds Project(4.1A)</p> <p>High school course offerings are currently published in the High School Course Description Guide. Elementary and middle school courses are briefly described in materials published during the general Referral and orientation periods. (4.1A)</p> <p>A brochure of services shall be developed and available in print or online annually. (4.1A)</p>
<p><b>4.8 (A)</b> Provisions to improve services to gifted/ talented students are included in district and campus improvement plans (TEC §§11.251- 11.253).</p> <p><b>4.8.1 (E)</b> Resources and release time for staff are provided for curriculum development for gifted/talented services.</p>	<p>The campuses in collaboration with AAS shall make modifications as needed. (4.8A)</p> <p>AAS teachers shall participate in AAS curriculum development during the school year on designated professional development days as well as additional days for AAS program development and improvement. (4.8.1E)</p>
<p><b>4.9 (A)</b> 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.</p>	<p>The AAS staff and teachers shall assist with the development of District curriculum documents to ensure their understanding of the District's goals for all learners. Teachers and staff members are included as members of content area task forces. Differentiation from the District curriculum in the various content areas shall be the responsibility of the AAS staff, the campus principals, and teachers. (4.9A)</p>
<p><b>4.10.1 (E)</b> Release time and/or extended contracts are provided to enable teachers at all levels to form vertical teams that coordinate gifted/talented services in the district.</p>	<p>Elementary GT Program teachers are given one week of curriculum and staff development planning before gifted/talented classes begin in the fall. (4.10.1E)</p>

**PROFESSIONAL LEARNING**

**All personnel involved in the planning, creation, delivery and administration of services to gifted/talented students possess the knowledge required to develop and provide differentiated programs and services.**



Texas State Plan for the Education of Gifted / Talented Students	ECISD & Advanced Academic Services Policies, Regulations, Guidelines, and Procedures
<p><b>5.1 (A)</b> 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)).</p>	<p>Teachers are required to have completed the thirty (30) hours of professional development prior to assignment to the district's gifted/talented services. 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. Professional development provided by the AAS Department, the Texas Association for the Gifted and Talented, the TEA Department of Advanced Academic Services, the Region 18 Education Service Center G/T Division, International Baccalaureate and the College Board are approved for credit. Prior to any other activity for credit, the AAS Director shall approve the professional development.</p> <p>All kinder, bilingual and GT cluster teachers are required to receive thirty (30) clock hours of professional development.</p> <p>If a staffing vacancy occurs in the elementary G/T cluster or Honors/AP classroom, the principal is expected to fill the vacancy with a teacher with the appropriate G/T training. (5.1A, 5.2A)</p>
<p><b>5.2 (A)</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)).</p>	<p>In extenuating circumstances, a plan will be on file showing how the teachers will receive 30 clock hours within one semester. (5.2A)</p>

<p><b>5.3 (A)</b> Teachers are encouraged to obtain additional professional learning in their teaching discipline and/or in gifted/talented education.</p> <p><b>5.3.1 (E)</b> District support in the form of release time or tuition assistance is available for graduate studies in gifted/ talented education for teachers who provide services to gifted/talented students.</p> <p><b>5.3.2 (E)</b> Teachers are encouraged to pursue advanced degrees in their teaching discipline and/or in gifted/talented education.</p> <p><b>5.3.3 (E)</b> Release time is provided for teachers and administrators to visit campuses or districts that have model services for gifted/talented students.</p>	<p>Teachers receive contract additives upon completion of advanced degrees. (5.3.2E)</p>
<p><b>5.4 (A)</b> A written plan for professional learning in the area of gifted/talented education that is based on identified needs is implemented and updated annually.</p>	<p>The district professional development plan includes individual as well as group identified needs. Ongoing analysis of gifted/talented service goals and staff individual plans are reviewed to determine needs. The plan is developed annually. (5.4A)</p>
<p><b>5.5 (A)</b> Opportunities for professional learning in the area of gifted/talented education are provided on a regular basis, and information on them is disseminated to professionals in the district.</p> <p><b>5.5.1 (E)</b> Mentors and others who offer specialized instruction for gifted/ talented students are provided training or resources to increase their understanding of the nature and needs of these students and the district goals for the students, including the state goal for gifted/talented students.</p>	<p>The AAS Department shall develop a plan for professional development that addresses the state requirements and the District services. A calendar of AAS professional development is published on the district website. (5.5A)</p>

<p><b>5.6 (A)</b> 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 gifted/talented education standards (19 TAC §89.2(3) and TAC §233.1).</p> <p><b>5.6.1 (E)</b> 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 based on evaluation of G/T services.</p> <p><b>5.6.2 (E)</b> All staff receive an orientation to the district's gifted/talented identification processes and gifted/talented services provided by the district or campus, along with training on the nature and needs of the gifted/ talented.</p>	<p>Teachers serving gifted/talented students receive a minimum of six (6) hours annually of professional development in gifted/talented education. Annual updates are provided which are commensurate with the teachers' experience in the program. A coherent sequence of professional development shall ensure that staff members receive a consistent experience. (5.6A, 5.6.1E)</p>
<p><b>5.7 (A)</b> 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.</p>	<p>Through professional development for teachers new to the District, the AAS Department shall provide an orientation regarding advanced services program options and identification procedures. (5.7A)</p>

<p><b>5.8 (A)</b> Teachers as well as administrators who have supervisory duties for service decisions 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)).</p> <p><b>5.8.1 (E)</b> Administrators who have authority for gifted/talented service decisions receive a minimum of six (6) hours annually of professional development in gifted/talented education.</p>	<p>Administrators and counselors shall complete a minimum of 6 hours annually of professional development that includes nature and needs and program options for G/T students. (5.8A, 5.8.1E)</p>
<p><b>5.9 (A)</b> 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)).</p> <p><b>5.9.1 (E)</b> Counselors who work with gifted/ talented students receive a minimum of six (6) hours annually of professional development in gifted/ talented education.</p>	<p>Counselors and administrators who make decisions about gifted/talented students receive a minimum of six (6) hours annually of professional development in gifted/talented education. A coherent sequence of professional development shall ensure that staff members receive a consistent experience. (5.9A)</p>
<p><b>5.10 (A)</b> 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).</p> <p><b>5.10.1 (E)</b> Local district boards of trustees are encouraged to pursue professional development on the Texas State Plan for the Education of Gifted/Talented Students.</p>	<p>The Board shall be notified of options to receive professional development including reports to the Board, the Texas Association for the Gifted and Talented Conference, guest presenters, Region 18 G/T Roundup and specially developed sessions for the Board. (5.10A)</p>

<p><b>5.11 (A)</b> Evaluation of professional learning activities for gifted/talented education is ongoing and related to state teacher gifted/talented 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).</p> <p><b>5.11.1 (E)</b> A long-range plan for professional development that culminates in graduate studies in gifted/talented education, supplemental gifted/ talented certification, advanced degrees in gifted/talented education, and/or their teaching discipline is pursued by a majority of the teachers who provide advanced-level and/or gifted/talented services.</p>	<p>Evaluations are solicited from each professional development activity. Walkthroughs and other data are utilized to measure the implementation of the activity. Follow-up activities or repetitions are determined based on evaluations. (5.11A)</p> <p>The Department shall seek an agreement with universities that offers the endorsement/certification courses in G/T to align the District professional development with the endorsement/certification program. (5.11.1E)</p>
<p><b>5.12 (A)</b> Gifted/talented services staff are involved in planning, reviewing, and/or conducting the district's gifted/talented professional learning.</p>	<p>Members of the AAS staff create and conduct the professional development offered by AAS in collaboration with experts in the field. (5.12A)</p>

**FAMILY/COMMUNITY INVOLVEMENT**

**The district involves family and community members in services designed for gifted/talented students throughout the school year.**

<b>Texas State Plan for the Education of Gifted / Talented Students</b>	<b>ECISD &amp; Advanced Academic Services Policies, Regulations, Guidelines, and Procedures</b>
<p><b>6.1 (A)</b> Written policies are developed on gifted/ talented student identification, approved by the local board of trustees and disseminated to parents (19 TAC §89.1).</p>	<p>See EHBB (LOCAL) The identification criteria included in the ECISD Plan for Advanced Academic Services shall be disseminated to parents during the general Referral period. (6.1A)</p>
<p><b>6.2 (A)</b> Input from family and community representatives on gifted/talented identification and assessment procedures is invited annually.</p>	<p>Each year a survey is sent out to families, students, and teachers. That information is used in evaluating gifted and talented services, and to inform decisions around departmental policy and procedures. (6.2A)</p>
<p><b>6.3 (A)</b> Information is shared or meetings are held annually requesting parent and community recommendations regarding students who may need gifted/talented services.</p>	<p>The district provides informational meetings on the campuses where services are delivered. Social media, flyers, campus newsletters, newspaper advertisements, and public service announcements notify parents and community members of the Referral period and the informational meetings. Translators and translations are provided in Spanish and, if available, other requested languages. The campus staff provides information regarding their campus program; the AAS Department provides Referral and identification information. (6.3A)</p>
<p><b>6.4 (A)</b> The opportunity to participate in a parent association and/or gifted/talented advocacy groups is provided to parents and community members.</p> <p><b>6.4.1 (E)</b> Support and assistance is provided to the district in gifted/talented service planning and improvement by a parent/community advisory committee.</p>	<p>Parents of gifted students are encouraged to participate in volunteer activities of the local parent organization, Parent Adocacy Committee. (6.4A)</p>

<p><b>6.5 (A)</b> 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).</p>	<p>A brochure describing the student opportunities in AAS shall be published and revised annually. The brochure shall be available in English and Spanish as well as, if available, in other requested languages. Information will be posted to the AAS webpage. (6.5A)</p> <p>During the fall semester of each year, parents of AAS students shall be given a general overview of program services at their respective campuses. The secondary AAS staff shall provide updates to services and educational planning options during educational planning each year. (6.5A, 6.7A)</p>
<p><b>6.6 (A)</b> Products and achievements of gifted/talented students are shared with the community.</p>	<p>Each campus will acknowledge the accomplishments and/or displaying the products of AAS students. (6.6A)</p>
<p><b>6.7 (A)</b> Orientation and periodic updates are provided for parents of students who are identified as gifted/talented and provided gifted/talented services.</p>	<p>During the spring semester parents of newly identified GT students will be invited to attend an orientation to Gifted and Talented services. This orientation will provide an overview of program services as well as available parent supports. (6.7A)</p>
<p><b>6.8 (A)</b> 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).</p>	<p>Surveys will be distributed annually to parents, students, teachers, administrators, and other community members to evaluate the services of the program. The AAS Department shall review the data and make recommendations for any changes in services. Changes will be presented to the Superintendent and the Board, if applicable. (6.8A)</p>
<p><b>6.9.1 (E)</b> Community volunteers are organized and provided an orientation about working with gifted/talented students.</p>	

<p><b>6.10.1 (E)</b> Liaisons with business and community organizations are established, and the use of community resources (retired community members, foundations, universities, etc.) is evident in the service options available for gifted/ talented students.</p>	
<p><b>6.11.1 (E)</b> Professional development opportunities are offered by the gifted/talented coordinator in collaboration with the parent advisory committee to staff, parents, and community members.</p>	
<p><b>6.12.1 (E)</b> Presentations are given to community groups and organizations to solicit their involvement in services for gifted/talented students.</p>	
<p><b>6.13.1 (E)</b> A data bank of resources is compiled for use by gifted/talented students, their teachers, and their parents.</p>	
<p><b>6.14.1 (E)</b> Support for mentorship and independent study programs in the district is solicited by the parent/ community advisory committee.</p>	