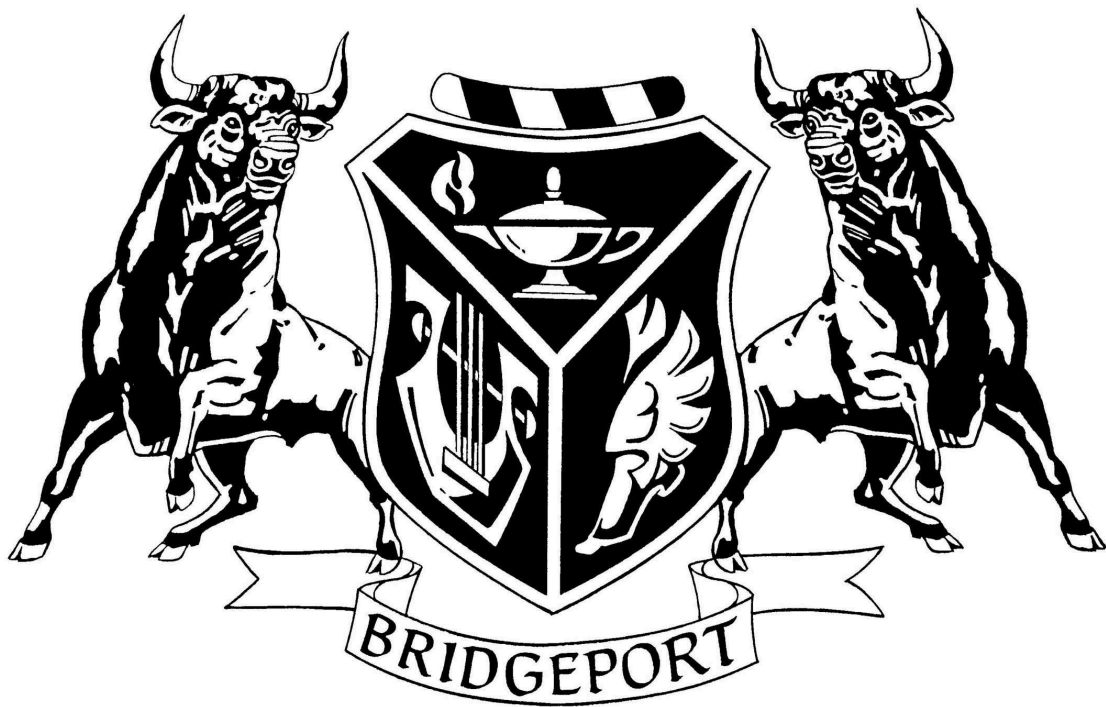


Bridgeport Independent School District Gifted and Talented Handbook



2024-2027

Excellence in education is when we do everything that we can to make sure they become everything that they can.

-Carol Ann Tomlinson

Education is not the filling of a pail, but the lighting of a fire.

-William Butler Yeats

Think and Wonder, Wonder and Think.

-Dr. Seuss

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Bridgeport ISD District Vision Statement

Bridgeport ISD is committed to preparing students to use technology to problem-solve, think creatively, communicate, and work with others in order to become successful students and productive citizens.

Bridgeport ISD Advanced Academics Program Mission Statement

Bridgeport ISD, in partnership with parents and community, will provide an educational environment that will address intellectual, social, and emotional needs of gifted and talented students.

State Goal for Services for Gifted Students

Students who participate in services for gifted 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.

Bridgeport ISD Program Philosophy

Given that all students have a right to appropriate educational opportunities and resources, Bridgeport ISD affirms that gifted and talented students have unique needs and abilities that must be addressed. In order for these students to reach their potential and to make positive contributions to society, the gifted program must provide students with stimulating and challenging curricula. The curricula should be modified in depth, complexity, and pacing. In addition, the gifted program must promote mastery of high-level concepts and skills leading to sophisticated products and performances.

Definition of Giftedness

A gifted student is one who performs at or has the potential of performing at a significantly high level of accomplishment in comparison to others of the same age, experience, and or environment in one or more of the following areas:

Intellectual – Superior intellectual ability is commonly measured by standardized measures of intelligence and aptitude

Creative – Unusual ability to use original or non-traditional methods of thinking and producing

Artistic – Outstanding ability in the visual and/or performing arts

Leadership – High ability in motivating the performance of others either in educational or non-educational settings

Specific Academic Ability – High academic ability in one or more specific academic fields

This performance or potential for performance is so pronounced that the student requires differentiated and/or accelerated instruction or services beyond the regular school program. Gifted students are found in all cultural groups and across all economic groups.

Bridgeport ISD Gifted and Talented Program Focus

- ❖ Emphasis on higher-level thinking skills
- ❖ Emphasis on creativity through product-based learning
- ❖ Emphasis on decision-making skills
- ❖ Emphasis on self-directed, autonomous learning
- ❖ Emphasis on developing leadership skills
- ❖ Emphasis on emotional growth by developing the following aspects:
 - Positive self concept
 - Independence
 - Cooperative skills
 - Risk-taking
 - Self-reflection skills
- ❖ Emphasis on providing a global perspective and making global connections
- ❖ Emphasis on meeting the Exemplary level on all aspects of the Texas State Plan for the Education of Gifted/Talented Students



Bridgeport ISD Gifted and Talented Program Goals

Goal One: Student Assessment

Multiple assessments and criteria will identify students from varied backgrounds for program services. Assessments will measure diverse abilities and intelligences, and provide students' opportunities to demonstrate their talents and strengths.

Goal Two: Program Design

Flexible gifted and talented program options will be supported by appropriate resources to provide a continuum of learning experiences in creative and critical thinking, complex problem solving, independent learning, leadership, and creative productivity.

Goal Three: Curriculum and Instruction

Curriculum and instruction for the gifted and talented will ensure students an array of opportunities to excel as a result of curriculum design with depth and complexity, flexible pacing and acceleration, independent study, project-based learning, and assessment.

Goal Four: Professional Development

Ongoing professional development will ensure that all personnel involved in the support, planning, development, or delivery of services to gifted and talented students have the expertise necessary to offer appropriate options and curricula.

Goal Five: Family-Community Development

The district will provide educational services and emotional and social support for families and students that will facilitate interaction among schools, community, administrators, and legislative bodies.

BISD K-12 Continuum of Services

Kindergarten

Students will have multiple opportunities to demonstrate exceptional abilities in critical and creative thinking in the regular classroom to create products that could assist in identifying students who are potential candidates for referral. All kindergarten students will be evaluated to identify potential candidates for further assessment. Kindergarten students will be identified by March 1st and will begin receiving GT services after Spring Break.

LINC (Learn, Inspire, Nurture, Create) Grades 1-5

Identified GT students will be served through a pull out program at Bridgeport Elementary School and Bridgeport Intermediate School. Students will also be served through classroom differentiation and extension opportunities such as Summer Scope.

Bridgeport Middle School

Identified GT students will have the opportunity to participate in the LINC Elective course. GT students can also be served through Honors, STEM, and core specific opportunities.

Bridgeport High School

Identified GT students will have the opportunity to participate in AP, Honors, Dual-Credit, OnRamps, and core specific courses.. Students also have the option for early graduation.

Accelerated Placement

Bridgeport ISD offers opportunities for accelerated placement through credit by examination. The criteria for placement is based on both state and district criteria. The tests will be administered by the campus counselor. The credit by examination process and testing windows are available on the district website.
<https://www.bridgeportisd.net/academics/advanced-academics/credit-by-exam>

Principles of a Differentiated Curriculum for the Gifted/Talented

Content

- ❖ Present content that is related to broad-based issues, themes, or problems.
- ❖ Integrate multiple disciplines into the area of study.
- ❖ Present comprehensive, related and mutually reinforcing experiences within an area of study.

Process

- ❖ Develop independent or self directed study skills.
- ❖ Develop productive, complex, abstract, and/or higher level thinking skills.
- ❖ Focus on open-ended tasks.
- ❖ Develop research skills and higher level (critical) thinking skills into the curriculum.

Product

- ❖ Encourage the development of products that challenge existing ideas and produce “new” ideas.
- ❖ Encourage the development of products that use new techniques, materials, and forms.

Affect

- ❖ Encourage the development of self-understanding, i.e., recognizing and using one’s abilities, becoming self-directed, appreciating likeness and differences between oneself and others.
- ❖ Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion referenced and/or standardized instruments.

Source: National/State Leadership Training Institute on the Gifted and Talented, developed by the Curriculum Council (James J. Gallagher, Sandra N. Kaplan, A. Harry Passow, Joseph S. Renzulli, Irving S. Soto, Dorothy Sisk, Janice Wickless)

Differentiation Opportunities

- ❖ Assessment
- ❖ Social and Emotional Needs
- ❖ Student Interests
- ❖ Depth
- ❖ Complexity

Identification of GT Students

Bridgeport ISD implements identification procedures designed to ensure that all students from all populations in the district have access to referral, assessment, and if identified, access to services provided by the gifted program.

Referral Process

Bridgeport ISD conducts GT assessments in the second semester of each school year. A parent, BISD staff member, or community member may initiate the assessment process for a student. Second semester assessment requests must be submitted during the referral window. Referral forms are available online and in campus offices during the referral window.

The assessment tools include the following:

Intellectual Abilities Assessment
Nonverbal Abilities Assessment
Academic Achievement Assessment
Teacher Observation
Parent Observation

With parent permission, referred students will complete the assessment process. The assessment documents will be reviewed by the Campus Selection Committee. After this review, the parents will be notified of the committee findings by mail.

Transfer Students

Transfer students who have previously participated in a gifted and talented program will be assessed and considered for placement in the Bridgeport ISD program. GT records from the previous district will be requested. Further assessment may not be necessary if the prior district can provide results from approved assessments.

Program Furlough

Identified GT students who are unable to maintain a satisfactory performance within the structure of the Gifted and Talented program may be placed on furlough by the Campus Selection Committee. The district's furlough form must be completed and sent to the Advanced Academics Coordinator to begin the furlough process. A furlough may be granted at the request of the parent or guardian. A student may be furloughed for one school year. At the end of the furlough, the student's progress will be reviewed by the Campus Selection Committee. At that time, the student may re-enter the GT program or exit completely from the program.

Program Exit

Student performance in the Gifted and Talented program is monitored for satisfactory progress. Before determining removal from the program, a conference with the parent/guardian, school counselor, and Advanced Academics Coordinator must be held. Once this conference takes place, information will be shared with the Campus Selection Committee to determine the best placement for the student. If a parent or guardian requests removal from the program, a written request from the parent must be submitted to the Advanced Academics Coordinator.

Appeals

A parent or student may appeal any final decision of the Campus Selection Committee regarding identification for or removal from Bridgeport ISD Gifted and Talented services.. Appeals should be made to the Campus Selection Committee and to the Advanced Academics Coordinator. Any subsequent appeals shall be made in accordance with FNG (LOCAL) beginning at Level Two. The appeal form and additional information pertaining to the appeal process can be located on the district website.

<https://www.bridgeportisd.net/academics/advanced-academics/furlough-exit-appeals>

Professional Development

Opportunities will be provided for effective programming and staff development. The administrative and curriculum staff will ensure that on-going, planned programs for staff development in gifted education are implemented. All staff will receive an overview of the gifted program components, including identification procedures. All staff members who service GT students are expected to complete a minimum of 30 clock hours that include nature and needs of gifted students, student identification and assessment, and curriculum/instruction for gifted students. Upon completion, staff members are expected to obtain a minimum of 6 hours annually.

Family and Community Involvement

Bridgeport ISD welcomes opportunities to partner with parents and community members through various activities. Stakeholders are encouraged to participate in informational meetings, program advisory committee meetings, program evaluations, and surveys. Parent involvement is highly encouraged and essential to the success of Bridgeport ISD gifted services.

Program Evaluation

The Bridgeport ISD gifted program shall be evaluated annually and evaluation information shall be shared with the BISD Board of Education, administrators, teachers, counselors, students in the gifted program, parents, and community members. Evaluation will include program participation, parent/student surveys, and indicators from the state performance standards. Evaluation and assessment of the program is important to the success and development of the gifted program.

Parent Resources

Bridgeport ISD

Texas Education Agency

Texas Association for the Gifted and Talented

National Association for Gifted Children

Supporting Emotional Needs of the Gifted

Hoagies Gifted Education Page

www.bridgeportisd.net

www.tea.state.tx.us

www.txgifted.org

www.nagc.org

www.sengifted.org

www.hoagiesgifted.org

[Texas State Plan for the Education of Gifted/Talented Students - English](#)

[Texas State Plan for the Education of Gifted/Talented Students - Spanish](#)



Gifted and Talented Program Appendix



Bridgeport I.S.D.
Gifted and Talented Program
Referral Form and Permission for Testing

Student's Name

Birthdate

Grade

Parent's/Guardian's Name

Current Homeroom Teacher

Address

City

Zip Code

Daytime Phone

Person Making Nomination: _____

Relationship to Student:

Parent

Teacher

Community Member

I would like to refer the above named student because:

Referral allows this student to be considered for assessment, additional testing, and possible placement in the BISD Gifted Program. Assessment includes standardized testing in the areas of ability, achievement, and teacher observations of the referred student. Students eligible for gifted services generally fall into the 3-5% of the national student population in the areas of general intellectual ability and productive thinking.

Has this student been previously assessed for a gifted program

Yes

No

If yes, please provide the information requested below:

District/State providing assessment: _____

Student's grade level at time of assessment: _____

___ Yes, I give permission for my child to be tested for possible placement in the gifted program.

___ No, I do not want my child tested for possible placement in the gifted program.

Parent's Signature: _____ Date: _____

Email Address _____

Daytime Phone (if not listed above) _____

Bridgeport ISD
PROGRAMA DE TALENTO
Permiso para Evaluación

Nombre del Estudiante

Fecha de Nacimiento

Grado

Nombre de los Padres o Guardián

Actual Salón de Clase

Domicilio

Ciudad

Código Postal

Teléfono

Persona que hace la nominación: _____

Parentesco con el estudiante: Padre Maestro Miembro de la Comunidad Uno mismo

Yo quisiera nominar por que

La nominación permite que este estudiante sea considerado para evaluación, exámenes adicionales y posiblemente colocarlo en el programa de Talento y Dotados del Distrito de Bridgeport. La evaluación incluye exámenes en las áreas de habilidad, éxitos y pensamiento creativo, observaciones de padres / maestro y una revisión del record educacional o portafolio del estudiante nominado. Los estudiantes elegibles para los servicios generalmente están entre el 3 a 5% de la población estudiantil nacional en las áreas de habilidad intelectual general y / o pensamiento creativo y productivo.

Ha sido evaluado previamente este estudiante para el programa? Si No

Distrito / Estado que proporcionando la evaluación: _____

Grado del estudiante al tiempo de la evaluación: _____

___ Si, Yo doy permiso para que mi hijo (a) sea evaluado para un posible lugar en el Programa de Talento en Bridgeport ISD.

___ No, Yo no doy mi permiso para que mi hijo (a) sea evaluado para un posible lugar en el Programa de Talento en Bridgeport ISD.

Firma de los Padres: _____ Fecha: _____

Correo electrónico _____

Numero de teléfono: _____



Furlough Request Form

Date _____ Campus _____ Grade _____

Student _____ ID# _____

DOB _____

Parent/Student Request

Teacher/Campus Administrator Request

Reason for furlough: _____

Date of furlough: _____

*A student may furlough for a period no longer than one school year. At that time, the student will re-enter the following school year or be exited from the program.

***A student may furlough once K-6 and once 7-12.**

*Explanation of special circumstances regarding length of furlough, if applicable.

Signatures of Campus Selection Committee Members (three signatures required)

Name _____ Title _____

Name _____ Title _____

Name _____ Title _____

Name _____ Title _____

OFFICE USE ONLY:

*Enter furlough date into system.

*Copy of completed furlough form will be mailed to parent.



Formulario de Solicitud de Permiso

Fecha _____ Escuela _____ Grado _____

Estudiante _____ ID# _____

Fecha de Nacimiento _____

Petición de los Padres/Estudiante

Petición de Maestro/Administrador

Motivo del Permiso:

Fecha del Permiso: _____

* Un estudiante podrá pedir permiso por un período no mayor de un año escolar. En ese momento, el alumno volverá a entrar en el siguiente año escolar o puede salir del programa.

* Un estudiante podrá pedir permiso una vez en K-6 y una vez en 7-12.

* Explicación de las circunstancias especiales en relación con la longitud del permiso, en su caso.

Firma de los asistentes a la conferencia: (Tres firmas necesarias.)

Nombre _____ Titulo _____

Nombre _____ Titulo _____

Nombre _____ Titulo _____

Nombre _____ Titulo _____

Al término de la conferencia de permiso, regrese el formulario firmado a la
Consejera

OFFICE USE ONLY:

*Enter furlough date into system.

*Copy of completed furlough form will be mailed to parent.

**Bridgeport ISD Gifted and Talented Program
Exit Form**

Date: _____

Student Name: _____ Student #: _____

Grade: _____ Campus: _____

_____ Parent/Student Request _____ Teacher/Campus Administrator Request

Reason(s) for Exit Recommendation:

Withdrawal effective as of: _____

Administrator _____ Date _____

Advanced Academics Coordinator _____ Date _____

Parent _____ Date _____

Bridgeport ISD Gifted and Talented Services Appeal Form Level One

In order to be reviewed, this form must be completed and returned to the BISD Advanced Academics Coordinator within 15 business days of the postmark date on the notification letter and contain information supporting that one or more of the appeal conditions exist.

Conditions for Appeals:

- Parents have substantial evidence to introduce that, when added to the existing information, creates a compelling “preponderance of evidence’ regarding the student’s need for program services.
- Parents have substantial evidence to introduce that an inconsistent or improper application of the identification process has occurred.

Parent Name:

Student Name: _____ Student Grade _____

Campus Student Attends: _____

Student’s Home Address: _____

Contact Phone Number: _____

Email Address: _____

Which condition(s) for appeal(s) listed at the top of this document exists?

Please provide supporting information for the existence of the condition(s) that you have listed in the previous question.

Please list the date on the notification letter you received ____/____/____

Please describe the outcome or remedy you seek for this complaint.

Parent Signature:

Date of Filing: ____/____/____

Complainant please note: A complaint form that is incomplete in any material way may be dismissed, but may be refiled with all the required information if the refiling is within the designated time for filing a complaint.

Attach to this form any documents you believe will support the complaint. Please keep a copy of the completed form and any supporting documentation for your records.

Bridgeport ISD Gifted and Talented Services Appeal Form Level Two

To appeal the Level One decision, please fill out this form completely and submit it to the Superintendent's Designee within 10 business days of receipt of notification of the Level One response. Appeals will be heard in accordance with EHBB (LOCAL) and the Bridgeport ISD Gifted and Talented Appeal Process.

Conditions for Appeals:

- Parents have substantial evidence to introduce that, when added to the existing information, creates a compelling 'preponderance of evidence' regarding the student's need for program services.
- Parents have substantial evidence to introduce that an inconsistent or improper application of the identification process has occurred.

Parent Name: _____

Student Name: _____ Student Grade _____

Campus Student Attends: _____

Student's Home Address: _____

Contact Phone Number: _____

Email Address: _____

Did you receive a Level One response?

Please explain specifically how you disagree with the outcome at Level One.

Attach a copy of your original complaint and any documentation submitted at Level One.

Attach a copy of the Level One response being appealed.

Parent Signature:

Date of Filing: ____/____/____

Complainant please note: A complaint form that is incomplete in any material way may be dismissed, but may be refiled with all the required information if the refileing is within the designated time for filing a complaint.

Attach to this form any documents you believe will support the complaint. Please keep a cop of the completed form and any supporting documentation for your records.