

BIG SANDY ISD



A Comprehensive Manual for the Gifted and Talented

Kindergarten – 12th Grade

Board of Trustees Approved: September 2024

TABLE OF CONTENTS

PREFACE	3
DEFINITION OF GIFTED AND TALENTED STUDENTS	3
PHILOSOPHY/RATIONALE	3
PROGRAM OBJECTIVES	3
PROGRAM SERVICE DESIGN	4
STUDENT ASSESSMENT	5
COMMUNICATE THE PROCESS TO PARENTS AND COMMUNITY	5
REFERRAL PROCESS	6
ASSESSMENT	6
DISTRICT/CAMPUS PROCEDURES - EHBB	7
TRANSFER STUDENTS	7
FURLOUGHS	7
REASSESSMENT	8
EXITING STUDENTS FROM PROGRAM SERVICES	8
APPEAL PROCESS REGARDING SERVICES	8
CURRICULUM AND INSTRUCTION	8
PRIMARY AND ELEMENTARY	9
MIDDLE SCHOOL/HIGH SCHOOL	9
ASSESSMENT OF STUDENT PROGRESS/PERFORMANCE	10
PROFESSIONAL LEARNING	11
REQUIREMENTS	11
PROFESSIONAL LEARNING DOCUMENTATION	12
PROFESSIONAL LEARNING EVALUATION	12
FAMILY AND COMMUNITY INVOLVEMENT	12
GIFTED/TALENTED ADVOCACY/PARENT ASSOCIATION GROUP	13
PRODUCTS AND ACHIEVEMENTS OF STUDENTS SHARED WITH COMMUNITY	13
G/T PROGRAM EVALUATION	13
CERTIFICATION AND REPORTING	13
PEIMS REPORTING	14
GLOSSARY	15
DISTRICT CONTACT INFORMATION	17
DISTRICT FORMS	18

Preface

Big Sandy 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 Big Sandy ISD. The appendices contain the instruments and forms that 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 Big Sandy 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.

Big Sandy ISD recognizes that gifted and talented students are found in all cultures, socioeconomic groups, geographic locales, and environments. Big Sandy 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.

Big Sandy ISD will:

- comply with gifted/talented accountability standards and monitor the effectiveness of assessment 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 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/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 Big Sandy ISD are designed for students who are identified as gifted and talented according to Big Sandy ISD's identification procedures. Program service design will include one or more of the following options:

1. **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.
2. **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.
3. **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.

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 Assessment

A. Communicate the Process to Parents and Community

1. Prior to the referral period, Big Sandy ISD will conduct an awareness session for families to provide an overview of the assessment procedures and services for gifted/talented students.
 - a. To ensure equity, all family meetings and/or informational media will be offered in a language families can understand or a translator or interpreter will be provided to the extent possible.
 - b. Input from family and community representatives on gifted/talented identification and assessment will be encouraged.
 - c. In addition, information regarding the overview of assessment procedures and services for gifted/talented students will be outlined on Big Sandy ISD G/T website and/or an awareness video will be provided.
 - d. All referral procedures and forms for assessment will be provided to families in a language that the families understand, or a translator or interpreter is provided to the extent possible.

B. Referral Process

1. The referral process occurs in the spring of each school year. However, 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.

2. Referral forms are available at the Business Office, campus offices, and on the district website and must be returned to the student's campus office by the deadline indicated on the referral form.
 - a) Support will be provided for completing documents on an as needed basis or as requested.
3. 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/Talented webpage.

C. Assessment

1. Big Sandy 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.
2. Based on a review of information gathered during the assessment process, those students whose data reflect that the District's G/T service options would best meet their identified educational needs will be recommended by the selection committee for gifted/talented services.
3. 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.
4. 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.
5. 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 who have met and reviewed the individual student data.
6. 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.

7. In addition, as commensurate with their abilities, students will be provided opportunities to accelerate in their areas of strength.

III. District/Campus Procedures – EHBB(LOCAL)

Transfer Students - EHBB(LOCAL)

1. 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.
2. When a student identified as gifted transfers to another district, Big Sandy ISD will provide the receiving district the student's assessment data.

Furloughs - EHBB(LOCAL)

1. A furlough (the opportunity for students to have a leave of absence from gifted/talented program services) may be implemented for specified reasons for a certain period of time without being exited.
2. A furlough may be initiated by the district, the parent, or the student.
3. 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.

Reassessment – EHBB (LOCAL)

1. 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.
2. 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.

Exiting Students from Program Services - EHBB(LOCAL)

1. The District shall monitor student performance in response to gifted and talented program services.
2. If at any time the selection committee or a parent determines it is in the best interest of the student to exit the program, the committee shall meet with the parent and student before finalizing an exit decision.

Appeal Process Regarding Services - EHBB(LOCAL)

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

Big Sandy 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.

Big Sandy 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. Big Sandy ISD will provide services during the school day as well as the entire school year.

Big Sandy ISD will ensure opportunities are provided for students to accelerate in areas of strengths. 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, Big Sandy 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

1. G/T students at the primary and elementary levels will participate in a pull-out program which is structured, modified, 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 Projects 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:
 - a. Imagination Fair
 - b. K-2 Create
 - c. Primary Robotics

- d. 4th - 5th Robotics
 - e. 4th - 5th Innovative Inventions
2. Additional opportunities such as the Academic Rodeo and specialized events related to the strengths and interests of gifted students may be provided.

Middle School - High School

1. G/T 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 and Advanced Placement (AP) classes. Opportunities for students to participate in the Texas Performance Standards Projects 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:
 - a. 6th-8th Robotics
 - b. 6th - 12th Robotics
 - c. 6th - 12th Model United Nations
 - d. 9th - 12th Mock Trial (this option is available for gifted students as well as other students who the district selects.
2. Additional opportunities such as the Academic Rodeo and specialized events related to the strengths and interests of gifted students may be provided.
3. The district may integrate the Texas Performance Standards Projects for gifted/talented students in a variety of ways which includes, but not limited to:
 - a. Advanced courses such as Advanced Placement (AP), Honors, and Dual Credit
 - b. Independent Study

Big Sandy ISD instructional staff, as appropriate, will adapt and/or modify the standard curriculum to meet the needs of gifted/talented students and those with special needs such as twice-exceptional, highly gifted, and English learners.

V. Assessment of Student Progress/Performance

Big Sandy 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:

- 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/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 Projects website (www.texaspsp.org) or other sources that indicate student progress and growth in the areas of identified giftedness.
- Region 7 Student Seminars participation accessed using standards that demonstrate student progress and growth from participation in these G/T 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 Big Sandy 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

1. School Board

Big Sandy ISD School Board members will be trained to ensure program accountability as outlined in the *Texas State Plan for the Education of Gifted/Talented Students*.

2. Administrators/Teachers with Supervisory Duties

Big Sandy ISD 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/talented students and service options.

3. District Personnel Assigned to Coordinate Gifted/Talented Program

Big Sandy 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.

4. Counselors

Big Sandy ISD counselors who work with gifted/talented students will complete a minimum of six hours of professional development that includes the nature and needs of gifted/ talented students, service options, and social-emotional learning.

5. Teachers

Big Sandy ISD teachers who provide instruction and services that are part of the Big Sandy ISD's G/T 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 development in gifted/talented education that is related to state teacher [gifted/talented education standards](#).

Professional Learning Documentation

Evidenced-based documentation of G/T professional learning will be maintained by the Special Programs Department at Cental Office.

Professional Learning Evaluation

Big Sandy ISD's evaluation of G/T professional learning will be ongoing and related to state teacher [gifted/talented education standards](#). The information gathered from the evaluation will be used in making decisions related to future G/T staff development opportunities. A written plan for professional learning in the area of gifted/talented education that is based on identified needs is implemented and updated annually.

VII. Family and Community Involvement

Big Sandy 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 is not limited to the District G/T webpage, the student handbook, local media, etc. as deemed appropriate by the District.

Big Sandy ISD will annually seek input from family and community representatives on gifted/talented identification and assessment procedures.

Big Sandy ISD will ensure information is shared annually to request parent and community recommendations regarding students who may need gifted/talented services.

Big Sandy ISD will provide an orientation and periodic updates for parents of students who are identified as gifted/talented and provided gifted/talented services.

Gifted/Talented Advocacy/Parent Association Group

Big Sandy ISD, to the extent possible, will provide parents and community members an opportunity to participate in a parent and/or advocacy group. In addition, orientation and periodic updates will be provided for parents of identified G/T students.

Products and Achievements of Students Shared with Community

Throughout the school year, Big Sandy ISD will showcase products and achievements of gifted learners via a variety of methods which may include, but is not limited to: social media, District website, and G/T Showcase.

VIII. G/T Program Evaluation

Big Sandy ISD will annually evaluate the effectiveness of gifted/talented services and share the information with the board of trustees and parents of identified G/T students. This information will be used to modify and update district and campus improvement plans. Parents will be included in the evaluation process.

The evaluation process may include, but is not limited to:

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

IX. Certification and Reporting

Big Sandy ISD shall annually certify to the commissioner that Big Sandy 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 Big Sandy 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 Big Sandy 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.

X. PEIMS Reporting

October:

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

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

- a. 01 – Pull-out
- b. 02 – Push-in
- c. 03 – Full-time gifted only
- d. 04 – Full-time inclusion
- e. 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](#)

XI. 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 <i>A Nation Deceived</i> —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
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
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, 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
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 such activities 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
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	<p>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:</p> <ol style="list-style-type: none"> 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) <p>and who also gives evidence of one or more disabilities as defined by federal or state eligibility criteria.</p>

XII. District Contact Information

Andrea Blavier
 Director of Special Programs
 GT Coordinator
 903-636-5287 ext 226
ablavier@bigsandyisd.org

XIII. District Forms

EHBB LEGAL BOARD POLICY

Big Sandy ISD-Upshur County
230901

SPECIAL PROGRAMS
GIFTED AND TALENTED STUDENTS

EHBB
(LEGAL)

	<p>A district shall establish a process for identifying and serving gifted and talented students and shall establish a program for those students in each grade level. Under this provision, a district may establish a shared services arrangement with other districts.</p> <p>A district shall adopt a policy regarding the use of funds to support the district's program for gifted and talented students.</p> <p><i>Education Code 29.122</i></p>
Definition	<p>"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:</p> <ol style="list-style-type: none">1. Exhibits high performance capability in an intellectual, creative, or artistic area;2. Possesses an unusual capacity for leadership; or3. Excels in a specific academic field. <p><i>Education Code 29.121</i></p>
Identification	<p>Students shall be identified as gifted/talented in accordance with a written policy that includes:</p> <ol style="list-style-type: none">1. Provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in Education Code 29.121.2. Assessment measures collected from multiple sources according to each area defined in the Texas State Plan for the Education of Gifted/Talented Students.3. Data and procedures designed to ensure that students from all populations in a district have access to assessment and, if identified, to services provided for the gifted/talented program.4. Provisions for final selection of students to be made by a committee of at least three local district educators who have received training in the nature and needs of gifted students.5. Provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement. <p><i>19 TAC 89.1</i></p>

DATE ISSUED: 10/27/2021
UPDATE 118
EHBB(LEGAL)-P

1 of 2

SPECIAL PROGRAMS
GIFTED AND TALENTED STUDENTS

EHBB
(LEGAL)

**Learning
Opportunities**

A district shall provide an array of learning opportunities for gifted/talented students in kindergarten through grade 12 and shall inform parents of the opportunities. Options shall include:

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

19 TAC 89.3

Note: See DMA(LEGAL) for training requirements for teachers of gifted and talented education.

EHBB LOCAL BOARD POLICY

Big Sandy ISD-Upshur County
230901

SPECIAL PROGRAMS GIFTED AND TALENTED STUDENTS

**EHBB
(LOCAL)**

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	<p>The District shall provide assessment opportunities to complete the screening and identification process for referred students at least once per school year.</p> <p>The District shall schedule a gifted and talented program awareness session for parents that provides an overview of the assessment procedures and services for the program prior to beginning the screening and identification process.</p>
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 selection 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.

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1 of 3

SPECIAL PROGRAMS
GIFTED AND TALENTED STUDENTS

EHBB
(LOCAL)

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	<p>When a student identified as gifted by a previous school district enrolls in the District, the selection 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.</p> <p>[See FDD(LEGAL) for information regarding transfer students and the Interstate Compact on Educational Opportunities for Military Children]</p>
Furloughs	<p>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.</p> <p>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.</p>
Exit Provisions	The District shall monitor student performance in response to gifted and talented program services. If at any time the selection committee or a parent determines it is in the best interest of the student to exit the program, 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 selection committee regarding selection for or exit from the gifted and talented 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.
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.

SPECIAL PROGRAMS
GIFTED AND TALENTED STUDENTS

EHBB
(LOCAL)

Funding	The District's gifted and talented program shall address effective use of funds for programs and services consistent with the standards in the state plan for gifted and talented students.
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.