

Bullard Independent School District  
Gifted and Talented Manual



**Board of Trustees Approved: November 9, 2020**

## **Preface**

Bullard ISD is committed to providing program and curricular options to meet the unique needs of the gifted/talented student. This document presents the official policies, processes, and procedures for organizing, operating, and evaluating the gifted and talented services at Bullard ISD.

## **Definition of Gifted and Talented Students**

“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 exhibits high performance capability in an intellectual, creative or artistic area. The student may possess an unusual capacity for leadership and/or excel in a specific academic field (TEC Subchapter D §29.121).

## **Philosophy/Rationale**

The philosophy of Bullard ISD reflects an understanding of the uniqueness of individual gifted and talented students. Because the learning characteristics of gifted and talented students dictate learning experiences that differentiate from those provided for them in the regular school program, the district recognizes that special provisions must be made for these students in order to stimulate and maximize their achievement as well as provide for their social and emotional needs.

Bullard ISD recognizes that gifted and talented students are found in all cultures, socioeconomic groups, geographic locales and environments. Bullard ISD will serve the needs of all students who perform at, or show, the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience or environment.

## **Program Objectives**

Students who participate in services designed for gifted and talented students will demonstrate skills in self-directed learning, thinking, research, and communication. This will be evidenced by the development of innovative products and performances that reflect individuality and creativity, and that are advanced in relation to students of similar age, experience, or environment. High school graduates who participate in services for gifted and talented students will produce products and performances of professional quality as part of their program services.

Bullard Independent School District will:

- comply with accountability standards and monitor the effectiveness of assessment and services for gifted and talented students
- implement identification procedures and progress monitoring that allows students to demonstrate and develop their diverse talents and abilities
- implement viable service options which provide a research based learning continuum that is developed and consistently implemented throughout the district to meet the needs and reinforce the strengths and interests of gifted and talented students
- meet the needs of gifted and talented students by modifying the depth, complexity, and pacing of the curriculum and instruction provided by the school
- ensure all personnel involved in the planning, creation, delivery and administration of services possess the knowledge required to develop and provide differentiated programs and services
- involve family and community members in services designed for gifted and talented students throughout the school year

## **I. Program Service Design**

Gifted and talented services at Bullard ISD are designed for students who are identified as gifted and talented according to Bullard ISD's identification procedures. Program service design will include one or more of the following options:

- Pull Out: part-time services in a classroom, other than the student's regular class, that take place on a regular schedule provided by a gifted and talented trained teacher
- Push In: a gifted and talented trained teacher provides occasional services to a student while the student is in their regular classroom
- Full Time Gifted Only: the student receives the majority of their core subjects from teachers with peers who are all identified as gifted and talented
- Full Time Inclusion: the student receives a majority of their core subjects from a specific teacher or teachers with gifted and talented training, but the classes may include peers who are not identified as gifted and talented
- Special Day School: a special school which is administratively separate from regular schools and is organized to serve gifted and talented students

In accordance with the *Texas State Plan for the Education of Gifted and Talented Students*, the district is accountable for the following:

- Ensuring gifted and talented students are provided an array of learning opportunities that are commensurate with their abilities and that emphasize content in the 4 foundational curricular areas, and that services are available

during the school day as well as the entire school year and parents are informed of these options (19TAC §89.3(3))

- Providing information concerning special opportunities that is available and disseminated to parents and community members
- Ensuring services for gifted and talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the 4 foundation curricular areas
- Establishing opportunities for Gifted and talented students to work and independently during the school day as well as the entire school year as a direct result of gifted and talented service options (19TAC §89.3(1))
- Providing flexible grouping patterns and independent investigations throughout the program design and services
- Providing out of school options relevant to the student's areas of strength by school districts whenever possible (19TAC §89.3(3))
- Developing local board policies 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)
- Ensuring that a person who has thirty hours of professional learning in gifted and talented education and receives six hours of professional learning updates as required in 10 TAC §89.2(1), is assigned to coordinate district level services for gifted and talented students in grade K-12
- Developing and implementing services to address the social and emotional needs of gifted and talented students and their impact on student learning

## **II. Student Assessment**

- **Communicate the Process to Parents and Community**
  - Prior to the referral period, Bullard ISD will conduct an awareness session for families to provide an overview of the assessment procedures and services for gifted and talented students.
  - All family meetings and informational media will be offered in a language families can understand, and/or a translator will be provided to the fullest extent possible.
  - Input from family and community representatives on gifted and talented identification and assessment will be encouraged.
  - Information regarding the overview of assessment procedures and services for gifted and talented students will be outlined on the Bullard ISD Gifted and Talented webpage.
  - All referral procedures and forms for assessment will be provided to families in a language that the families understand, and/or a translator is provided to the fullest extent possible.

- Referral Process
  - The referral process will occur throughout the school year. Referrals may be submitted at any time during the year to ensure students identified as gifted receive services through diverse program options to meet their specialized educational needs. Students may be referred by teachers, counselors, parents, or other interested parties. Referral forms are available at the campus counselor's office and must be returned to the campus counselor. Support will be provided for completing documents on an as needed basis or if requested.
  - Testing windows for the 22-23 school year are the weeks of October 3-October 7, December 12-16, and February 27-March 3.
- Assessment
  - Data collected from multiple sources for each area of giftedness district will be included in the assessment process for gifted and talented services. Access to assessment will be available to all populations of the district. Students will be assessed in languages they understand or with nonverbal assessments if needed.
  - Based on a review of information gathered during the assessment process, students whose data reflect that the districts' G/T service options would best meet their identified educational needs will be recommended by the selection committee for gifted and talented services.
  - At the kindergarten level, as many criteria as possible will be used to assess students who perform at or show potential of accomplishments relative to age peers.
  - In grades 1-12, qualitative and quantitative data will be collected through three or more measures and used to determine whether a student needs gifted and talented services.
  - Final determination for gifted and talented services will be made by a committee of at least three local district or campus educators who have received training in the nature and needs of gifted and talented students and who have met and reviewed the individual student data.
  - Once identified, students will be provided services based on their strengths and interests and provided opportunities to produce advanced level products, such as those provided by the Texas Performance Standards Projects.
  - In addition, as commensurate with their abilities, students will be provided opportunities to accelerate in their individualized areas of strength.

### III. District/Campus Procedures

- Transfer Students
  - When a student identified as gifted and talented by a previous school district transfers in the district, a committee will make its determination based on the sending district's assessment data, observation records of district teachers, and any additional data deemed appropriate by the committee to determine if placement in the district's program is appropriate.
  - When a student identified as gifted and talented transfers to another district, BISD will provide the receiving district the student's assessment data.
- Furloughs
  - A furlough (the opportunity to have a leave of absence from the gifted and talented program) may be implemented for specified reasons for a certain period of time without being exited. These reasons may include, but are not limited to:
    - an inability to maintain satisfactory performance within the structure of the gifted and talented program
    - educational needs are not being met within the structure of the gifted and talented program
    - specific personal or life circumstances
  - The district, parent, or student may initiate a furlough.
  - The district may furlough a student for a specified period of time as deemed appropriate. At the end of the furlough, the student may re-enter the gifted program, exit from the program, or be placed on another furlough.
- Reassessment
  - If it is determined that it is in the best interest of a student to be reassessed, the district will inform the parent/guardian of the committee's decision and a reassessment will be conducted.
  - If reassessment does occur, it will be no more than once at the elementary level, once at the middle school level, and once at the high school level.
- Appeal Process Regarding Services
  - A parent, student, or educator may appeal any placement decisions in a timely manner and present new data if appropriate. Appeals shall be made first to the committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.

#### **IV. Curriculum and Instruction**

Bullard ISD will ensure identified gifted and talented students are provided an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four foundation curricular areas. BISD will provide services during the school day as well as the entire school year.

Bullard ISD will ensure opportunities are provided for students to accelerate in areas of strength. Flexible pacing, cluster grouping, and scheduling modifications, which include dual credit, will be implemented as necessary to allow students to learn at the pace and level appropriate to their abilities and skills.

In addition, Bullard ISD will provide opportunities for gifted and talented students to pursue areas of interest in selected disciplines through guided and independent research. These learning opportunities may include, but are not limited to:

- Kindergarten - 4th Grade:
  - Students meet weekly and engage in activities including Texas Performance Standards Projects, lessons from Byrdseedtv, inventions and storytelling projects, creativity, curiosity and critical thinking games, art, tech/robotics, math, building and invention stations. A Gifted and Talented Showcase is presented in the spring for students to share their work with family and friends.
  - 2nd-3rd grade participation in the Imagination Fair through Region VII.
  - 4th grade participation in Robotics Competition at Region VII.
- 5th - 6th Grades:
  - Students meet weekly and engage in activities including Texas Performance Standards Projects. Students are pulled once a week and are provided with enrichment activities that include team building challenges, critical thinking and problems solving games.
  - Students participate in the EV3 Lego Robotics Competition at Region VII.
- 7th - 8th Grades:
  - Students engage in activities including Texas Performance Standards Projects. Students meet weekly during GT Advisory class. Creativity, team building, and problem solving activities are incorporated using STEM challenges.
  - Students work on Passion Projects throughout the school year.
  - Students may choose advanced courses in core classes.

- 9th - 12th Grades:
  - Students have the opportunity to participate in Model UN, a simulation of the UN General Assembly and its other multilateral bodies where students perform an ambassador role while debating topics such as gender equality, climate action, global health, and more.
  - Students can enroll in a variety of advanced courses including Honors, Advanced Placement and Dual Credit courses in all core subject areas and a selection of electives.

## **V. Assessment of Student Progress and Performance**

Bullard ISD will periodically assess student progress and/or performance using district developed standards associated with the areas identified and served. Assessment standards may include, but are not limited to:

- Grades received in courses designed for gifted students
- Progress reports including the standards of services outlined in the Texas State Plan for the Education of Gifted and Talented Students (these standards of service include modifying the depth, complexity and pacing of the curriculum and instruction ordinarily provided by the school, appropriately challenging learning experiences and advanced-level products and/or performances)
- Rubrics such as those found on the Texas Performance Standards Project website or other sources that indicate student progress and growth in the areas of identified giftedness
- Region VII ESC student seminars: utilizing standards that demonstrate student progress and growth from participation in these gifted and talented services
- Other assessment of student progress and performance based on local district service options

## **VI. Professional Learning**

Opportunities for professional learning in the areas of gifted and talented education will be provided on a regular basis, and information on these opportunities is disseminated within BISD. Teachers that are new to the district will receive an orientation to the district's gifted and talented identification process and the services offered to students.

- Requirements:
  - Bullard ISD board members will be trained to ensure program accountability as outlined in the Texas State Plan for the Education of Gifted and Talented Students.
  - Administrators as well as teachers who have supervisory duties for service decisions will complete a minimum of six hours of professional development that includes the nature and needs of gifted and talented students and service options.



- A Bullard ISD staff member who has thirty hours of professional learning in gifted and talented education and the annual six hour professional learning updates will be assigned to coordinate district level services for gifted and talented students grade K-12.
- Counselors who work with gifted and talented students will complete the minimum of six hours of professional development that includes the nature and needs of gifted and talented students, service options and social-emotional learning.
- Teachers who provide instruction and services that are part of the district's gifted and talented services will complete a minimum of 30 hours of professional learning related to identification and assessment, nature and needs and curriculum for gifted and talented students. Teachers without the required training who are assigned to provide gifted and talented instruction are required to complete the thirty hour training within one semester. Teachers will receive a minimum of six hours annually of professional development that is related to the state teacher gifted and talented education standards.
- Documentation of gifted and talented professional development will be maintained by the Human Resource Department.

## **VII. Family and Community Involvement**

Bullard ISD will annually provide to parents/guardians policies related to gifted and talented student identification. These policies may be made available through a variety of methods which may include but not limited to the district webpage, the student handbook, local media, etc., as deemed appropriate by the district. The district will seek input from family and community representatives on identification and assessment procedures. The district will also provide periodic orientations or updates for parents of students who are identified as gifted and talented. Throughout the school year, the district will showcase products and achievements of gifted learners through a variety of methods which may include social media, the district webpage, and showcases.

## **VIII. Program Evaluation**

Bullard ISD will annually evaluate the effectiveness of the gifted and talented program and share the information with the board of trustees and parents of identified students. This information will be used to modify and update the district and campus improvement plans. Parents will be included in the evaluation process. The evaluation may include the following:

- Effectiveness of services based on the number of students being served
- Gifted and talented demographics population in comparison to the district demographics population

- Professional development completed by staff based on designing curriculum, characteristics of gifted students, economically disadvantaged students, the twice-exceptional student, highly gifted, migrant, homeless and military students
- District goals

## **IX. Certification and Reporting**

BISD will annually certify to the commissioner that the district has established a program for gifted and talented students as required by TEC §29.123. Should the district fail to comply, the commissioner shall reduce the total amount of funding to which the district is entitled for that school year by an amount equal to the basic allotment multiplied by the product of 0.12 and an amount equal to five percent of the students in average daily attendance in the district. The commissioner may restore to the district all or part of the funding withheld from the district's entitlement if during the school year the district complies. At the same time that a school district makes the certification required, the district shall report to the commissioner regarding the use of funds on the district's program for gifted and talented students as provided by the State Board of Education rule.

## **X. PEIMS - Program Intent Code 21**

October submission of district level PEIMS indicator may include more than one program design (01 pull out, 02 push in, 03 full time gifted only, 04 full time inclusion, 05 special day school).