

**BLOOMINGTON INDEPENDENT SCHOOL DISTRICT  
POLICY AND PROCEDURES  
FOR ACADEMICALLY GIFTED AND TALENTED STUDENTS**



**Board Adopted: August 19, 2019**

**Nondiscrimination**

*Bloomington ISD does not discriminate on the basis of race, religion, color, national origin, economic status, sex, or disability in providing education services, activities, and programs, including vocational programs in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section of the Rehabilitation Act of 1973, as amended.*

## BISD Gifted & Talented Handbook

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## BLOOMINGTON INDEPENDENT SCHOOL DISTRICT PROGRAM GOALS FOR K-12 GIFTED/TALENTED SERVICES

- Provide an enrichment program to stimulate the talents of gifted students
- Foster higher-order thinking skills such as analysis, synthesis, and evaluation
- Promote creative problem-solving for real world issues
- Provide opportunities for self-directed learning and assessment
- Arrange experiences which promote task commitment
- Guide students to develop a healthy self-concept and to acquire complex skills for collaborative conflict resolution and teamwork
- Encourage an attitude of responsible service to others
- Promote a global perspective and a respect for cultural differences and similarities
- Assist students in making career choices

### 1. PROGRAM DESIGN AND OPTIONS

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)).

***Bloomington Independent School District (BISD)** defines gifted and talented as any child or youth in grades K-12 who performs at, or shows the potential for performing at, a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who exhibits high performance capability in general intellectual ability and creativity.*

#### Description of gifted students' services

- i. Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas. **BISD** serves **K-1** students through activities delivered by the classroom teacher and/or GT specialist. In grades **2-5**, **BISD** GT students meet for a minimum of 90 minutes each week in small groups with a G/T resource teacher(s). Interdisciplinary, process-centered mini-studies are designed for these students. **BISD** offers **middle and high school** GT students advanced classes in English/Language Arts, Social Studies, Math or Science. These include honors, AP and/or dual credit.

- ii. 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)). **BISD** cluster groups GT students in grades K-12.
- iii. Flexible grouping patterns and independent investigations are provided in at least one of the four (4) foundation curricular areas. *In grades K-12, **BISD** GT students will complete a Texas Performance Standards Project. BHS Juniors and Seniors who are recommended or identified may enroll in an Independent Study Mentorship (ISM) class. In this class, students pursue an area of special interest under the guidance of a mentor for the full year. At the end of the year, students must do a presentation and product display to an invited audience, including a panel of experts from the selected field of study. Students, parents, mentors, and college entrance committees report that this is the most useful preparation for the real world offered by the educational system.*
- iv. Out-of-school options relevant to the students' areas of strength are provided by school districts whenever possible (19 TAC §89.3(3)). **BISD** parents will find a campus list of out-of-school options appropriate for a student's grade level.
- v. Acceleration and flexible pacing is employed, allowing students to learn at the pace and level appropriate for their abilities and skills are actively facilitated by district administrators, counselors, and teachers.
- vi. Local board policies are developed that enable students to participate in dual/concurrent enrollment, distance learning opportunities, accelerated summer programs.
- vii. 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).

## 2. IDENTIFICATION AND ASSESSMENT

Written policies on student identification for gifted/talented services are approved by the district board of trustees and disseminated to all parents (19 TAC §89.1). Students in grades K-12 shall be assessed and, if identified, provided gifted/talented services (TEC §29.122 and 19 TAC §89.1(3)).

### a. Communicate the Process to Parents and Community

- i. 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. **BISD** provides translation and/or translators, as needed.
- ii. 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. **BISD** GT plan and forms are all translated into Spanish for BE/ESL parents.
  - iii. 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. **BISD** utilizes USPS to inform parents of assessment results within 10 days of determination of need.
  - iv. 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. **BISD** holds an awareness session during the month of October prior to the assessment window.
  - v. All family meetings are offered in a language the families can understand or a translator or interpreter is provided to the extent possible.

**b. Referral Process**

Provisions for ongoing identification of students who perform or show potential for performing at remarkably high levels of accomplishment in each area of giftedness served by the district are included in board-approved policy (19 TAC §89.1(1)).

**c. Assessment**

- i. Assessment opportunities for gifted/talented identification are made available to students at least once per school year. **BISD** assessment window begins in October of each school year.
- ii. 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. **BISD** uses assessment measures to identify students with general intellectual capability and creativity.
- iii. Students are assessed in languages they understand or with nonverbal assessments.

**1. Kindergarten**

- a. All kindergarten students are automatically considered for gifted/talented and other advanced level services. At **BISD**, all kindergarten students are screened for academic need.

- b. At the kindergarten level, as many criteria as possible, and at least three (3), are used to assess students who perform at remarkably high levels of accomplishment relative to age peers.

## **2. 1st – 12th Grades**

- a. 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. **BISD** Assessment instruments include IOWA, CogAT, Renzulli-Hartman Scales, KBIT-2, plus a Parent Interview for grades K-5.

### **d. Review of Measures**

**BISD** will review the Texas Approved Assessment List yearly and compare their assessment measures with those on the list.

### **e. Determination of Placement**

- i. 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. **BISD** uses a student profile to gain a comprehensive picture of the student's strengths and weaknesses.
- ii. 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. Each **BISD** GT selection committee reviews all the information to make the most informed decision of the best educational placement of the child.

### **f. Appeal Process for Identification**

Policy related to appeals allows parents, students, and educators to appeal placement decisions in a timely manner and to present new data, if appropriate. A **BISD** parent or student may appeal any final decision of the selection committee regarding selection for or exit from the gifted program. Appeals shall be made first to the selection committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.

Once the identification process is complete, **BISD** parents or guardians are notified of the results via U.S. Mail within 10 school days of the committee's decision. A parent or staff member may appeal an identification decision by writing an appeal letter to the Gifted/Talented committee after the committee has issued letters documenting its

*qualification decisions. The appeal letter must be postmarked within 10 business days of receipt of the parent/guardian letter written indicating the committee's initial decision. The committee will reconvene in order to consider the need for further assessment data or other information.*

**g. Student Progress/ performance**

Student progress/performance in response to gifted/talented services is periodically assessed using standards in the areas served and identified in the written plan. Results are communicated to parents or guardians.

**BISD** reports to parents each nine-weeks through the **BISD** GT progress report.

### **3. GIFTED AND TALENTED COMMITTEE**

**a. Composition of Membership**

- i. The selection committee is formed of members who have completed training by 19 TAC §89.2. *Each **BISD** campus committee is made up of the principal, campus counselor, GT teacher(s) and district GT Coordinator.*

**b. Responsibilities and Training**

- i. 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)). ***At BISD**, the campus principal has completed Nature and Needs for Administrators; the campus counselor has completed Nature and Needs for Counselors. Each GT teacher on the committee has completed his/her mandatory 30-hour GT training. Additionally, the GT District Coordinator has completed mandatory 30 hours of GT training and Administrator training.*

### **4. DISTRICT AND CAMPUS PROCEDURES**

Provisions regarding transfer students, furloughs, reassessment, exiting of students from program services, and appeals of district decisions regarding program placement are included in board approved policy (19TAC §89.1(5)).

**a. Reassessment**

Policy related to reassessment of gifted/talented students is based on performance in response to gifted/talented services and if reassessment occurs at all, it is no more than once in elementary, once in middle school and once in high school. ***BISD does not reassess GT students.***



**b. Furlough**

**BISD** Policy allows student to 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. *A furlough is a temporary "leave of absence" from the Gifted/Talented Program designed to meet the individual needs of an identified student. Anyone may request a furlough: parent, student, teacher, or administrator. Requests for a furlough will be given to the campus administrator and members of the Gifted/Talented committee for consideration. A student may be furloughed for a period of time deemed appropriate by the Gifted/Talented committee. At the end of the furlough, the student's progress shall be reassessed, and the student may re-enter the Gifted/Talented program, be removed from the program, or be placed on another furlough. Furloughs are designed to be short-term and temporary and should never be used for an entire school year.*

*A furlough does not indicate a permanent exiting of the program. Furloughs could be utilized for a variety of extenuating circumstances. Any student may be granted a furlough from the program for various issues such as over-commitment, family concerns, serious illness, or any other circumstances which would inhibit or curtail the student's performance in the program. The furlough may also be used prior to a formal exit from the program for those students who are unable to maintain satisfactory performance within the learning opportunities of the Gifted/Talented program. A furlough might also provide the student an opportunity to attain performance goals established by the Gifted/Talented committee. A furlough is arranged to meet the individual needs of the student.*

**c. Transfers**

- i. Policy ensuring that transfer students are properly assessed and appropriately placed following notification of enrollment in the district is included in board-approved policy. *All students who have participated in gifted and talented programs prior to coming to **Bloomington ISD** shall be placed in the district's Gifted/Talented Program for the remainder of the school year. Once screening records are received from the student's previous district, the records will be examined for correspondence to Bloomington ISD's criteria. BISD may place student on furlough pending the review process.*



- ii. 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.

**d. Exiting**

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. **BISD** *GT student performance, based on multiple criteria, shall be used to monitor performance. 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 and after the parent/student have been consulted. If a parent requests his/her child be removed from the program, the Gifted/Talented committee shall grant the request. Once a student is exited from the program he/she must adhere to the identification procedures and exhibit educational need to be readmitted.*

**e. Appeal Process for Services**

Policy related to appeals allows parents, students, and educators to appeal placement decisions in a timely manner and to present new data, if appropriate. A **BISD** *parent or student may appeal any final decision of the selection committee regarding selection for or exit from the gifted program. Appeals shall be made first to the selection committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.*

## **5. CURRICULUM AND INSTRUCTION**

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)).

**a. Learning Experiences**

- i. 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 *through the **BISD** District website, Facebook page, parent awareness sessions, and flyers.*
- ii. Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research.

- iii. 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.

**b. Acceleration**

- i. Opportunities are provided to accelerate in areas of student strengths (19 TAC §89.3(4)). **BISD** offers *Advanced Classes in the four core content areas for GT students in grades 6-12. Each campus shall maintain a list of advanced courses offered.*
- ii. Flexible pacing is employed, *in grades K-12*, allowing students to learn at the pace and level appropriate to their abilities and skills.

**c. Curriculum Alignments**

- i. Services for gifted/talented students are comprehensive, structured, sequenced, and challenging, including options in foundation curricular areas. **BISD** provides students the *opportunity to participate in the Texas Performance Standards Project which provides students opportunities for advancement utilizing depth and complexity in the four core areas.*
- ii. 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)). **BISD** TPSP is utilized in grades K-12.

**d. Modifications/Accommodations**

- i. Scheduling modifications are implemented in order to meet the identified needs of individual students. **BISD** *GT students who participate in more than one program will be provided a schedule that reflects their identified and documented individual needs.*
- ii. 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. **BISD** *differentiates the curriculum for gifted students to accommodate for individual needs.*

## 6. PROFESSIONAL LEARNING

### a. Requirements

#### i. **School Board**

Local district boards of trustees are trained to ensure program accountability based on the Texas State Plan for the Education of Gifted/Talented Students. (19 TAC §89.5) **BISD** will utilize the services of Region 3 to secure the required training.

#### ii. **Administrators**

Teachers as well as administrators who have supervisory duties for service decisions and teachers are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students and service options for gifted/talented students (19 TAC §89.2(4)). **BISD** administrators will receive training in Nature and Needs for Administrators, and documentation will be maintained by the Director of Special Programs.

#### iii. **Counselors**

Counselors who work with gifted/talented students are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students, service options for gifted/talented students, and social emotional learning (19 TAC §89.2(4)). **BISD** counselors will receive training in Nature and Needs for Counselors, and documentation will be maintained by the Director of Special Programs.

#### iv. **Coordinators/Directors**

A written plan for professional learning in the area of gifted/talented education that is based on identified needs is implemented and updated annually. The **BISD** Director of Special Programs will complete an annual report to the school board on professional learning needs identified through campus and district needs assessments and included in each Campus Improvement Plan and the District Improvement Plan. Opportunities for professional development in the area of gifted/talented education are provided on a regular basis, and information on them is disseminated to professionals in the district. The **BISD** Director of Special Programs will disseminate professional learning opportunities to the campus principals/counselors for distribution to teachers.

v.

## Teachers

- 1.1. 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 are 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)). **BISD**-at Placedo Elementary, all classroom teachers will have their 30 hours of mandatory training. At Bloomington Elementary, Bloomington Middle and Bloomington High, the pull-out teacher(s) shall have the mandatory 30 hours of training. All classroom teachers are expected to complete the 30-Hour mandatory training within one school year.
- 1.2. 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)).
- 1.3 Teachers are encouraged to obtain additional professional development in their teaching discipline and/or in gifted/talented education.
- 1.4. Teachers who provide instruction and services that are a part of the district's defined gifted/talented services receive a minimum of six (6) hours annually of professional development in gifted/talented education that is related to state teacher education standards (19 TAC §89.2(3) and TAC §233.1). **BISD** requires prior district approval for training designed to meet the state-mandated 30-hours and 6-hour Update.
- 1.5. 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. The **BISD** Director of Special Programs will provide an overview of GT Services during New Teacher Orientation.
- 1.6 Teachers as well as administrators who have supervisory duties for service decisions and teachers are required to complete a minimum of six (6) hours of professional development that includes nature and needs of

gifted/talented students and service options for gifted/talented students (19 TAC §89.2(4)). *The **BISD** Director of Special Programs, as well as campus administrators, will have completed Nature and Needs for Administrators.*

**b. Professional Learning Accountability**

- i. Evaluation of professional development activities for gifted/talented education is ongoing and related to state teacher education standards, and the results of the evaluation are used in making decisions regarding future staff development plans (19 TAC §89.5 and TAC §233.1). *Annually, following the GT Program Evaluation, each **BISD** campus administrators along with the Director of Special Programs will use the information gathered to plan for identified needs related to teacher education standards.*
- ii. Gifted/talented services staff are involved in planning, reviewing, and/or conducting the district's gifted/talented training. ***BISD** staff evaluations of professional development will be reviewed by the campus GT committees.*

## **7. FAMILY AND COMMUNITY CONNECTIONS AND COMMUNICATIONS**

**a. Dissemination of Information**

- i. 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 **BISD** GT plan will be board approved and reviewed every five years. Acknowledgement of Receipt form can be found in the GT handbook and will be provided during Parent GT Orientation sessions at each campus.*
- ii. 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). *Each **BISD** campus will provide parents with a **BISD** GT Services brochure.*

**b. Community/Family Input**

- i. Input from family and community representatives on gifted/talented identification and assessment procedures is invited annually. *The **BISD** GT Family Engagement Committee will consist of two parents from each campus, two teachers, and a campus administrator. The committee will meet once in the fall and once in the spring.*
- ii. Information is shared or meetings are held annually requesting parent and community recommendations regarding students who may need

gifted/talented services. *The **BISD** GT Family Engagement Committee will solicit from the community recommendations regarding students who may need gifted and talented services.*

**c. Family and Community Involvement**

- i. Products and achievements of gifted/talented students are shared with the community. *Each spring, **BISD** will hold a GT talent showcase. Students will present their TPSP projects for the community.*
- ii. Orientation and periodic updates are provided for parents of students who are identified as gifted/talented and provided gifted/talented services. *Each fall, the **BISD** Director of Special Programs will hold a GT parent orientation for each campus. Each GT student will take home his/her GT progress report at each nine-week reporting period.*
- iii. Gifted/talented education policies and procedures are reviewed and recommendations for improvement are made by an advisory group of community members, parents of gifted/talented students, school staff, and gifted/talented education staff, who meet regularly for that purpose. *The **BISD** GT Family Engagement Committee, at each of its meetings, will review policy and procedures and make recommendations to improve GT services. The **BISD** Director of Special Programs will use these recommendations in the program evaluation process.*

**d. Parent Groups/Associations**

- i. Orientation and periodic updates are provided for parents of students who are identified as gifted/talented and provided gifted/talented services. *Each fall, the **BISD** Director of Special Programs will hold a GT parent orientation for each campus. Each GT student will take home his/her GT progress report at each nine-week reporting period.*

**e. G/T Program Comprehensive Guide**

- i. **BISD** will develop a comprehensive 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. *The **BISD** Director of Special Programs will review the program guide annually and distribute to each campus for dissemination to parents.*

## **8. EVALUATION OF SERVICES**

- a. 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). ***BISD** Parent, Student and Teacher surveys will be distributed during May. Data collected from the surveys, along with other pertinent information will be presented to the **BISD** Board of Trustees during regular July meeting.*

- b. Annual evaluation activities are conducted for the purpose of continued service development.
- c. 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). *Following the community GT showcase, **BISD** will collect and analyze the project rubrics to make informed decisions regarding goals and long-range GT program services.*
- d. District guidelines for evaluation of resources used to serve gifted/talented students are established and used in selecting materials that are appropriate for differentiated learning. *The **BISD** Director of Special Programs will create a verification checklist for the purpose of evaluating resources and will be kept informed regarding selections.*
- e. Curriculum for gifted/talented students is modified based on annual evaluations.
- f. Provisions to improve services to gifted/talented students are included in district and campus improvement plans (TEC §§11.251–11.253).

## 9. STANDARDS OF SERVICE COMPLIANCE AND FUNDING

### a. Services and Policies

- i. Student assessment and services are in compliance with the Texas State Plan for the Education of Gifted/Talented Students (19 TAC §89.5). ***BISD** shall review the district plan annually for compliance.*
- ii. Gifted/talented education policies and procedures are reviewed and recommendations for improvement are made by an advisory group of community members, parents of gifted/talented students, school staff, and gifted/talented education staff, who meet regularly for that purpose. *The **BISD** GT Family Engagement Committee, at each of its meetings, will review policy and procedures and make recommendations to improve GT services. The **BISD** Director of Special Programs will use these recommendations in the program*



*evaluation process.*

- iii. The development and delivery of curriculum for gifted/talented students are monitored regularly by trained administrators. *The **BISD** Director of Special Programs and administrators will meet at the beginning of each semester to examine current delivery of GT services. Administrators will follow through with committee recommendations.*

**b. Funding Compliance**

- i. 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).
- ii. 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. ***BISD** budget shall reflect additional local funding for GT.*
- iii. Funds used for programs and services must be determined effective and consistent with the standards set forth in this document.

**c. Access to Services**

- i. Access to assessment and, if needed, gifted/talented services is available to all populations of the district (19 TAC §89.1(3)). *Each fall, the **BISD** Director of Special Programs and administrators will monitor GT program special population participation in the GT program.*
- ii. The population of the gifted/talented services program is closely reflective of the population of the total district and/or campus. ***BISD** will make efforts to identify and serve underrepresented populations.*

**d. Non Compliance Plan**

- i. For any standard of service for which the district is out of compliance, a written plan specifying actions and timelines for achieving compliance. *If needed, a non-compliance plan addressing non-compliant standards of service, will be created and presented to the **BISD** Board of Trustees as part of the annual program evaluation submitted annually in July.*

# ADDENDUM

## BLOOMINGTON ISD Gifted/Talented Forms

Identification	
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Program Services	
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Personnel Responsibilities	
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### District Identification TIMELINE:

Referral procedures are disseminated via oral and written communication and published on district website.	September
<b>REQUIRED</b> Fall Parent GT Orientation meetings scheduled at each campus	September
<b>Referrals for grades K-12 are accepted at home campus from parents, teachers, administrators and community members.</b>	<b>First two-weeks in October</b>
Written parental permission <b>for assessments</b> is obtained for all students referred for GT services.	November-January
Gifted/Talented committee meets to review assessment data for K-12 nominees.	February
Written parental permission <b>for services</b> is obtained for GT qualifying students in grades K-12.	February
<b>Services begin for ALL identified students.</b>	<b>Prior to March 1</b>
<b>REQUIRED</b> Spring Parent Engagement Meeting scheduled at each campus for Student Product Presentations	March

### DISSEMINATING INFORMATION

Parents, teachers, administrators and community members may nominate a student for the program at the period of annual referrals listed on the timeline above. Referral forms are available at each campus office and on the district web site. Referral forms may be submitted to the campus office during the time period of referral acceptance. The screening instruments will match the program's services.

Parents are informed of the identification policies through the district handbook, the district website, and/or by request of the written policy and procedures for the Gifted/Talented program. **In addition, parent GT Orientation sessions are held annually in the fall at EACH campus.**

## **PUBLIC ANNOUNCEMENT OF REFERRAL PERIOD\***

### **Public Notice**

**Bloomington ISD will accept referrals for students who may need Gifted/Talented Services for the school year.** This program is designed for students who exhibit intellectual and creative thinking abilities at an extraordinary level not normally served in the regular classroom. The referral window will open for students in **grades K-12** during **October \_\_\_\_\_**. Services are provided only upon identification of education needs of the student. Anyone wishing to refer a student attending Bloomington ISD in kindergarten through twelfth grade this school year is asked to **go by the student's campus office during the designated window and request a copy of the referral form.** Those unable to go by the school should **call the student's campus to request a form be sent to them.**

### **Aviso Público**

**El distrito escolar de Bloomington aceptará referencias para alumnos que podrán necesitar servicios de dotados y talentosos para el año escolar.** Este programa es diseñado para alumnos que exhiben habilidades intelectuales y de pensamientos creativos a un nivel extraordinario que normalmente no se sirve en el salón regular. Del **dia \_\_\_\_\_ de octubre** serán las dos semanas en que se podrán nominar los alumnos en los **grados Kinder-12** para este programa. Servicios son proveídos solamente cuando se identifiquen las necesidades educativas del alumno. Cualquier persona que guste referir a un alumno de Kinder-12 que asiste clases en el distrito escolar de Bloomington, se le pide que **pase por la oficina de la escuela que asiste el alumno durante las primeras dos semanas de octubre por la forma apropiada.** Los que no puedan pasar por la escuela por la forma, **favor de llamar la escuela y se la mandará una copia.**

**Bloomington Independent School District**  
**Gifted/Talented Referral Form**

I, \_\_\_\_\_, as parent/guardian/teacher/community member would  
(Please print) (Please circle)

like to refer \_\_\_\_\_ for the Gifted/Talented screening and  
(Print student's name)

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

\_\_\_\_\_  
Signature of person making referral

\_\_\_\_\_  
Date

**PLEASE RETURN TO CAMPUS SECRETARY BY:**

\_\_\_\_\_

**Bloomington Independent School District**  
**Forma para referencia al programa de dotado y talentoso**

Yo, \_\_\_\_\_, como padre/guardian/maestro/ miembro de la comunidad me gustaria referir a \_\_\_\_\_ para el proceso de seleccionar y evaluar para el programa de dotado y talentoso. Yo creo que este niño tiene un nivel extraordinario de habilidad intelectual y académico y sus necesidades educacionales se pueden alcanzar mejor con los servicios de dotado y talentoso. Yo entiendo que el distrito escolar hará cada esfuerzo para determinar los mejores servicios educacionales basado en las necesidades educacionales del alumno. Este niño esta en el grado \_\_\_\_\_.

\_\_\_\_\_  
Firma de la persona haciendo la referencia

\_\_\_\_\_  
Date

**Favor de regresar a la secretaria de la escuela para la fecha indicada:**

\_\_\_\_\_



**Bloomington Independent School District**  
**Parent Permission for Gifted/Talented Assessment Form**

Dear Parent,

Your child, \_\_\_\_\_, has been referred for testing to see if he/she would benefit from Gifted and Talented Services for Bloomington ISD. To receive proper services, your child will need to be assessed. The Gifted/Talented Committee will look at numerous pieces of information before eligibility for services can be established. After the student is tested and the Gifted/Talented Committee has evaluated all information by a blind process, the Committee will determine what is best for your child based on your child's assessment data. You will receive written notification of the decision made by the committee.

Please return this form to your child's teacher as soon as possible if you would like the school to assess your child. Thank you for your cooperation.

Sincerely,

Child's Name: \_\_\_\_\_

\_\_\_\_\_ Yes, I give my permission for you to assess my child for Gifted/Talented Services.

\_\_\_\_\_ No, I do not wish to have my child tested at this time.

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Bloomington Independent School District Parent Permission for  
Gifted/Talented Assessment Form**

Estimados Padres:

Su niño \_\_\_\_\_, ha sido referido para evaluar y ver si él/ella beneficia de los servicios de dotado y talentoso de el distrito escolar independiente de Bloomington. Para recibir servicios propios es necesario evaluar. El comite de dotado y talentoso tendra que ver numerosas piezas de información antes de que elegibilidad para servicios sean establecidos. Después de que el alumno tome los exámenes, y el comité ha evaluado toda la información por un proceso ciego, el comité determinará que es mejor para su niño basado en los resultados de todas las evaluaciones. Ud. recibirá notificación por escrito de la decisión del comité.

Por favor regrese esta forma al maestro de su niño tan pronto posible si le gustaría que su niño sea evaluado por la escuela. Gracias por su cooperación.

Sinceramente,

\_\_\_\_\_

Nombre de niño: \_\_\_\_\_

\_\_\_\_\_ Sí, doy permiso para evaluar a mi niño para servicios de dotado y talentoso.

\_\_\_\_\_ No, no deseo que mi niño sea evaluado a este tiempo.

Firma del padre/guardian: \_\_\_\_\_

Fecha: \_\_\_\_\_

**Bloomington Independent School District**  
**Student Profile Sheet**

<b>IDENTIFICATION MATRIX</b>		Student ID _____				
	Score	Below Average	Average	Strong Average	Excellent	Superior
<b>ACHIEVEMENT:</b> <b>Iowa Assessments.</b>		<50	51-80	81-90	91-95	96-99
• Reading/ELA						
• Math						
• Science						
• Social Studies						
<b>ABILITY:</b> <b>CogAT</b>		<84	85-99	100-115	116-129	130+
• Verbal						
• Non-verbal						
<b>TEACHER RATING SCALES:</b> <b>Renzulli-Hartman</b>		1-8	9-16	17-20	21-30	31-40
• Learning						
• Motivation						
• Creativity						
• Leadership						
<b>INTELLIGENCE:</b> <b>KBIT-2</b>		<69	70-84	85-115	116-130	131+
• Verbal						
• Non-verbal						
• Composite						
<b>PARENT INTERVIEW (K-5)</b> <b>Adapted from R1, Jacob K. Javits Grants Materials</b>		1-6	7-12	13-17	18-21	22-24

NOTE: Student must reach EXCELLENT or SUPERIOR level on three of the four measures to qualify for gifted and talented services. Student's academic strengths should be plotted for consideration of advanced/honor classes.

**Gifted/Talented Committee Action:**

At this time, this student

☐ DOES exhibit educational need to receive Gifted/Talented services.

- ☐ General Intellectual Ability:
- ☐ Creative Productive Thinking:
- ☐ Specific Subject Matter Aptitude:
- ☐ Leadership Ability:

☐ DOES NOT exhibit educational need to receive Gifted/Talented services.

Student # \_\_\_\_\_

Date of Decision: \_\_\_\_\_

Committee Member Signatures:

_____	_____
_____	_____
_____	_____

**Bloomington Independent School District**  
**Parent Permission for Gifted/Talented Services Form**

Student's Name: \_\_\_\_\_

Address: \_\_\_\_\_

Home phone: \_\_\_\_\_ Work phone: \_\_\_\_\_

Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_

Dear Parent,

Your child has met the educational qualifications for placement in the Gifted/Talented program. Before we can officially begin program services for your child, we must have your written approval for your child to receive services. Please complete this form and return it to school as soon as possible.

Please check the appropriate space:

\_\_\_\_\_ YES, I give permission for our son/daughter to receive Gifted/Talented Services.

\_\_\_\_\_ NO, I do not want our son/daughter to receive Gifted/Talented Services.

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Bloomington Independent School District  
Parent Permission for Gifted/Talented Services Form**

Nombre del alumno: \_\_\_\_\_

Dirección: \_\_\_\_\_

Teléfono de la casa: \_\_\_\_\_ Teléfono de trabajo: \_\_\_\_\_

Grado: \_\_\_\_\_ Maestro: \_\_\_\_\_

Estimado Padre:

Su hijo/hija cumplió los requisitos educativos para poder entrar al programa de dotado y talentoso. Antes de oficialmente empezar los servicios del programa para su hijo/hija, necesitamos su permiso por escrito. Favor de llenar esta forma y regresarla a la escuela tan pronto possible.

Por favor marque el espacio apropiado:

\_\_\_\_\_ Sí, doy permiso para que mi hijo/hija recibe los servicios de dotado y talentoso.

\_\_\_\_\_ No, quiero que mi hijo/hija reciba los servicios de dotado y talentoso.

Firma del Padre/Guadian: \_\_\_\_\_

Fecha: \_\_\_\_\_

**Bloomington Independent School District  
Gifted/Talented Services Determination of Educational Need Form**

To the Parents of:\_\_\_\_\_ Date:\_\_\_\_\_

After examining your child's assessment data and evaluating your child's specific educational needs, the Gifted/Talented Identification Committee does not feel your child exhibits educational need to benefit from Gifted/Talented services at this time. However, your child may be referred for testing again next year for further evaluation.

If you would like to schedule an appointment to look at your child's assessment results, please contact your child's campus at\_\_\_\_\_.

Sincerely,

\*\*\*\*\*

A los padres de:\_\_\_\_\_ fecha:\_\_\_\_\_

Después de examinar los datos de evaluación y las necesidades educacionales de su hijo/hija, el comité de dotado y talentoso, siente que su hijo/hija no exhibe la necesidad educacional para beneficiar de los servicios de dotado y talentoso en este momento. Sin embargo, su hijo/hija puede ser evaluado de nuevo el próximo año.

Si le gustaría hacer una cita para revisar los resultados de las evaluaciones, por favor póngase en contacto con la escuela de su hijo/hija al número \_\_\_\_\_.

Sinceramente,



## Bloomington Independent School District

### G/T Curriculum Framework Scope and Sequence of Skills for K-5

*Gifted and Talented (GT) curriculum in Bloomington ISD's elementary schools will assure that identified gifted students will have a foundation that will lead to the development of advanced-level products and/or performances.*

<b>Skills</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>1. Development of Questions</b>						
Brainstorming research questions	I	I	D	D	D	D
<b>2. Sources of Information</b>						
Primary Sources	I	I	D	D	D	D
Secondary Sources	I	I	D	D	D	D
<b>3. Collection of Data</b>						
Note taking	I	I	I	D	D	D
Paraphrasing	I	I	I	D	D	D
Valid and reliable sources	I	I	I	D	D	D
Reference materials	I	I	I	D	D	D
<b>4. Analysis &amp; Interpretation of Data</b>						
Conclusions and generalizations	I	I	I	D	D	D
Compare and Contrast	I	I	D	D	D	D
Patterns and relationships	I	I	D	D	D	D
Fact and Opinion	I	I	I	D	D	D
Predicting consequences	I	I	I	D	D	D
<b>5. Product Development</b>						
Written presentation	I	I	I	D	D	D
Oral presentation	I	I	I	I	D	D

I—Introduce    D—Develop

## Documentation of Gifted/Talented Services

Teacher Name \_\_\_\_\_ Semester/Year \_\_\_\_\_

L) Other:

**Bloomington Independent School District**  
**Gifted/Talented Services**  
**Student Progress Report**

Student's Name \_\_\_\_\_ Grade Level \_\_\_\_\_

Teacher(s) \_\_\_\_\_ Nine-Week Progress Report

This six weeks, your child received Gifted/Talented services through the following:

- 
- 
- 

Please note your child's progress and work habits during G/T services for this nine weeks:

Criteria	Excellent	Satisfactory	Needs Improvement
1. Routinely provides useful ideas when participating in group and classroom discussion; a definite leader who contributes a lot of effort.			
2. Provides work of the highest quality.			
3. Routinely uses time well throughout assignments and projects to ensure things get done on time. If group work, group members do not have to adjust deadlines or work responsibilities because of this student's procrastination.			
4. Actively looks for and suggests solutions to problems.			
5. Never is publicly critical of the work of others. Always has a positive attitude about the task(s).			
6. Brings needed materials to class and is always ready to work.			
7. Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.			
8. Work reflects this student's best efforts.			

Comments from the teacher(s):

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**Bloomington Independent School District  
Gifted/Talented Program Evaluation Questions  
Student Survey**

Please complete the following questionnaire by checking a response for each question. Your teacher can help you, if needed.

<b>Service Design</b>			
<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
Are G/T services available to you in all four core areas?			
Are your parents informed each year on how you are receiving G/T services?			
Do you get to work with other G/T students?			
Are gifted services provided during the entire school year?			
Do you know that you might be able to skip a class or grade if you take a test and make 90 or above?			
Does your teacher use Depth and Complexity when teaching?			
a. Math Comments:			
b. Science Comments:			
c. Social Studies Comments:			
d. Language Arts Comments:			
<b>Curriculum and Instruction</b>			
<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
Do you work on skills in self-directed learning, thinking, research and communication?			
Do you get to create advanced level products and performances each year?			
<b>Family-Community Involvement</b>			
<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
Are students included in the annual gifted program evaluation?			
<b>Additional Comments/Suggestions</b>			

**Bloomington Independent School District**


**Bloomington Independent School District  
Gifted/Talented Program Evaluation Questions  
Parent Survey**

Please complete the following questionnaire by checking a response for each question.

<b>Student Assessment</b>			
<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
Have you requested a copy of the board-approved written policy and procedures for gifted student identification?			
Does the above policy also address furloughs, reassessment, exiting of students from services, transfer of students, and appeals?			
Does the district take referrals and assess for identification at least once a year?			
Are nominations taken for all grade levels K-12?			
Does the district make accommodations for non-English speaking students when testing?			
Does the district use at least three (3) criteria in the assessment process?			
Are nominations open to all students, regardless of race, ethnicity, socio-economic status, other identified exceptionalities, etc.?			
Are kindergarten students nominated, assessed, and if identified provided services by March 1? PE			
<b>Service Design</b>			
<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
Do identified students have the opportunity each year to receive gifted services in the four (4) core academic areas (math, language arts, science, social studies)?			
Are parents informed each year concerning how their children are receiving G/T services?			
Do gifted students have the opportunity to work with other gifted students?			
Are gifted services provided during the entire school year?			
Are acceleration options available through Credit by Examination and Early High School Graduation?			
If the district provides services to Junior High and High School identified students through <b>Pre-AP</b> , <b>AP</b> , challenge, honors, or dual-credit classes, does the teacher provide differentiation through depth and complexity?			
a. Math Comments:			
b. Science Comments:			
c. Social Studies Comments:			

d. Language Arts Comments:			
If the district provides services to identified students through the <b>regular</b> classroom, does the teacher provide differentiation through depth and complexity?			
a. Math Comments:			
b. Science Comments:			
c. Social Studies Comments:			
d. Language Arts Comments:			
<b>Curriculum and Instruction</b>			
<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
Are students provided the opportunity to demonstrate skills in self-directed learning, thinking, research and communication?			
Is there a variety of challenging learning experiences provided which emphasize content from the four (4) core academic areas (math, language arts, science, social studies)?			
Are identified students provided learning opportunities each year which lead to the development of advanced-level products and performances?			
<b>Family-Community Involvement</b>			
<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
Are parents informed each year of the learning opportunities provided to their gifted child?			
Are parents included in the annual gifted program evaluation? PES			
<b>Additional Comments/Suggestions</b>			



**Bloomington Independent School District  
Gifted/Talented Program Evaluation Questions  
G/T Educator Survey**

Please complete the following questionnaire by checking a response for each question.

<b>Student Assessment</b>			
<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
Do you have access to the board-approved written policy and procedures for gifted student identification?			
Does the above policy also address furloughs, reassessment, exiting of students from services, transfer of students, and appeals?			
Does the district take referrals and assess for identification at least once a year?			
Are nominations taken for all grade levels K-12?			
Does the district make accommodations for non-English speaking students when testing?			
Does the district use at least three (3) criteria in the assessment process?			
Are nominations open to all students, regardless of race, ethnicity, socio-economic status, other identified exceptionalities, etc.?			
Does the district make placement decisions with a committee of at least three (3) local educators who have received training in the nature and needs of gifted students?			
Are kindergarten students nominated, assessed, and if identified provided services by March 1?			
<b>Service Design</b>			
<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
Do identified students have the opportunity each year to receive gifted services in the four (4) core academic areas (math, language arts, science, social studies)?			
Are parents informed each year concerning how their children are receiving G/T services?			
Do gifted students have the opportunity to work with other gifted students?			
Are gifted services provided during the entire school year?			
Are acceleration options available through Credit by Examination and Early High School Graduation?			
If the district provides services to Junior High and High School identified students through <b>Pre-AP</b> , <b>AP</b> , challenge, honors, or dual-credit classes, does the teacher provide differentiation through depth and complexity?			
a. Math Comments:			
b. Science Comments:			

c. Social Studies Comments:			
d. Language Arts Comments:			

If the district provides services to identified students through the regular classroom, does the teacher provide differentiation through depth and complexity?			
a. Math Comments:			
b. Science Comments:			
c. Social Studies Comments:			
d. Language Arts Comments:			

Curriculum and Instruction			
Question	Yes	No	Don't Know
Are students provided the opportunity to demonstrate skills in self-directed learning, thinking, research and communication?			
Is there an array of challenging learning experiences provided which emphasize content from the four (4) core academic areas (math, language arts, science, social studies)?			
Are identified students provided learning opportunities each year which lead to the development of advanced-level products and performances?			
Do the campus and district improvement plans address services to gifted/talented students each year?			

Professional Development			
Question	Yes	No	Don't Know
Are all teachers of the gifted required to attain the 30 hours of foundational training before providing services? If the training is not available prior to assignment, the teacher should receive the training during the first semester.			
Do all teachers of the gifted receive a minimum of six (6) hours annually of professional development in gifted education?			
Do administrators and counselors have a minimum of six (6) hours of professional development in the nature and needs of gifted students?			
Does the district/campus evaluate the professional development activities for gifted/talented education?			



**Bloomington Independent School District  
Gifted and Talented Services Furlough from G/T  
Services Form**

Requested by:

\_\_\_\_\_

Student's Name:

\_\_\_\_\_

Student's Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Length of Furlough Requested \_\_\_\_\_

Reason for request:


Gifted/Talented Committee Decision:

\_\_\_\_\_ Furlough Granted

\_\_\_\_\_ Furlough Denied

Date of committee meeting: \_\_\_\_\_

Return date: \_\_\_\_\_

Length of Furlough: \_\_\_\_\_

Comments:


Signatures:

Student:

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Parent:

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Gifted/Talented Committee Members:

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**Bloomington Independent School District  
Gifted/Talented Services Exit from G/T Services Form**

Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Person Requesting Exit: \_\_\_\_\_ Relationship to Student: \_\_\_\_\_

To be completed by person requesting Exit:

Reason for Exit Request:


Was a furlough from G/T services considered and/or granted? \_\_\_\_\_

Results of furlough? \_\_\_\_\_

Gifted/Talented Committee Decision:

\_\_\_\_\_ Exit Granted

\_\_\_\_\_ Exit Denied

**Note:** Once a student has been exited from Gifted/Talented services, the student is subject to referral and identification to determine educational need for the program before readmission.

Comments:


Signatures:

Student: \_\_\_\_\_

Parent: \_\_\_\_\_

Gifted/Talented Committee Members:

_____	_____
_____	_____
_____	_____

**Bloomington Independent School District  
Required Gifted/Talented 30-Hour Training**

Educator Name \_\_\_\_\_

<b>Class</b>	<b>Available from Region 3:</b>	<b>Date Completed</b>
1. Nature and Needs of the Gifted	Face-to-face or online	
2. Assessing Student Needs for the G/T Program	Face-to-face or online	
3. Curriculum and Instruction for Gifted Students 1	Face-to-face or online	
4. Curriculum and Instruction for Gifted Students 2	Face-to-face or online	
5. Curriculum and Instruction for Gifted Students 3	Face-to-face or online	



**Bloomington Independent School District  
District Gifted/Talented Coordinator Responsibilities**

<b>August-September</b>	<b>October-January</b>	<b>February-June</b>
<input type="checkbox"/> New district faculty members providing Gifted/Talented services have secured the 30 hours of G/T foundational required professional development. If this is not possible, new faculty must obtain the training within one semester.	<input type="checkbox"/> Campus office should have referral forms available.	<input type="checkbox"/> Kindergarten assessment should be completed no later than mid-February.
<input type="checkbox"/> Administrators and counselors who have authority to make program decisions, or assess students, should have 6 hours of Nature and Needs of the Gifted professional development.	<input type="checkbox"/> Host a district-wide parent information meeting on identification procedures and program services. Involve teachers from each campus to explain how identified students are served.	<input type="checkbox"/> Meet with Gifted/Talented Committee to discuss qualification of Kindergarten students <b>prior to March 1. Identified students must receive services by March 1.</b>
<input type="checkbox"/> Place notice of referral for student assessment in local newspaper or on school website. Notice should be available in English as well as Spanish.	<input type="checkbox"/> Once the referral period has closed, obtain written parental permission for assessment of each student.	<input type="checkbox"/> Notify PEIMS coding coordinator of identified kindergarten students <b>prior to March 1.</b>
<input type="checkbox"/> Documentation of G/T Services forms are disseminated to campus administrators.	<input type="checkbox"/> Maintain staff development records of applicable staff.	<input type="checkbox"/> Administer and collect surveys over G/T services from teachers, students, and parents. Aggregate data and disseminate to superintendent, campus administrators, school board, and District Improvement Team.
<input type="checkbox"/> Annually establish means of informing parents how students will receive services (meeting, letter, website).	<input type="checkbox"/> Conduct and or oversee administration of assessment instruments to nominated students.	<input type="checkbox"/> Collect campus Documentation of G/T Services forms for year.
<input type="checkbox"/> Make copies of local Gifted/Talented policy and procedures available at each campus as well as The Texas State Plan for the Education of Gifted/Talented Students ( <a href="http://ritter.tea.state.tx.us/gted/GTStatePlanEnglishAug05.pdf">http://ritter.tea.state.tx.us/gted/GTStatePlanEnglishAug05.pdf</a> ), and upon request by individuals.		<input type="checkbox"/> Attend Spring G/T Coordinator meeting at Region 3 in May.
<input type="checkbox"/> Check with PEIMS coding coordinator to confirm correct coding of newly identified students.		
<input type="checkbox"/> Check to confirm student portfolios are housed at each student's campus.		
<input type="checkbox"/> Attend fall G/T Coordinator meeting at Region 3 in September		

**Bloomington Independent School District  
Campus Administrator Responsibilities**

<b>August-September</b>	<b>October-January</b>	<b>February-June</b>
<input type="checkbox"/> New campus faculty members providing Gifted/Talented services have secured the 30 hours of G/T foundational required professional development. If this is not possible before the school year begins, new faculty must obtain the training within one semester.	<input type="checkbox"/> Make available referral forms for parents and community members who wish to nominate a student for testing. Notice should be available in English as well as Spanish.	<input type="checkbox"/> Assist G/T Coordinator in administering and collecting surveys over G/T services from teachers, students, and parents.
<input type="checkbox"/> To the extent possible, cluster G/T students in the same class sections.	<input type="checkbox"/> Once the referral period has closed, obtain written parental permission for assessment of each student.	<input type="checkbox"/> Campus Improvement Plans should contain at least one indicator for improvement of G/T services each year based on campus survey data.
<input type="checkbox"/> Campus G/T teachers are provided with an updated list of identified Gifted/Talented students.	<input type="checkbox"/> Maintain staff development records of G/T teaching staff	<input type="checkbox"/> Collect forms documenting G/T services from G/T teachers at the end of the second semester.
<input type="checkbox"/> Campus G/T teachers are provided with copy of local G/T policy and procedures as well as The Texas State Plan for the Education of Gifted/Talented Students ( <a href="http://ritter.tea.state.tx.us/gted/GTStatePlanEnglishAug05.pdf">http://ritter.tea.state.tx.us/gted/GTStatePlanEnglishAug05.pdf</a> ).	<input type="checkbox"/> Collect forms documenting G/T services from G/T teachers at the end of the first semester.	<input type="checkbox"/> As spring identification are finalized, place copy of student profile for qualifying students in permanent records
<input type="checkbox"/> Documentation of G/T Services forms are disseminated to G/T teachers.	<input type="checkbox"/> As T-TESS walk-throughs and observations are conducted, look for evidence of teachers using Depth and Complexity with their G/T students as well as requiring advanced level products and performances.	<input type="checkbox"/> If identified students are moving to another campus, collect students' portfolios and send to new campus.
<input type="checkbox"/> Establish means of informing parents how students will receive services (meeting, letter, website).	<input type="checkbox"/> Assure current G/T teaching faculty have obtained a 6-hour G/T credit professional development update by the end of the first semester.	
<input type="checkbox"/> Maintain several copies of local Gifted/Talented policy and procedures as well as The Texas State Plan for the Education of Gifted/Talented Students available to G/T parents upon request		
<input type="checkbox"/> Check with PEIMS coding coordinator to confirm correct coding of newly identified students.		
<input type="checkbox"/> Check to confirm student portfolios are received by students' new teachers and maintained throughout the year.		

Bloomington ISD G/T Teacher Responsibilities		
Beginning of Year	Ongoing	End-of-Year
<input type="checkbox"/> If this is your first year to provide Gifted/Talented services, make sure you have secured the 30 hours of G/T foundational required professional development. If this is not possible prior to the school year beginning, it must be obtained before the end of the first semester. Maintain copies of professional development records as proof of training.	<input type="checkbox"/> Differentiate for identified students on a regular basis through incorporating Depth and Complexity, as well as advanced products and performances. Other means of differentiation can be offered at your discretion based on student needs. Grades should always be based on grade-level TEKS.	<input type="checkbox"/> Assist G/T Coordinator and campus administrator in administering and collecting surveys over G/T services from teachers, students, and parents.
<input type="checkbox"/> Obtain a current list of identified Gifted/Talented students.	<input type="checkbox"/> Maintain student portfolios, adding one product/performance per semester.	<input type="checkbox"/> Submit 2 <sup>nd</sup> semester documentation of services form to your campus administrator.
<input type="checkbox"/> Obtain a copy of local G/T policy and procedures as well as The Texas State Plan for the Education of Gifted/Talented Students from your campus administrator. Familiarize yourself with district and state requirements.	<input type="checkbox"/> Maintain documentation of services forms and submit to your campus administrator at the end of each semester.	<input type="checkbox"/> Send student portfolios to the next grade level. Check with your campus administrator if you are unsure of who should receive them.
<input type="checkbox"/> Secure Documentation of G/T Services forms from your campus administrator. You should maintain one form for each identified G/T student and will turn these in each semester to your campus principal.	<input type="checkbox"/> Make sure you have received 6-hours of G/T update professional development credit each year you provide Gifted/Talented services and maintain copy of certificate for proof.	
<input type="checkbox"/> Coordinate with your campus administrator to establish a means of informing parents how students will receive services (meeting, letter, website, etc.).		
<input type="checkbox"/> If parents of identified students request copies of local Gifted/Talented policy and/or procedures, as well as The Texas State Plan for the Education of Gifted/Talented Students, secure copies from your campus administrator.		
<input type="checkbox"/> Locate student portfolios through your campus administrator and add one product/performance for the student each semester.		

## **Bloomington ISD GT Plan**

**In response to the State Plan for the Education of the Gifted/Talented student, “written policies on student identification for gifted/talented programs are approved by the District Board of Trustees and disseminated to all parents.” (19 TAC §89.1). Please read and initial the appropriate line.**

**(\_\_\_) I can access the Bloomington ISD GT Plan from the District website and each campus office.**

**(\_\_\_) I do not wish a copy of the Bloomington ISD GT Plan at this time.**

**(\_\_\_) Please send me a copy of the Bloomington ISD GT Plan.**

**Parent Name:**\_\_\_\_\_ **Date:**\_\_\_\_\_

**Address:**\_\_\_\_\_

**Student Name:**\_\_\_\_\_