

FIDELITY OF SERVICE

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		MISD Regulations
1.1	Student assessment and services are in compliance with the Texas State Plan for the Education of Gifted/Talented Students (19 TAC §89.5).	<p>Local Board policies related to the gifted/talented identification process will be reviewed by the G/T & AAS Department annually and presented to the Board for revisions as deemed necessary (State Plan 2.1.A, 2.1.1E). The annual report addresses compliance with the <i>Texas State Plan for Education of Gifted/Talented Students</i> and includes but is not limited to updates to plans, procedures, services, budget operations, College Board Advanced Placement (AP®) results, program evaluations and surveys, and other relevant issues. The report includes a summary of the annual surveys distributed and evaluated by the G/T & AAS Department and other relevant entities and proposed modifications to program services based upon the annual report details (State Plan 1.5.1E, TEC §29.124).</p> <p>The G/T & AAS Advisory Committee selected by the G/T & AAS Director consists of community members, school staff, and gifted/talented education staff. The Advisory Committee members serve a 3-year term and meet at least 3 times per year (State Plan 1.2A) to review policies and procedures for improvement based upon a rotating schedule or as needed to complete the scope of work.</p> <p>Evaluations are performed annually for program improvement and development. (1.5A) Evaluations and recommendations address services as well as assessment included in the <i>Texas State Plan</i>. Informal as well as formal evaluations, either separately or collectively, are used to review program services including but not limited to availability and use of funds, development and implementation of curriculum and instruction, campus visitations, teacher conferences, parent interviews, student portfolios, student conferences, open forums, surveys, and student performances. (1.1A - 1.13.1E)</p> <p>The G/T & AAS budget reflects the required statutory percentages (State Plan 1.3A). The department manages the general operational management of G/T state and local funds to ensure appropriate expenditure of funds for identification processes and services.</p> <p>Local funding and outside sources supplement the amount of state G/T funding in order to provide not only G/T services but also related services such as College Board</p>
1.2	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.	
1.3	To the extent that state funding is provided for gifted/talented student education, no more than 45% of state funds allocated for gifted/talented education is spent on indirect costs as defined in the Financial Accounting and Reporting Module (Financial Accountability Resource Guide). At least 55% of the funds allocated to gifted/talented education is spent on assessment and services for gifted students (19 TAC §105.11).	
	1.3.1 E	To the extent that state funding is provided for gifted/talented student education, additional funding from business partnerships, scholarships, parent group fundraisers, etc. is used to supplement the state and local funding.
1.4	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.	
1.5	Annual evaluation activities are conducted for the purpose of continued service development.	

**SPECIAL PROGRAMS
GIFTED/TALENTED
EHBB (REGULATION)**

	1.5.1E	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.	Advanced Placement® (hereinafter referred to as AP®) other college preparatory programs, dual/concurrent enrollment courses, academic competitions, related academic awards, professional development opportunities, and other advanced program expenses (State Plan 1.3A, 1.3.1E, 1.4A, 1.12A - 1.13.1E).
1.6	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).		Curriculum and instruction monitoring by trained administrators contributes to the evaluation of services. The annual report to the Board includes evaluation results and recommendations. (State Plan 1.5A - 1.9.1E)
1.7	The development and delivery of curriculum for gifted/talented students is monitored regularly by trained administrators.		
1.8	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.		
1.9	Curriculum for gifted/talented students is modified based on annual evaluations.		G/T & AAS will monitor the development of curriculum to ensure that G/T as well as other advanced level differentiation occurs. Campus administrators and other staff observe classrooms to ensure that Board approved services occur for identified G/T and advanced level students as part of the instructional monitoring process (State Plan 1.7A, 1.8A, 1.9A). G/T & AAS staff, teachers and Advisory Committee members develop guidelines for evaluation of resources and selection of materials. Dual adoptions of textbooks and materials accommodate differentiation for advanced students within the foundation fund allocations for textbooks and materials. (State Plan 1.8A) The G/T & AAS Advisory Committee publishes the G/T & AAS Program Guide on the G/T & AAS website where the contents are translated through the website services. Downloads of the Program Guide are permitted. The Advisory Committee presents a Services Improvement Plan in the annual report to the Board for achieving compliance as needed. (State Plan 1.11A)
	1.9.1E	Gifted/talented curriculum is designed and evaluated through collaboration by specialists in content areas, special populations, instructional techniques, and gifted/talented education.	
1.10	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.		
	1.10.1E	Develop a comprehensive manual or program guide describing all gifted/talented programs, services, assessments, & communication which is accessible to parents, community and students including district G/T contact information that is reported to the state.	
1.11	For any standard of service for which the district is out of compliance, develop a written plan specifying actions and timelines for achieving compliance.		
1.12	Funds used for programs and services must be determined effective and consistent with the standards set forth in this document.		

SPECIAL PROGRAMS
GIFTED/TALENTED
EHBB (REGULATION)

	1.13.1E	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

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		MISD Regulations
2.1	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).	Updated 11/11/2021, MISD EHBB (LEGAL) is a restatement of TEC §29.121, TEC §29.122, TAC §89.1 and TAC §89.3. EHBB (LOCAL) was updated 11/22/2019. Board policies related to the gifted/talented identification process are reviewed by G/T & AAS annually and presented to the Board for revisions as deemed necessary (State Plan 2.1.A, 2.1.1E).
2.2	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.	The G/T & AAS Program Guide on the G/T & AAS website contains the most current referral, assessment, and results procedures and forms. To the extent possible, the site provides translations for families.
2.3	Referral forms 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.	The month of October serves as the G/T services general referral period annually. The District assesses referred students in grades K-11 for placement/service in the subsequent fall semester and referred students enrolled in grade K for placement/service in the subsequent spring semester prior to March 1 (<i>Student Attendance Accountability Handbook</i>). “New to District” grade 12 eligibility follows specific referral and processing outlined in the Program Guide. The general referral period includes all students residing in Midland ISD attendance zones whether or not they attend an MISD campus. Referred students will be assessed during the winter assessment period. Students not enrolled in a Midland ISD area campus during the October referral window may be eligible for referral as outlined in the Program Guide.
	2.3.1E Referral forms for assessment of gifted/talented students are provided to families in language and form that the families understand or an interpreter is provided.	
2.4	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.	The Program Guide contains a calendar of live, virtual, and/or recorded awareness sessions relevant to assessment prior to the annual referral period.
2.5	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.	Once identified for a G/T service area, a continuum of services is based upon maintenance of G/T & AAS performance standards reviewed annually by the G/T & AAS Advisory Committee. The Program Guide on the G/T & AAS website contains the

**SPECIAL PROGRAMS
GIFTED/TALENTED
EHBB (REGULATION)**

2.6	All family meetings are offered in a language families can understand or a translator or an interpreter is provided to the extent possible.	instructions for forms for the following: <u>FURLOUGHS:</u> <u>TEMPORARY CESSATION - PERSONAL</u> Furloughs allow temporary cessation or partial participation within a G/T content area or course sequence without requiring the student to re-apply and/or test to return to all services in the affected content area. A parent/guardian and student may request a furlough by submitting a signed "Furlough Request" to the G/T director including the required support documents as stated on the form. The form can be downloaded or obtained through the G/T office or the campus counselor.
2.7	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)).	<u>ASSIGNMENT TO A DISTRICT ALTERNATIVE CAMPUS:</u> Campuses shall inform G/T Services immediately upon the assignment of a G/T student to a district alternative campus for a period greater than two weeks but less than one semester by completing a G/T Furlough Request stating the length of the assignment to the alternative campus. Furloughs must be approved prior to changes in the student's Secondary Gifted/Talented course schedule. If a furlough is not approved, but the parent/guardian chooses for the student to continue with the requested change, the change will be processed as an exit from the content area. The parent/guardian shall be informed of this process in the "Furlough Response" by the secondary campus counselor or the G/T director or designee. The "Furlough Response" shall serve as the exit form with the student's revised schedule attached.
2.8	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.	
	2.8.1E	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.
2.9	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.	Furloughs will be granted for up to one full year. Subsequent furlough requests may be requested but must be approved independently of the initial/other furlough request/s. <u>TRANSFERS into the District</u> The District determines the current G/T status of each student upon the student's enrollment. District and campus enrollment forms and questionnaires include G/T status determination of entering K-12 students. Campuses refer "New to MISD" G/T transfer students to the G/T & AAS office as outlined in the Program Guide.
2.10	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.	Transfer procedures for incoming and outgoing gifted/talented students contain instructions and forms needed for ease of transfer. Records are processed through the G/T & AAS office during all district business hours. Requests are monitored daily through the outlined

**SPECIAL PROGRAMS
GIFTED/TALENTED
EHBB (REGULATION)**

2.11	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>processes. District and campus staff refer parents to the resource.</p> <p><u>EXIT</u> “Exit” means that services end in the areas of service in a grade level in elementary grades or in a secondary content area as listed on the G/T website and in the secondary MISD Course Register. Once exited from a content area, the student will not be eligible for G/T services in elementary grades or in the secondary content area unless an application is submitted during the general referral period for the subsequent service year, the student participates in the assessment process for the affected content area, and the student qualifies through the criteria of the referral/nomination period.</p> <p>Program Guide procedures for exiting differ based upon whether the parent/guardian or the district/campus requests the exit.</p> <p><u>APPEALS</u> Appeal submission requires an electronic copy of the G/T Appeal Form no later than ten (10) school business days from the estimated date of receipt of the decision as stated in the G/T notification document or from the stated deadline. G/T & AAS provides assistance with the form. Resolution of all placement decision issues begin with the appeal processes outlined in the Program Guide. Generally, procedural errors constitute the basis of a G/T & AAS appeal as outlined on the G/T Appeal Form. The initial request to refute a decision determines the basis of all other levels of the appeal process. All data to be considered in the appeal process must be addressed in the appeal request at the time of initial submission.</p> <p>G/T & AAS staff resolve established data entry or omission errors. The department reviews all appeals initially, confer with the parent/ guardian, and inform the parent/guardian of the initial disposition of data correction. Late parental/guardian submission of required student referral data does not constitute a procedural error by the district.</p> <p>Appeal timelines and forms appear on the G/T & AAS website in the Program Guide.</p> <p>District assessments occur for students who are referred during the general referral period annually. Criteria includes both previous school data and current performance measures administered by District staff. Both past and current performance measures are included in qualitative and quantitative measures. The Program Guide outlines current referral and assessment opportunities (State Plan</p>
2.12	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.		
	2.12.1E	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.	
2.13	Policy related to appeals allows parents, students, and educators to appeal placement decisions in a timely manner and to present new data, if appropriate.		
2.14	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)).		
	2.14.1E	The identification process for gifted/talented services is ongoing, and assessment of students occurs at any time the need arises.	
2.15	Assessment opportunities for gifted/talented identification are made available to students at least once per school year.		
	2.15.1 E	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.	
2.16	Students in grades K-12 shall be assessed and, if identified, provided gifted/talented services (TEC §29.122 and 19 TAC §89.1(3)).		

**SPECIAL PROGRAMS
GIFTED/TALENTED
EHBB (REGULATION)**

	2.16.1E	Students in grades K-12 are assessed and, if identified, served in all areas of giftedness included in TEC §29.121.	2.14.1E - 2.16.1E).
2.17		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.	All Kindergarten students participate in a universal screener for students not exempted from standardized assessments. Universal screening processes may occur in grade levels 1-11 to locate students who may need G/T services in all demographic groups represented in the District (State Plan 2.20, 2.24-2.25).
2.18		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.	<u>ACCOMMODATIONS</u> G/T curricula differ in depth, complexity, and pacing from regular and other advanced level curricula offered by the District. G/T may provide accommodations for qualifying special education, Section 504 or dyslexia-identified students in assessment for placement and, after successful placement in a G/T content area, in the enhanced G/T curricula. However, the accommodations provided may not alter the intended use or validity of the assessments to compare students for placement and to predict success in the enhanced curricula nor alter the intent of the curricula to provide greater depth, more complexity and faster pacing for G/T as well as high achieving and highly motivated students. Greater difficulty in assignments and reading materials as well as faster pacing than the regular curricula in the same content area(s) is expected. Parents should carefully consider these curricular issues prior to nomination.
2.19		Students are assessed in languages they understand or with nonverbal assessments.	
2.20		All kindergarten students are automatically considered for gifted/talented and other advanced level services.	
2.21		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.	
2.22		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.	For purposes of this regulation, the term “test publisher” shall include the state of Texas, the publishers of commercially produced assessments, the G/T program office, and the District content area curriculum department responsible for the creation of the assessment.
2.23		If services are available in leadership, artistic, and creativity areas, a minimum of three (3) criteria are used for assessment.	The Advisory Committee develops, after reviewing best practices in the field, the criteria for service areas other than the four (4) core content areas.
2.24		Access to assessment and, if needed, gifted/talented services is available to all populations of the district (19 TAC §89.1(3)).	G/T & AAS employs innovative procedures with the oversight of the Advisory Committee to establish a G/T population reflective of the community, district, and/or campus. (2.28 - 2.28.1E)
2.25		The population of the gifted/talented services program is closely reflective of the population of the total district and/or campus.	<u>SELECTION COMMITTEES</u>
2.25		The population of the gifted/talented services program is closely reflective of the population of the total district and/or campus.	The District Selection Committees shall review the individual student G/T identification criteria profiles prepared by the

**SPECIAL PROGRAMS
GIFTED/TALENTED
EHBB (REGULATION)**

2.26	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>G/T staff and determine the placement decisions for the referred students. Each committee member shall meet the professional development requirements outlined in the <i>Texas State Plan for the Education of Gifted/Talented Students</i>. The demographic profile of the committee shall generally reflect the profile of the Midland community.</p> <p>The designee of the G/T Director chairs the Elementary District Selection Committee comprised of at least 5 representatives from MISD with elementary experience and current G/T professional development credentials.</p> <p>The designee of the G/T Director chairs the Secondary District Selection Committee comprised of at least 5 representatives from MISD with current G/T professional development credentials and with at least one representative of each secondary core content area.</p> <p>All services and processes are reviewed and evaluated as outlined in Fidelity of Service.</p>
2.27	The selection committee is formed of members who have completed training as required by 19 TAC §89.2.	
	2.27.1E 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).	
2.28	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.	
	2.28.1E 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.	
2.29	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.	

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			MISD Regulations
3.1	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>The CEIC on campuses with responsibility for G/T services ensure that multiple opportunities offer students differentiated experiences that are documented and communicated to the parents.</p> <p>G/T & AAS staff assists campuses in developing and aligning the services to meet the statutory as well as student and research- based options. Campuses report these options to the District G/T Advisory Committee.</p> <p>The staff of each campus shall ensure that students have access to academic contests, opportunities of community services and programs as well as creativity contests and leadership programming. (3.2A)</p> <p>With the leadership of the Advisory Committee, a framework as well as a scope and sequence of G/T 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 (State 3.3A).</p> <p>STATE-APPROVED GIFTED AND TALENTED (G/T) PROGRAM SERVICES OPTIONS</p> <p>The G/T program design options in the District G/T Plan will be selected from at least one of the following as required in the “C223 Table: PEIMS reporting”:</p> <ul style="list-style-type: none">● 01 Pull-out Part-time services in a classroom, other than the student's regular class, that take place on a regular schedule provided by a G/T 30-hour foundational and 6-hour update trained teacher.● 02 Push-in A G/T 30-hour foundational and 6-hour update trained teacher provides occasional services to a student while the student is in their regular classroom.● 03 Full-time gifted only The student receives the majority of their core subjects from teachers with G/T 30-hour foundational and 6-hour update training with peers who are all identified as G/T.
	3.1.1E	Specialists and advocates for gifted/talented students are consulted in the development of program policies and options.	
3.2	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.		
3.3	Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas.		
	3.3.1E	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	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)).		
3.5	Flexible grouping patterns and independent investigations are provided throughout the program design/services.		

**SPECIAL PROGRAMS
GIFTED/TALENTED
EHBB (REGULATION)**

3.6	Out-of-school options relevant to the students' areas of strength are provided by school districts whenever possible (19 TAC §89.3(3)).		<ul style="list-style-type: none">04 Full-time inclusion The student receives a majority of their core subjects from a specific teacher or teachers with G/T 30-hour foundational and 6-hour update training, but the classes may include peers who are not identified as G/T.05 Special day school A special school which is administratively separate from regular schools and is organized to serve G/T students with G/T 30-hour foundational and 6-hour update trained teachers. <p>To ensure successful delivery of differentiated instruction, modification of curricula (State Plan 4.9), access to the opportunities required in State Plan 3.1 and 3.4, and G/T programming consistent with the State Plan, the District follows “Guidance for Interpreting the Expectations of the Texas State Plan for the Education of Gifted/Talented Students” with regard to services design as follows:</p> <ul style="list-style-type: none">A group consists of a minimum of four students.A group is composed of G/T students assigned to a classroom where a minimum of 33% or more of the classroom roster are their G/T peers.Alternatively, if fewer students than 33% of a classroom roster are G/T identified in the campus grade level [or specific course] to be consistent with the State Plan:<ul style="list-style-type: none">The G/T-identified students in a campus grade level [or course] require placement in one group during core subject instruction.Campuses may allow alternative grouping assignments with parent permission or when necessary to meet documented instructional needs. Alternative grouping must be provided unless a furlough or exit has been completed for the student, and the rationale for alternative grouping must be described in District Certification submitted under TEC §29.124. <p>G/T & AAS aligns procedures for student advancement with District EHD (Regulations) credit-by-exam (CBE) procedures and timelines to allow students to learn at an appropriate pace and level (State Plan 3.7 - 3.9).</p> <p>In addition, advanced students may request subject acceleration in elementary content areas. Students in a subject area will accelerate sequentially and collectively. For example, a student wishing to accelerate from Math 5 to Math 7 must first accelerate to Math 6 before request credit-by-exam to Math 7.</p> <p>In addition to the general requirements outlined in the State Plan Section V: Professional Learning, MISD emphasizes the following</p>
	3.6.1E	Options that meet the needs of gifted/ talented students are available on a continuous basis outside the regular school day.	
3.7	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).		
3.8	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.		
3.9	Local board policies are developed that enable students to participate in dual/concurrent enrollment, distance learning opportunities, and accelerated summer programs if available.		
3.10	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.		
	3.10.1E	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.	
3.11	Develop and implement services to address the social and emotional needs of gifted/ talented students and their impact on student learning.		
	3.12.1E	Gifted/Talented Education Plans for identified students detail the individual gifted/ talented needs and services.	

**SPECIAL PROGRAMS
GIFTED/TALENTED
EHBB (REGULATION)**

			<p>qualifications for Director and Coordinator:</p> <ul style="list-style-type: none">• an advanced degree in education leadership, in management or with gifted/talented emphasis• supplementary certification/endorsement in g/t education <p>The Program Guide includes plans and procedures to address the social and emotional needs of gifted/talented students.</p> <p>All services and processes are reviewed and evaluated as outlined in Fidelity of Service.</p>
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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			MISD Regulations
4.1	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).		<p>The G/T & 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 <i>State Goal for Services for Gifted/Talented Students</i>:</p> <p>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 <i>Texas State Plan for the Education of Gifted/Talented Students</i>.) (4.1A, 4.3A)</p> <p>The core curriculum serves as the basis for development of a scope and sequence and framework for advanced and G/T learners. AP courses will follow the College Readiness Standards and the approved College Board Syllabi (4.1A). Collaborative groups plan across grade spans and content areas to provide learning experiences in the four (4) foundation areas as well as areas outside the specific academic areas (State Plan 4.3).</p> <p>Additionally, 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. Participation in the TPSP is not required; however, development of skills and meeting the standards similar to those of the TPSP serves as the basis for planning and services. Other curricula may be adopted as deemed appropriate by the G/T & AAS Department.</p> <p>G/T & 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.</p>
	4.1.1E	Curriculum options in intellectual, creative and/or artistic areas; leadership; and specific academic fields are provided for gifted/talented students.	
4.2	Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research.		
4.3	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)).		
	4.3.1E	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.	
4.4	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.		
4.5	Opportunities are provided to accelerate in areas of student strengths (19 TAC §89.3(4)).		
4.6	Flexible pacing is employed, allowing students to learn at the pace and level appropriate to their abilities and skills.		

**SPECIAL PROGRAMS
GIFTED/TALENTED
EHBB (REGULATION)**

4.7	Scheduling modifications are implemented in order to meet the identified needs of individual students.		<p>Differentiation from the District curriculum in various content areas shall be the responsibility of G/T & AAS staff, the campus principals, department chairs, and teachers (State Plan 1.9.1E, 4.1A). The campus improvement plan addresses required differentiation from the District curriculum in all relevant content service areas (State Plan 4.8A). G/T & AAS teachers shall participate in relevant, differentiated curriculum development during the school year on designated professional development days and/or on additional days for program development and improvement. (State Plan 4.8.1E & 4.10.1E)</p> <p>The G/T & AAS Advisory Committee will monitor the development of curriculum to ensure that G/T as well as other advanced level of core as well as advanced level differentiation occurs. Campus administrators and other staff observe classrooms to ensure services match the goals of G/T services and occur for identified G/T and advanced level students as part of the instructional monitoring process (State Plan 4.2). G/T & AAS staff, teachers and the Advisory Committee develop guidelines for evaluation of resources and selection of materials. Dual adoptions of textbooks and materials accommodate differentiation for advanced students within the foundation fund allocations for textbooks and materials. (State Plan 4.8.1E)</p> <p>G/T & AAS teachers shall participate in relevant, differentiated curriculum development during the school year on designated professional development days and/or on additional days for program development and improvement. (State Plan 1.13.1E. 1.7A, 4.9A)</p> <p><u>COURSE OFFERINGS</u></p> <p>A review of course offerings for each level of services occurs annually. The Program Guide outlines the procedures to create additional courses that differentiate the standard, core, and other advanced curricula for secondary G/T students (State Plan 4.3A).</p> <p>The District educational planning brochures publishes the Secondary G/T course offerings annually. Those listed shall reflect the courses known at the time of publication and that align with the TSDS C022 Code Table (State Plan 4.9). Amendments occur when necessary to provide appropriate services. The current course offering list shall be updated on the respective campus websites.</p> <p>G/T CAMPUS STAFF SERVICE RESPONSIBILITIES</p>
4.8	Provisions to improve services to gifted/ talented students are included in district and campus improvement plans (TEC §§11.251-11.253).		
	4.8.1E	Resources and release time for staff are provided for curriculum development for gifted/talented services.	
4.9	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.		
	4.10.1E	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.	

**SPECIAL PROGRAMS
GIFTED/TALENTED
EHBB (REGULATION)**

			<p>Professional staff shall review annually the standards, processes, and procedures outlined in the G/T Program Guide.</p> <p>All services and processes are reviewed and evaluated as outlined in Fidelity of Service.</p>
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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		MISD Regulations
5.1	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)).	G/T & AAS provides a scope and sequence of acceptable opportunities for the initial thirty (30) clock hours of G/T professional development as well as opportunities for 6-hour updates. The plan differentiates 6-hour update learning experiences by course, grade levels and spans, and related options such as College Board Advanced Placement (AP®), National Math & Science Initiative College Readiness Program (CRP) and Laying the Foundations (LtF). As teacher experiences progress, the Director or designee processes requests from teachers as determined relevant for multiple staff members. (TAC §89.2(3); State Plan 5.4).
5.2	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)).	G/T & AAS also ensures multiple options and formats for administrative and counseling staff to meet the initial 6-hour professional development and to provide advanced level opportunities to extend G/T knowledge beyond the basics that are required. (State Plan 5.2-5.6)
5.3	Teachers are encouraged to obtain additional professional learning in their teaching discipline and/or in gifted/talented education.	Plans reflect the roles of the staff, the student grade spans, and compliance issues that arise. G/T & AAS publishes an update and ongoing menu of options on the website, in brochures, and the Program Guide. (State Plan 5.3)
	5.3.1E 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.	Professional learning opportunities also include a Board G/T Workshop and a new staff orientation to overview services, clarify questions, and provide state updates. (State Plan
	5.3.2E Teachers are encouraged to pursue advanced degrees in their teaching discipline and/or in gifted/talented education	Whenever possible, the district provides release time and/or other options to assist all staff in the accomplishment of G/T related tasks. (State Plan 5.3.3E)
	5.3.3E Release time is provided for teachers and administrators to visit campuses or districts that have model services for gifted/talented students.	All services and processes are reviewed and evaluated as outlined in Fidelity of Service.
5.4	A written plan for professional learning in the area of gifted/talented education that is based on identified needs is implemented and updated annually.	
5.5	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.	

**SPECIAL PROGRAMS
GIFTED/TALENTED
EHBB (REGULATION)**

	5.5.1E	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.	
5.6		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).	
	5.6.1E	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.	
	5.6.2E	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.	
5.7		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.	
5.8		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)).	
	5.8.1E	Administrators who have authority for gifted/talented service decisions receive a minimum of six (6) hours annually of professional development in gifted/talented education.	

**SPECIAL PROGRAMS
GIFTED/TALENTED
EHBB (REGULATION)**

5.9	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)).	
	5.9.1E	Counselors who work with gifted/ talented students receive a minimum of six (6) hours annually of professional development in gifted/ talented education.
5.10	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).	
	5.10.1E	Local district boards of trustees are encouraged to pursue professional development on the Texas State Plan for the Education of Gifted/Talented Students.
5.11	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).	
	5.11.1E	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.
5.12	Gifted/talented services staff are involved in planning, reviewing, and/or conducting the district's gifted/talented professional learning.	

FAMILY/COMMUNITY INVOLVEMENT

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

Texas State Plan for the Education of Gifted/Talented Students	MISD Regulations
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**SPECIAL PROGRAMS
GIFTED/TALENTED
EHBB (REGULATION)**

6.1	Written policies are developed on gifted/ talented student identification, approved by the local board of trustees and disseminated to parents (19 TAC §89.1).		The G/T Parent Association (GTPA), a 501 (c) (3) established as parent advocacy and support group for the education of students identified for G/T services in Midland ISD, provides support activities, volunteers, and funding to G/T & AAS students, parents, and staff. Through the MISD Education Foundation and aligned with funding source agreements and processes, GTPA seeks outside organization reports and enhancements for services. GTPA hosts an annual parent meeting to provide overall G/T activity K-12 review for parents of students in grades K-12. (State Plan 6.5) Updates include federal, state, and district initiatives and services. (6.4A) The GTPA offers parent education posts through the GT Parent Association Facebook Page and guest speakers annually.
6.2	Input from family and community representatives on gifted/talented identification and assessment procedures is invited annually.		
6.3	Information is shared or meetings are held annually requesting parent and community recommendations regarding students who may need gifted/talented services.		
6.4	The opportunity to participate in a parent association and/or gifted/talented advocacy groups is provided to parents and community members.		
	6.4.1E	Support and assistance is provided to the district in gifted/talented service planning and improvement by a parent/ community advisory committee.	The G/T & AAS Advisory Committee includes parent and community members (State Plan 6.4.1E) and contributes to the annual report to the Board (6.8). The G/T & AAS staff offers multiple parents awareness sessions and recorded presentations on the G/T & AAS website regarding G/T and enhanced programming for advanced learners, the G/T identification process including the referral timeline, nomination process, overview of criteria. A calendar of events informs parents of the opportunities as well district emails, phone calls, and flyers. (6.1A, 6.3A)) In collaboration with the Communications department, G/T & AAS publishes an annually revised brochure highlighting upcoming and updated events. The G/T & AAS department maintains an updated copy on its website. (6.5A) Additional Interdepartmental collaboration offers parents information and services as affects gifted/talented students.
6.5	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).		Parents/guardians and other community stakeholders annually receive a survey requesting input regarding various G/T & AAS services. Results inform decision-making for services revision. (State Plan 6.8A)
6.6	Products and achievements of gifted/ talented students are shared with the community.		
6.7	Orientation and periodic updates are provided for parents of students who are identified as gifted/talented and provided gifted/talented services.		
6.8	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).		
	6.9.1E	Community volunteers are organized and provided an orientation about working with gifted/talented students.	

**SPECIAL PROGRAMS
GIFTED/TALENTED
EHBB (REGULATION)**

	6.10.1 E	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.	All services and processes are reviewed and evaluated as outlined in Fidelity of Service.
	6.11.1 E	Professional development opportunities are offered by the gifted/talented coordinator in collaboration with the parent advisory committee to staff, parents, and community members.	
	6.12.1 E	Presentations are given to community groups and organizations to solicit their involvement in services for gifted/talented students.	
	6.13.1 E	A data bank of resources is compiled for use by gifted/talented students, their teachers, and their parents.	
	6.14.1 E	Support for mentorship and independent study programs in the district is solicited by the parent/community advisory committee.	