

ROYSE CITY ISD

Gifted & Talented Advanced Academics

Handbook



#BULLDOGPRIDE

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General Information

In 1987, the Texas Legislature mandated that all school districts must identify and serve Gifted and Talented (G/T) students at all grade levels. In 1990, The Texas State Plan for Education of Gifted/Talented Students was adopted by the Texas State Board of Education and included a commitment to high-level learning opportunities for G/T students. The plan was then updated in 2019 to provide accountability standards and guidance to districts as they meet the unique needs of this special population in Texas.

This guide has been developed for parents, educators, school board members, and other interested community members to enhance understanding of Royse City Independent School District's special programs for academically gifted students. The guide includes a program overview, program goals, details about the identification process, a curriculum and instruction overview, evaluation procedures, requirements for teacher learning, and parental/community involvement activities.

State Goal for Services for Gifted/Talented Students

The *Texas State Plan for the Education of Gifted/Talented Students* documents the commitment to high-level learning opportunities for Gifted and Talented learners expressed in the following goal:

“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.”

[Texas State Plan for the Education of Gifted/Talented Students, revised 2019 \(English\)](#)

[Texas State Plan for the Education of Gifted/Talented Students, revised 2019 \(Spanish\)](#)

[Texas Education Agency G/T Frequently Asked Questions](#)

State Definition of Gifted/Talented Student

Chapter 29.121 of the Texas Education Code, states that a “gifted and talented student” means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

1. *exhibits high performance capability in an intellectual, creative, or artistic area;*
2. *possesses an unusual capacity for leadership; and/or*
3. *excels in a specific academic field.*

State Definition for Advanced Academics

Advanced Academics includes courses, programs, assessments, services and supports that provide opportunities for students to demonstrate college and career readiness and earn postsecondary credit.

Mission

The mission of the Royse City ISD Gifted Program is to provide a challenging learning environment where students can advance in a setting that addresses their academic potential and social emotional needs. Royse City ISD's Gifted/Talented and Advanced Academics Programs will prepare students to be productive citizens contributing in ways commensurate with their abilities.

Program Goals

The goals of the Royse City ISD Gifted/Talented Program are to provide opportunities to:

- Develop student skills in critical thinking, creative thinking, and logical reasoning
- Encourage student understanding of self and others
- Experience in-depth and accelerated learning
- Demonstrate advanced skills in creative and critical thinking, self-directed learning, and development of innovative products and performances showing depth and complexity across the four core areas.
- Foster collaborative relationships between students, families, staff, and our community.
- Further students' ability to succeed in a global era.

Rationale

Why do gifted students need a special program and curriculum? How does their curriculum differ from the regular program? The answers to these questions form the rationale for Royse City ISD's Gifted and Talented/Advanced Academics program.

All students, including gifted students, have the right to educational programs that meet their learning needs. Research shows that gifted students must be educated in a system that recognizes their strengths and needs and provides them opportunities to develop academically and socially. Typically, gifted students differ from their age level-peers in three very important ways. First, they absorb information at a faster rate and process it more efficiently. Second, they are often able to comprehend information with greater depth than their classmates, showing surprising insight and understanding. Third, they often have interests that are more typical of older children or even adults. These three learning differences are frequently enhanced by other complementary characteristics such as: independence, persistence, nonconformity, and motivation.

SECTION ONE

Fidelity of Services

State Requirement

School districts comply with gifted/talented standards and monitor the effectiveness of assessment and services for gifted/talented students.

The G/T program requirements for school districts under HB3 are:

- Each district shall adopt a policy regarding the use of funds to support the district's program for G/T students ([EHBB Legal](#) and [EHBB Local](#))
- Each district shall annually certify to the commissioner that the district has established a program for G/T students as required by rule and it is consistent with the ([State Plan](#)) under Texas Education Code Section 29.123.
- Each district shall report to the commissioner regarding the use of the funds on the district's program for G/T as provided by the State Board of Education rule.

Annual Evaluation Process

Royse City ISD will evaluate the Gifted/Talented program annually. The evaluation data will be used as a needs assessment for program improvement and needs will be addressed in the district and campus improvement plans.

G/T Curriculum

Curriculum for gifted/talented students is modified based on annual evaluations by G/T and related staff. District guidelines for evaluation of resources are established and used in selecting materials that are appropriate for differentiated learning. The development and delivery of curriculum for gifted/talented students is monitored by trained administrators.

SECTION TWO

Student Assessment

State Requirement

Gifted/talented identification procedures and progress monitoring allow students to demonstrate and develop their diverse talents and abilities. A three-step process determines the identification and placement of students for participation in the RCISD gifted program:

Step 1: Referral

Step 2: Screening and Assessment

Step 3: Identification and Placement

Access to assessment and, if needed, gifted/talented services is available to all populations and grade levels of the district.

Step 1: Referral

Referrals may be made by persons familiar with the student's abilities, potential performance, and past records. Student referral opportunities will be available during designated referral windows each school year. Gifted/Talented referral windows are posted on each campus website during the school year. In addition, an online awareness session providing an overview of the assessment procedures and services for gifted/talented students is offered for families by the district prior to the referral period (create informational video with details about all of the above - post on district and campus websites). Referral documents are provided for families in a language and form that the families understand, or a translator or interpreter is provided to the extent possible.

Step 2: Screening and Assessment

The RCISD Gifted/Talented Program assessment process includes both qualitative and quantitative data collected through three (3) or more measures and used to determine a need for gifted/talented services. Students are assessed in languages they understand to the extent possible. The assessment process allows for student exceptionalities ([twice exceptionality](#)) to the extent possible.

Kindergarten Assessment

Royse City ISD conducts initial screening of all students for gifted education services in Kindergarten. The campus Gifted/Talented Specialist will visit Kindergarten classes and work with the classroom teacher to deliver planned experiences designed specifically to elicit and diagnose gifted behaviors. An initial, non-verbal ability screener is administered as an initial screener to identify potential students. This test is used to determine if further assessments are needed to identify the student as gifted/talented. If a student has a qualifying score of 85th percentile, further assessments are conducted. Teacher input may play a role in determining if further testing is needed for a student that does not meet that score. Parental approval is required for additional testing.

Students who meet the district gifted education service criteria will be recommended to receive G/T services at their campus. Services will begin the first week of March. If kindergarten students do not qualify during this universal screening, the next opportunity for referral is in 1st grade.

Kindergarten screening will take place in January.

First Grade Assessment

First grade students enrolled in Royse City ISD will have an opportunity to request or be referred for testing in April/May. Please contact your child's classroom teacher and request a conference to determine a need for G/T testing.

Second Grade Assessment

All Second Grade students will be administered a multiple-choice, K-12 assessment that measures reasoning skills with different types of verbal, quantitative, and nonverbal questions. This test will provide data points to determine if G/T testing is needed.

If a student scores in the 93rd percentile or above in one area of the CogAT, additional assessment will follow per parent permission.

All second grade students will be screened in January.

Third Grade - Fifth Grade Assessment

All third through fifth grade students may be referred by either the teacher or parent to be screened for G/T qualification.

The NWEA Measures of Academic Progress (MAP®) is administered to all students in grades three through five. NWEA MAP® is an achievement test that measures a student's ability in Math and Reading and will provide data points to determine if G/T testing is needed. The MAP test is administered three times during the school year at the beginning of the year, middle of the year, and at the end of the year as a measure of student growth and as one indicator of giftedness. If a student scores in the 93rd percentile or above in either Math or Reading, additional assessment will follow per parent permission.

The testing window for G/T services in Grades 3 - 5 will be in April/May.

Grades Six - Twelfth Assessment

Currently enrolled students may request or be referred for testing in January. Please contact your child's counselor to request testing.

District Identification Timeline

Please Note: This timeline may be adjusted due to unexpected changes in the school calendar including school closures.

Previously identified G/T transfer students are assessed for inclusion in the RCISD Gifted/Talented program.	August/September
All kindergarten and 2nd grade students are screened.	January
Additional kindergarten and 2nd grade assessments are conducted for those who are identified as potentially G/T after written parental permission obtained.	February
The Gifted/Talented Committee meets for kindergarten and second grade identification.	March
Written parental permission is requested for services obtained for identified students.	Late March
Services for identified kindergarten students will begin.	April
Teacher, parent, and student referrals are accepted for 1st, and 3rd - 12th grades.	February - March
Screening and testing occurs for grades 1st, and 3rd - 12th grades.	April
Testing for qualifying 2nd grade students takes place.	April
The Gifted/Talented committee meets for grade 1-11 identification.	May
Written permission for services is obtained for identified students in grades 1-12.	May
G/T services begin for all qualifying students.	September of the next year.

Referrals

When trying to decide whether to refer a student, parents and teachers should review research regarding characteristics of gifted children. There are many sources for this information, including the [National Association for Gifted Children](#) or the [Texas Association for the Gifted and Talented](#), which includes a special page dedicated to [supporting the parents](#) of gifted and talented students.

Students may be referred during the referral period by parents, teachers, community members, or themselves to determine eligibility for Gifted/Talented services. Referral forms are available at each campus office and may be submitted only during the time period of referral acceptance. Late referrals will not be accepted.

Written parent or guardian permission is required to assess a student.

Screening and Identification

A student profile is used to identify those students who perform, or show the potential for performing, at remarkably high levels of accomplishment relative to their age, peers, experience, or environment. The student profile will reflect a minimum

of three (3) criteria used in the assessment. The criteria will be a combination of **qualitative** and **quantitative** assessments and **may include**:

- School Ability Tests such as the Naglieri Nonverbal Ability Test (NNAT), the Cognitive Abilities Test (CogAT);
- An achievement Tests such as NWEA Measures of Academic Progress (MAP);
- Observation Instruments for Teacher and/or Parents (SIGS);
- Academic Performance Indicators such as grades, district assessments, etc.

Step 3: Placement

Qualification Process

The [Texas State Plan for the Education of Gifted/Talented Students](#) calls for assessment in the areas of intellectual and specific academic fields including at least three qualitative and quantitative measures collected from multiple sources. Royse City ISD uses nationally-recognized instruments for this purpose that will periodically be reviewed, updated, or changed as appropriate to meet the needs of the students in the district. Student language needs will be considered when providing assessments.

Assessment results are recorded on the Gifted/Talented Student Identification Profile form by a test administrator who has the current qualifications for assessing and teaching Gifted/Talented students. A Gifted/Talented identification committee composed of at least three (3) local district educators with current Gifted/Talented qualifications considers individual results and determines final identification of eligible students. Qualification in three or more assessment measures is the standard for placing students in the Gifted/Talented program (a qualifying ability score is required for placement). These assessments are used to identify cognitive ability, reasoning aptitude, achievement in the four core subject areas, leadership, and other characteristics of gifted students.

Once the identification process is complete, parents or guardians are notified of the Gifted/Talented Committee's decision within 10 school days. Parents of all screened students may request a conference to examine their child's assessment results. Requests should be made through the student's home campus. Once a student is identified as Gifted/Talented, he or she will remain in the program unless the student needs to furlough or exit the program.

Additional Policies and Procedures

Transfer of Students

All students who have participated in G/T programs prior to coming to Royse City ISD may be considered for the district's Gifted/Talented Program. Once screening records are received from the student's previous district, the records will be examined to determine if the student meets Royse City ISD's criteria. The student shall be placed in the district's program for Gifted/Talented students if his or her records indicate that the previous district uses the same or equivalent screening instruments as Royse City ISD and the scores are less than two years old. All other transfer students shall be screened using the district's screening measures, and the selection committee shall make a determination within six weeks of the student's first day of school attendance.

Identification and Assessment Appeal Process

Appeals

Once the identification process is complete, parents or guardians are notified of the results within 10 school days of the committee's decision. A parent or staff member may appeal an identification decision by submitting an appeal letter to the Gifted/Talented Committee after the committee has issued letters documenting its qualification decisions. The appeal letter must be submitted to the campus administrator within 15 business days of receipt of the parent/guardian letter indicating the committee's initial decision.

Appeals Process

Informal Level

Prior to the filing of a formal appeal, parents are encouraged to confer with the campus Gifted/Talented teacher to review the assessment process and discuss the results.

Level One - Appeal to the Selection Committee

A parent/guardian or student may appeal any final decision by the committee regarding selection for or exit from the gifted/talented program. Appeals shall be made first to the selection committee ([EHBB LOCAL](#)). A written notice of appeal must be made within 15 business days from the receipt of the denial of placement letter. Written appeals must be filed on the RCISD Gifted/Talented appeals form and must include information supporting that one or more of the appeal conditions exist. This form can be obtained from the campus. Within 15 business days of receipt of the written appeal, the selection committee shall review information presented by the parent. The committee will have 10 business days following the selection committee meeting to make a decision and provide the parent/guardian with a written response. The response will be sent to the parent via certified U.S. mail.

Level Two - Appeal to the District Committee

If the parent/guardian or student desires to appeal the Level One response, the parent/guardian or student must submit a written notice of appeal within 10 business days of receipt of notification of the Level One response. Written appeals must be filed on the Royse City ISD Gifted/Talented Level Two appeal form and must include information supporting that one or more of the appeal conditions exist. This form can be obtained from the campus. The Level Two appeal will be heard by a committee designated by the superintendent. Within 10 business days of receipt of the written notification of appeal, the committee shall hold a Level Two hearing with the parent. The committee will have 10 business days following the selection committee meeting to make a decision and provide the parent with a written response. The response will be sent to the parent via certified U.S. mail. The final decision of the district appeals committee will be submitted to the Assistant Superintendent for Curriculum and Instruction.

Furlough

A furlough is a temporary "leave of absence" from the Gifted/Talented Program and is designed to meet the individual needs of an identified student. Anyone may request a furlough: parent/guardian, student, teacher, or administrator. To request a furlough, the Royse City ISD Request for Furlough form must be completed and submitted to the campus administrator and the Gifted/Talented committee for consideration. A student may be furloughed for a period of time deemed appropriate by the Gifted/Talented committee. At the end of the furlough, the student's progress shall be reassessed, and the student may re-enter the Gifted/Talented program, be removed from the program, or be placed on another furlough. Furloughs are designed to be short-term and temporary and district policy prohibits furloughs for longer than one consecutive year.

A furlough does not indicate a permanent exiting of the program. Furloughs could be utilized for a variety of extenuating circumstances. Any student may be granted a furlough from the program for various reasons such as over-commitment,

family concerns, serious illness, or any other circumstances which would inhibit or curtail the student's performance in the program.

The furlough may also be used prior to a formal exit from the program for those students who are unable to maintain satisfactory performance within the learning opportunities of the Gifted/Talented program. A furlough might also provide the student an opportunity to attain performance goals established by the Gifted/Talented committee. A furlough is arranged to meet the individual needs of the student.

Exit Procedures

Student performance in the program shall be monitored. A student shall be removed from the program at any time the Gifted/Talented committee determines it is in the student's best interest **and** a furlough has been ineffective. If a parent requests their child be removed from the program, the Gifted/Talented committee will meet with the parent and determine the best course of action. Exiting G/T services will be finalized by a campus-level committee decision.

Exit Procedures

- Review of student progress in the program;
- Conference with student, parent(s), G/T teacher, and/or other teachers; and
- Completion of Exit Form.

SECTION THREE

Service Design

State Requirement

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. Parents are informed of these options by campus administrators, G/T specialists, through the webpage, and via email/mailings. Specialists and advocates for gifted/ talented students are consulted in the development of program policies and options. 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.

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 services. Flexible grouping patterns and independent investigations are provided throughout the program design/services. Out-of-school options relevant to the students' areas of strength are provided by school districts whenever possible.

Local board policies are developed that are consistent with State Board of Education rules on credit by examination and early high school graduation opportunities. 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. Local board policies are developed that enable students to participate in dual/concurrent enrollment, distance learning opportunities, and accelerated summer programs if available and appropriate.

Guiding Principles

The Royse City Independent School District offers a variety of learning experiences and opportunities for Gifted/Talented students in grades K-12 which meet the mandates of the Texas Administrative Code. These services include, but are not limited to: integrating depth and complexity into the curriculum; requiring advanced level products and performances; and allowing identified Gifted/Talented students the opportunity to work with other identified students.

Texas Administrative Code 89.3. Student Services

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

1. Instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently;
2. A continuum of learning experiences that lead to the development of advanced-level products and performances as well as differentiated strategies in the regular classroom and the Pre-AP and AP classrooms.
3. In-school and, whenever possible, out-of-school options relevant to the student's area of strength that are available during the entire school year; and
4. Opportunities to accelerate in areas of strength.

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

Documentation of services will be maintained and parents will be notified of in-school and out-of-school options during the school year that are relevant to the needs of the gifted and talented students. Progress reports may be included in the student's report card.

SECTION FOUR

Curriculum and Instruction

Royse City ISD Gifted/Talented and Advanced Academics Services At-A-Glance

Elementary G/T Services	Middle School Advanced Academics Services	High School Advanced Academics Services
<p>Identified students are also served weekly in a multidisciplinary pull-out program taught by the campus G/T teacher.</p>	<p>G/T students have the opportunity to participate in advanced classes in ELAR, Mathematics (including Algebra I for HS credit), Science, and Social Studies. Spanish I, French I, Audio/Visual Courses, Health & Professional Communications, and Business Information Management are</p>	<p>G/T students are served through Honors courses, Advanced Placement Courses, or Dual Credit Courses. Honors courses are differentiated to be more rigorous and require a faster learning pace that is commensurate with students' abilities to retain information and compact the skills to</p>

	<p>offered at the MS level for HS credit. The objectives in each grade level and course are based on the Texas Essential Knowledge and Skills (TEKS) standards. The classes are differentiated to be more rigorous and require a faster learning pace that is commensurate with students' abilities to retain information and compact the skills to move beyond the basic requirements.</p>	<p>move beyond the basic requirements. Honors courses may prepare students for AP and Dual Credit courses.</p> <p>Advanced Placement and Dual Credit courses can result in the student earning college credit while in high school.</p>
<p>Students have the opportunity to participate in curricular extensions that are commensurate to the student's abilities and interests.</p>	<p>High achieving students are offered the opportunity to join the National Junior Honor Society (NJHS). NJHS is a service organization and membership is based on academics/character and requires an application process to become a member.</p>	<p>High achieving students are offered the opportunity to join the National Honor Society (NHS). NHS is a service organization and membership is based on academics/character and requires an application process to become a member.</p>
<p>Gifted/Talented students may excel at and choose to participate in UIL. Academic competitions.</p>	<p>Gifted/Talented students may excel at and choose to participate in UIL. Academic competitions.</p>	<p>Gifted/Talented students may excel at and choose to participate in UIL. Academic competitions.</p>
<p>Students have the opportunity to participate in Destination Imagination competitions as an extension to the multidisciplinary G/T curriculum.</p>	<p>Students have the opportunity to participate in Robotics and other competitions related to their interests and abilities.</p>	<p>G/T students have the opportunity to earn an associates degree while still in high school by participating in Royse City High School's Early College High School.</p>
<p>Project Lead the Way Launch Modules are offered.</p>	<p>Project Leach the Way Gateway Courses are offered.</p>	<p>Project Lead the Way Courses are offered.</p>
<p>Credit by Exam opportunities are available for acceleration.</p>		<p>The Royse City College & Career Academy Pathways in Technology Early College High School (P-TECH) program is available for students who qualify through an application process.</p> <p>School Day SAT is offered each year.</p>
<p>Students have the opportunity to participate in fine arts and academic competitions where their gifts/talents may be showcased.</p>		

SECTION FIVE

Professional Learning

State Requirement

All personnel involved in the planning, creation, delivery administration of services to gifted/talented students possess the knowledge required to develop and provide differentiated programs and services. RCISD teachers who provide instruction and services that are part of the program for gifted students have a minimum of thirty (30) clock hours of professional learning that includes nature and needs of G/T students, identification and assessment of G/T students, and curriculum and instruction for G/T students. This should be completed prior to the first day of instruction. Teachers without the required training prior to instruction are required to complete the thirty hours within one semester. Teachers who provide G/T instruction and services receive a minimum of six (6) hours annually in G/T education.

Administrators and counselors who have supervisory duties or work with G/T students will complete a minimum of six (6) hours of professional learning that includes nature and needs of G/T students, service options, and social emotional learning for G/T students.

Gifted/talented teachers and staff may provide professional learning opportunities according to district, campus, or department needs.

RCISD Gifted/Talented and Advanced Academics Required Professional Learning

Grade Levels	Audience	Training	Timeline	Register
Kindergarten - Grade 5	All	30 hours of training in gifted education	Prior to assignment/ within one semester	Region 10 ESC Online Learning 5 Modules
Kindergarten - Grade 5	All	Annual 6-hour GT Update Orientation to G/T program and service options.	By the end of the school year.	Region 10 ESC Online Learning Pick 6 Training or other approved offerings. The district will offer training and provide recommendations.
Grades 6-8	Preferred: All Required: Advanced core subject area teachers; All HS teachers serving	30 hours of training in gifted education, 6-hour GT Update annually, orientation	Prior to assignment/ within one Semester Summer Training	Region 10 ESC Online Learning 5 Modules District provided

	advanced MS students (i.e., LOTE)	Advanced Learning Summer Institute - Vertical Alignment/Adv Skills training by HS and Region 10 Advanced Academics Team Annual 6-hour G/T Update	(Can be used as local 6-hour update credit) By end of the school year	Region 10 ESC Online Learning Pick 6 Training, or attend Region 10 Secondary Advanced Academics Summit (July 26, 2021). Any other requests for offerings outside of the district offerings or recommendations must be approved by the district.
Grade Levels	Audience	Training	Timeline	Register
High School Teachers, ECHS Teachers	Preferred: All Required: All Honors core subject area teachers; All AP Teachers	One time 30-hours of training in G/T education, orientation AP: Attend College Board training for your course(s) every 3 years. Dual Credit: Training from College Partner Advanced Learning Summer Institute - Vertical Alignment/Adv Skills training by HS and Region 10 Advanced Academics Consultant Annual 6-hour G/T Update	Prior to assignment/1st semester Summer Training Summer Training Summer Training (Can be used as local 6-hour update credit) By end of the school year	Region 10 ESC Online Learning 5 Modules College Board Schedule College Partner Schedule District Scheduled Region 10 ESC Online Learning Pick 6 Training, or attend Region 10 Secondary Advanced Academics Summit

				(July 26, 2021). Any other requests for offerings outside of the district offerings or recommendations must be approved by the district.
K-12	Administrators, Counselors, and Teachers with Supervisory Duties	G/T Nature & Needs and service options Service Options (6 hours annually).	Prior to assignment/within one semester	TEA/R10 provided. Secondary administrators are encouraged to attend Region 10 Secondary Advanced Academics Summit. Any other requests for offerings outside of the district offerings/ recommendations must be approved by the district.
K-5	G/T Teachers	Annual 6-hour Update TAGT Conference and/or TCEA or Equivalent	Summer Training December February	Region 10 ESC Online Learning Pick 6 Training, or other approved options.

Royse City Independent School District is committed to providing its staff with appropriate and meaningful professional development that enables staff to meet the unique and individual educational needs of all students including services for Gifted/Talented students. It is important that all staff who are responsible for formally servicing these students obtain appropriate training for educating the gifted child. The district will require at least the minimum hours of training as mandated by the state.

Texas Administrative Code 89.2. Professional Development

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

SECTION SIX

Family and Community Involvement

State Requirement

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

Parent Communications

Royse City ISD believes that the GT/Advanced Academics Program is much more fun and effective if parents are included as partners in the educational process. Parents will receive information related to program objectives and activities and they, in turn, can offer resources and assistance that contribute to the success of the student and the program.

Sources of information important to parents include the district web page, school publications, newsletters, and/or other published items. Information about other programs that are optional such as *Destination Imagination* and university summer programs for the gifted may also be included. Parents are regularly informed of meetings, sent updates on information, and asked to provide input. Families of gifted students are encouraged to provide information and suggestions about services that are planned for the gifted program.

Royse City ISD informs families and community members about training available to address factors that contribute to student success. Parent conferences, information letters, surveys, and other handouts reflect special attention to the needs of gifted students.

Through the combined efforts of families, the community, students, and staff, an enriching program is offered to students of Royse City ISD.