



Bullard ISD
Comprehensive Manual for the
Gifted and Talented
Kindergarten – 12th Grade

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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 may be used to implement and maintain the program components.

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, possesses an unusual capacity for leadership, or excels 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/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 those 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 Objective

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

Bullard ISD will:

- comply with gifted/talented accountability standards and monitor the effectiveness of identification and services for gifted/talented students.
- implement identification procedures and progress monitoring that allows students to demonstrate and develop their diverse talents and abilities.
- implement viable service options that 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/talented students.

- meet the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school.
- ensure all personnel involved in the planning, creation, delivery, and administration of services to gifted/talented students possess the knowledge required to develop and provide differentiated programs and services, and
- involve family and community members in services designed for gifted/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/talented 30-hour foundational and 6-hour update trained teacher.
- **Push-in:** A gifted/talented 30-hour foundational and 6-hour update 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 gifted/talented 30-hour foundational and 6-hour update training with peers who are all identified as gifted/talented.
- **Full-time Inclusion:** The student receives a majority of their core subjects from a specific teacher or teachers with gifted/talented 30-hour foundational and 6-hour update training, but the classes may include peers who are not identified as gifted /talented.
- **Special Day School:** A special school which is administratively separate from regular schools and is organized to serve gifted/talented students with gifted/talented 30-hour foundational and 6-hour update trained teachers.

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

- 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, and parents are informed of these options (19 TAC §89.3(3)).
- Information concerning special opportunities is available and disseminated to parents and community members.
- Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas.

- 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)).
- Flexible grouping patterns and independent investigations are provided throughout the program design/services.
- Out-of-school options relevant to the students' areas of strength are provided by school districts whenever possible (19 TAC §89.3(3)).
- Local board policies are developed that are consistent with State Board of Education rules on credit by examinations (19 TAC §74.24) and early high school graduation opportunities (TEC §56.203).
- Acceleration and flexible pacing are employed, allowing students to learn at the pace and level appropriate for their abilities and skills, and are actively facilitated by district administrators, counselors, and teachers.
- Local board policies are developed that enable students to participate in dual/concurrent enrollment, distance learning opportunities, and accelerated summer programs if available.
- A person who has thirty (30) hours of professional learning in gifted/talented education and annual six (6) hour professional learning updates as required in 19 TAC §89.2(1) is assigned to coordinate district-level services for gifted/talented students in grades K – 12.
- Develop and implement services to address the social and emotional needs of gifted/talented students and their impact on student learning.

II. Student Identification

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 identification procedures and services for gifted/talented students.
- In addition, information regarding the overview of identification procedures and services for gifted/talented students will be outlined on **Bullard ISD** gifted and talented website and/or an awareness video will be provided.
- All referral meetings, procedures, and forms will be provided to families in a language that the families understand, or a translator or interpreter is provided to the extent possible.

Referral Process

- 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.
- Referrals may be made online on the BISD website or by contacting the GT coordinator by phone or email.
- Additional materials regarding the unique characteristics of gifted students as well as nature and needs of gifted learners may be found on the district gifted and talented webpage.

Identification

- Bullard ISD will provide assessment opportunities for gifted/talented identification at least once per school year. Data collected from multiple sources for each area of giftedness served by the district are included in the assessment process for gifted/talented services. This assessment process allows for student exceptionalities to the extent possible. Access to assessment and, if needed, gifted/talented services is available to all populations of the district. Students will be assessed in languages they understand or with nonverbal assessments.
- Based on a review of information gathered during the identification process, those students whose data reflect that the district's gifted and talented service options would best meet their identified educational needs will be recommended by the placement committee for gifted/talented services.
- At the kindergarten level, as many criteria as possible, and at least three, are used to assess students who perform at or show potential of accomplishment relative to age peers.
- 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.
- Final determination of students' need for gifted/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/talented students and identification of gifted 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 Project.
- In addition, as commensurate with their abilities, students will be provided opportunities to accelerate in their areas of strength.

III. District/Campus Procedures

Transfer Students

- When a student identified as gifted by a previous school district transfers into the District, the committee will make its determination based on the sending district's assessment data, observation records of District teachers who instruct the student, and any additional data deemed appropriate by the committee to determine if placement in the District's program for gifted and talented students is appropriate.
- When a student identified as gifted transfers to another district, **Bullard ISD** will provide the receiving district the student's assessment data.

Furloughs

- A furlough may be implemented for specified reasons for a certain period of time without being exited. These reasons may include, but are not limited to:
 - Unable to maintain satisfactory performance within the structure of the gifted/talented program
 - Educational needs are not being met within the structure of the gifted/talented program
 - Specific personal or life circumstances
- A furlough may be initiated by the district, the parent, or the student.
- A student may be furloughed for a specified period of time as deemed appropriate by the district. 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 an identified student to be reassessed, the district will inform parents/guardians and the student 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.

Exit Provisions

- Student progress in the program shall be monitored. Exiting from gifted/talented services is based on multiple criteria including but not limited to:
 - student performance in response to services
 - parent and/or student request to be exited
- Exiting of a student is finalized by committee decision after consultation with parents and student regarding the student's educational needs.

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 meet the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the district.

Bullard ISD will assure identified gifted/talented students are provided an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas.

Bullard ISD 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 strengths. Flexible pacing, cluster grouping, and scheduling modifications will be implemented as necessary to allow students to learn at the pace and level appropriate to their abilities and skills.

Bullard ISD instructional staff, as appropriate, will adapt and/or modify the standard curriculum to meet the needs of gifted/talented students and those with exceptionalities such as twice-exceptional, highly gifted, and emergent bilingual.

In addition, Bullard ISD will provide opportunities for gifted/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:

Primary and Elementary (*Example - should reflect your district program codes*)

Gifted and talented students at the primary and elementary levels will participate in a pull-out program which is structured, modified, accelerated and/or accommodated to meet their individual strengths and interests and is based on the four core areas. Opportunities for students to participate in the Texas Performance Standards Project or other experiences that lead to the development of advanced-level products will be provided. Out-of-school options such as those provided by Region 7 Education Service Center will be provided as appropriate. Options include:

- 1st - 6th Imagination Fair
- 1st - 3rd Elementary Robotics
- 4th - 12th Robotics
- 4th - 8th Innovative Inventions

Additional opportunities/specialized events related to the strengths and interests of gifted students may be provided.

Middle and High School (*Example - should reflect your district program codes*)

Gifted and talented students at the middle and high school levels may participate in inclusionary programs which are structured, modified, and/or accommodated to meet their individual strengths and interests and are based in the four core areas. These programs may include Honors, Advanced Placement (AP) classes, CTE and dual credit. Opportunities for students to participate in the Texas Performance Standards Project or other experiences that lead to the development of advanced-level products may be provided. Additional opportunities/specialized events related to the strengths and interests of gifted students may be provided.

The district may integrate the Texas Performance Standards Project for gifted/talented students in a variety of ways which includes, but not limited to:

- Advanced courses such as Advanced Placement (AP), Honors, and dual credit
- Independent Study and Mentorship or Internship Courses

V. Assessment of Student Progress/Performance

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

- Rubrics such as those found on the Texas Performance Standards Project website (www.texaspsp.org) or other sources that indicate student progress and growth in the areas of identified giftedness.
- Region 7 Student Seminars: Consider using 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 area of gifted/talented education are provided on a regular basis, and information on these opportunities is disseminated to professionals in Bullard ISD. Each teacher new to the district will receive an orientation to the district's gifted/talented identification processes and the district's services for gifted/talented students.

Requirements

School Board

Bullard ISD School Board members will be trained on the Texas State Plan for the Education of Gifted/Talented Students to ensure program accountability.

Administrators

Bullard ISD administrators who have authority for program decisions, will complete a minimum of six hours of professional learning that includes the nature and needs of gifted/talented students and program options as well as the identification of gifted students with an update after each legislative session.

District Personnel Assigned to Coordinate Gifted/Talented Program

Bullard ISD staff member who has thirty (30) hours of professional learning in gifted/talented education and annual six (6) hour professional learning updates is assigned to coordinate district level services for gifted/talented students in grades K - 12.

Counselors

Bullard ISD counselors who work with gifted/talented students will complete a minimum of six hours of professional learning that includes the nature and needs of gifted/ talented students, service options, and social-emotional learning with an update after each legislative session.

Teachers

Bullard ISD teachers who provide instruction and services that are part of the Bullard ISD's defined 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 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.

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 learning in gifted/talented education that is related to state teacher [gifted/talented education standards](#).

Professional Learning Documentation

Evidence-based documentation of gifted and talented professional learning will be maintained by the GT Coordinator.

VII. Family and Community Involvement

Bullard ISD will annually provide to parents/guardians policies related to gifted/talented student identification. These policies may be made available through a variety of methods which may include but are not limited to: the district gifted and talented webpage, as deemed appropriate by the district.

Bullard ISD will provide an orientation and periodic updates pertaining to the district's gifted and talented services for parents of students who are identified as gifted and talented and provided gifted and talented services.

Bullard ISD will share products and achievements of gifted learners with the community.

VIII. Gifted and Talented Program Evaluation

Bullard ISD will annually evaluate the effectiveness of gifted and talented services. This information will be used to modify and update district and campus improvement plans. The evaluation process may include, but is not limited to:

- Effectiveness of gifted and talented services based on student and teacher growth.
- Identified gifted/talented demographics population is reflective of total district demographics.
- Professional development completed by staff based on:
 - teacher needs relative to designing curriculum for gifted students.
 - understanding characteristics of gifted emergent bilinguals, economically disadvantaged, twice-exceptional, highly gifted, migrant, homeless, and military students.
 - the nature and social-emotional needs of gifted students.
- Successful completion of Texas Performance Standards Project or other experiences that lead to the development of advanced level products and/or performances.
- Short and long-term goals based on input from the gifted and talented community.

IX. Certification and PEIMS Reporting

Bullard ISD shall annually certify to the commissioner that Bullard ISD has established a program for gifted and talented students as required by Texas Education Code Chapter 29. Subchapter D and that the program is consistent with the state plan developed under Section 29.123. If the commissioner determines Bullard ISD district has failed to comply with Subsection (a) for a school year, the commissioner shall reduce the total amount of funding to which the district is entitled under Chapter 48 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 Bullard ISD all or part of the funding withheld from the district's entitlement under Subsection (b) if during the school year the district complies with Subsection (a). At the same time that a school district makes the certification required under Subsection (a), 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 State Board of Education rule.

PEIMS Reporting

October:

1. Submission of district level PEIMS indicator (5 Categories)

A district may include more than one program design in the reporting.

 - 01 – Pull-out
 - 02 – Push-in
 - 03 – Full-time gifted only
 - 04 – Full-time inclusion
 - 05 – Special day school
2. Identified and Served Students

Reference Section 8 [Student Attendance Accounting Handbook](#)

June:

Program Intent Code 21

Instruction	Central Administration
11 Instruction	41* General Administration
Curriculum Development & Staff	District Operations
13 Development	52 Security and Monitoring
Total:	53 Data Processing
	34 Student Transportation
	Total:
Instructional Support	Other
21 Instructional Leadership	61 Community Service
23 School Leadership	91 Contracted Instructional Services Between Public schools
31 Guidance & Counseling, Evaluation	93 Payments to Fiscal Agents for Shared Service Arrangements
32 Social Work Services	99 Inter-government charges not Defined in Other codes
33 Health Services	Total:
36 Co-curricular/ Extra-curricular Activities	
Total	

* Object Code: 6491 is calculated in function code 41. (This is for reference only)

Expenditures to publish all statutorily required public notices in the newspaper by the school district or their representatives.

Reference [Financial Accountability System Resource Guide](#)

X. Glossary

Term	Definition
Acceleration	Acceleration is an academic intervention that matches the level, complexity, and pace of the curriculum with the readiness and motivation of the student. It involves mastering knowledge and skills at a rate faster or at an age earlier than the norm. From A Nation Deceived—Colangelo, N., Assouline, S., & Gross, M. U. M. (2004). <i>A nation deceived: How schools hold back America's brightest students</i> (Vol. 1). Iowa City: University of Iowa, Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development

Area of Giftedness	The specific set of abilities in which a student performs or shows potential to perform at a remarkably high level of accomplishment
Areas of Student Strengths	Specific levels of achievement in the foundation curricular areas to include single subject acceleration in grades K-12
Array of Learning Experiences	A menu of challenging activities or opportunities that fit the unique interests and abilities of advanced-level students
Artistically Gifted	Possessing outstanding ability in the visual and/or performing arts
Cluster Group	To ensure successful delivery of differentiated instruction, modification of curricula (State Plan 4.9), access to the opportunities required in State Plan 3.1 and 3.4, and gifted programming consistent with the State Plan, the Commissioner's Advisory Council on the Education of Gifted Students provided input on guidelines for defining a group when G/T students are provided services in the regular classroom. • A group is defined as a minimum of four. • To be consistent with the State Plan, a group is composed of gifted students assigned to a classroom where a minimum of 33% or more of the classroom roster is made up of their G/T peers. • Alternatively, if fewer students than 33% of a classroom roster are G/T identified in the campus grade level, to be consistent with the State Plan: • The G/T-identified students in a campus grade level are placed in one group during core subject instruction. • An LEA may make alternative grouping assignments with parent permission or when necessary to meet a G/T student's documented instructional needs. G/T services must be delivered in the alternative grouping assignment unless the furlough or exit process has been completed for the student. The rationale for alternative grouping assignments should be described in LEA certification submitted under TEC §29.124
Complexity	Extension of content in, between, and across disciplines through the study of themes, problems, and issues; seeing relationships between and among ideas in/within the topic, discipline, and disciplines; examining relationships in, between, and across disciplines over time and from multiple points of view
Concurrent Enrollment	The practice of enrolling in a college or university to earn college or university credit while in high school

Continuum of Learning Experiences	Articulated intellectual, artistic, creative, and/or leadership activities and opportunities that build upon one another each year a student is in school
Creatively Gifted	Possessing outstanding imagination, thinking ability, innovative or creative reasoning ability, ability in problem solving, and/or high attainment in original or creative thinking
Credit by Exam (CBE)	Method in which a student may receive credit for a subject/course or accelerate through a grade by taking one or more exams
Depth	Exploration of content within a discipline to include analyzing from the concrete to the abstract, the familiar to the unfamiliar, the known to the unknown; exploring the discipline by going beyond facts and concepts into generalizations, principles, theories, and/or laws; investigating the layers of experience within a discipline through details, patterns, trends, unanswered questions, and/or ethical considerations
Differentiation	Modification of curriculum and instruction according to content, pacing, process, and/or product to meet unique student needs in the classroom
Diversity	The presence of difference between individuals and among groups including but not limited to age, socioeconomics, education, race and ethnicity, gender, sexual orientation, culture, and religious beliefs
Dual Credit	An opportunity for a student to earn high school credit for successful completion of a college course
Exit	The cessation of gifted/talented services. The identification committee will make the final decision. A parent, student, or gifted/talented educator may submit the request.
Flexible Pacing	Flexible pacing is defined as placing students at an appropriate instructional level and allowing them to move forward in the curriculum as they master content and skills. Flexible pacing is achieved by such methods as continuous progress, compacted course, advanced level courses, grade skipping, early entrance, concurrent or dual enrollment, and credit by examination.
Foundation Curricular Areas	English language arts/reading, mathematics, science, and social studies
Furlough	A leave of absence from program services
Gifted in Leadership	Possessing the natural ability to influence others; possessing skills in interpersonal relationships demonstrated, for example, by outstanding ability in activities such as student government.

Gifted in Specific Academic Fields	Possessing superior ability or potential in a specific course of study such as English language arts/reading, mathematics, science, or social studies
Gifted/Talented Services	Services and activities not ordinarily provided by the school that are specifically designed to fully develop the capabilities of students who give evidence of high achievement or capability in areas such as intellectual, creative, artistic, or leadership capacity
Grouping	To ensure successful delivery of differentiated instruction, modification of curricula (State Plan 4.9), access to the opportunities required in State Plan 3.1 and 3.4, and gifted programming consistent with the State Plan, the Commissioner's Advisory Council on the Education of Gifted Students provided input on guidelines for defining a group when G/T students are provided services in the regular classroom. • A group is defined as a minimum of four. • To be consistent with the State Plan, a group is composed of gifted students assigned to a classroom where a minimum of 33% or more of the classroom roster is made up of their G/T peers. • Alternatively, if fewer students than 33% of a classroom roster are G/T identified in the campus grade level, to be consistent with the State Plan: ○ The G/T-identified students in a campus grade level are placed in one group during core subject instruction. ○ An LEA may make alternative grouping assignments with parent permission or when necessary to meet a G/T student's documented instructional needs. G/T services must be delivered in the alternative grouping assignment unless the furlough or exit process has been completed for the student. The rationale for alternative grouping assignments should be described in LEA certification submitted under TEC §29.124
Highly Gifted	A "highly gifted" student is defined as a student who has: 1. scores at or above the 99th percentile in either the overall score or in a verbal (reading) or quantitative (math) subscore of a nationally normed aptitude or ability test; or 2. academic achievement scores at or above the 99th percentile in one or more subject areas as measured using a nationally normed test.
Independent Study	Self-directed learning strategy where the teacher acts as guide or

	facilitator, and the student plays a more active role in designing and managing his or her own learning
Intellectually Gifted	Possessing superior intelligence, with potential or demonstrated accomplishments in several fields of study; ability to perform complex mental tasks
Mentor	An individual who shares his or her expertise with a student of similar career or field-of-study aspirations
Qualitative Measures	Performance indicators that cannot be recorded numerically and that include observations, anecdotal records, checklists, interviews, student products, performances, etc.
Quantitative Measures	Performance indicators that can be expressed in terms of definite numbers or amounts such as scores on achievement tests
Texas Performance Standards Project (TPSP)	Statewide standards and assessment system which includes instructional materials designed to provide assistance as districts achieve the state goal for gifted/talented students (complete information at http://www.texaspsp.org/)
Twice-Exceptional	A “twice-exceptional learner” is a child or youth who performs at—or shows the potential for performing at—a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who: 1. exhibits high performance capability in an intellectual, creative, or artistic area; 2. possesses an unusual capacity for leadership; or 3. excels in a specific academic field (TEC §29.121) And who also gives evidence of one or more disabilities as defined by federal or state eligibility criteria.

XI. District Forms

EHBB Legal Board Policy

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=1078&code=EHBB#localTabContent>

EHBB Local Board Policy (insert policy below)

EHBB — Special Programs: Gifted and Talented Students

Adopted: 2/10/2025

Referral

Students may be referred for the gifted and talented program at any time by teachers, school counselors, parents, or other interested persons.

Screening and Identification Process

The District shall provide assessment opportunities to complete the screening and identification process for referred students at least once per school year.

The District shall schedule a gifted and talented program awareness session for parents that provides an overview of the identification procedures and services for the program prior to beginning the screening and identification process.

Parental Consent

The District shall obtain written parental consent before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies at FL.

Identification Criteria

The Board-approved program for the gifted and talented shall establish criteria to identify gifted and talented students. The criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities.

Assessments

Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but are not limited to, the following: achievement tests, intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, student/parent conferences, and available student work products.

Selection

A placement committee shall evaluate each referred student according to the established criteria and shall identify those students for whom placement in the gifted and talented

program is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students, as required by law.

Notification

The District shall provide written notification to parents of students who qualify for services through the District's gifted and talented program. Participation in any program or services provided for gifted students shall be voluntary, and the District shall obtain written permission from the parents before placing a student in a gifted and talented program.

Reassessment

If the District reassesses students in the gifted and talented program, the reassessment shall be based on a student's performance in response to services and shall occur no more than once in elementary grades, once in middle school grades, and once in high school grades.

Transfer Students

When a student identified as gifted by a previous school district enrolls in the District, the placement committee shall review the student's records and conduct assessment procedures when necessary to determine if placement in the District's program for gifted and talented students is appropriate.

[See FDD(LEGAL) for information regarding transfer students and the Interstate Compact on Educational Opportunities for Military Children]

Furloughs

The District may place on a furlough any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted and talented program. A furlough may be initiated by the District, the parent, or the student.

In accordance with the Board-approved program, a furlough shall be granted for specified reasons and for a specified period of time. At the end of a furlough, the student may reenter the gifted and talented program, be placed on another furlough, or be exited from the program.

Exit Provisions

The District shall monitor student performance in response to gifted and talented program services. If at any time the placement committee or a parent determines the program is not meeting the student's educational needs, the committee shall meet with the parent and student before finalizing an exit decision.

Appeals

A parent, student, or educator may appeal any final decision of the placement committee regarding services in the gifted and talented program. Appeals shall be made first to the placement committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.

Program Evaluation

The District shall annually evaluate the effectiveness of the District's gifted and talented program, and the results of the evaluation shall be used to modify and update the District and campus improvement plans. The District shall include parents in the evaluation process and shall share the information with Board members, administrators, teachers, school counselors, students in the gifted and talented program, and the community.

Funding

The Superintendent shall develop administrative procedures to ensure that 100 percent of the state funds allocated for the gifted and talented program are spent providing for and enhancing the District's program and that a method accounting for expenditures related to the gifted and talented program is established and aligns with the Texas Education Agency's financial compliance guidance.

Community Awareness

The District shall ensure that information about the District's gifted and talented program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program.

BULLARD ISD

EHBB(LOCAL)-A

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