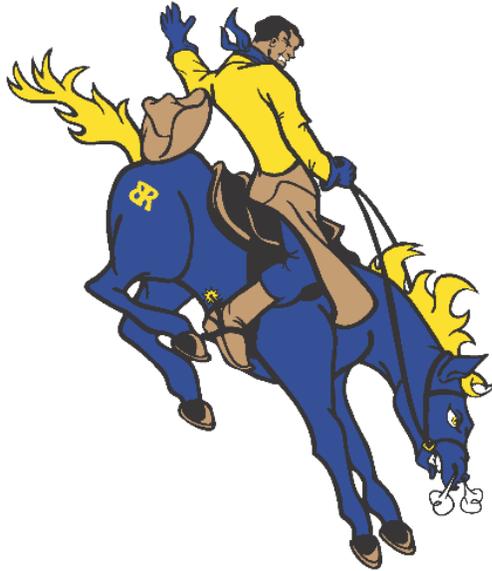


BOYS RANCH

Independent School District



POLICY AND PROCEDURES

FOR ACADEMICALLY GIFTED AND TALENTED STUDENTS

School Board Approved 11.16.21

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STATE GOAL FOR SERVICES FOR GIFTED STUDENTS

Students who participate in services designed 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 students will have produced products and performances of professional quality as part of their program services.

-Texas State Plan for the Education of Gifted/Talented Students, 2019
https://tea.texas.gov/sites/default/files/GT_State_Plan_2019_1.pdf

STATE DEFINITION OF A GIFTED/TALENTED STUDENT

§ 29.121. DEFINITION: In this subchapter, "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:

- (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.

Added by Acts 1995, 74th Leg., ch. 260, § 1, eff. May 30, 1995.

BOYS RANCH INDEPENDENT SCHOOL DISTRICT'S DEFINITION OF GIFTED

Boys Ranch ISD defines gifted and talented as any child or youth in grades K-12 who performs at, or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

- (1) Exhibits high performance capability in intellectual, creative, or artistic areas; or
- (2) Excels in one or more specific academic fields, including: math, science, language arts, and/or social studies.

BOYS RANCH INDEPENDENT SCHOOL DISTRICT'S PHILOSOPHY OF GIFTED EDUCATION

At BRISD, we believe our gifted students:

- Are unique, ingenious thinkers who are often bored and overlooked.
- Need challenging, hands-on, and individualized instruction that allows them time to explore their interests and gifts.
- Should be encouraged to research, produce, and create; not just do more of the same work their peers are doing.
- Need and deserve a personalized education and school and community professionals who advocate for the same.
- Seek a niche of gifted peers with which to socialize and learn.
- Are the beneficiaries of a wealth of knowledge, resources, expertise, and investment that is unique to the Boys Ranch and BRISD community.

PROGRAM GOALS FOR THE GIFTED/TALENTED SERVICES K-12

1. IDENTIFICATION - Identify students in grades K-12 who demonstrated an academic need for gifted services using the criteria established by the district, approved by the board, and in compliance with state mandates. At least five to eight percent (5%-8%) of the population will be identified as gifted and talented, with similar ethnic and economic distribution patterns to the general student population.
2. SELF-DIRECTED LEARNERS - Develop the students' capacities to become self-directed, to be confident in their ability to research and process information, and to create and communicate their findings as they produce and present advanced, professional quality products at the high school exit level.
3. COMPLEX THINKING SKILLS - Enhance and refine the abstract and complex thinking and reasoning of gifted and talented students through more sophisticated creative and critical thinking activities.
4. APPROPRIATE INSTRUCTIONAL STRATEGIES - Provide students with multiple opportunities to participate in learning experiences using advanced content which are defensibly differentiated in depth and complexity through modification to content and/or process and/or product. Students will be able to work independently, with groups of other gifted students, and with groups of non-gifted peers.
5. APPROPRIATE SOCIAL/EMOTIONAL SUPPORT - Provide embedded services to meet the social and emotional needs of gifted and talented students.
6. DIVERSE EXTRACURRICULAR LEARNING OPPORTUNITIES - Provide and publicize opportunities outside the regular instructional programming in which gifted and talented students may participate.
7. PROFESSIONAL DEVELOPMENT - Develop a professional development plan for GT teachers, counselors, and administrators according to needs identified in annual program

evaluations. Train and update school board trustees in GT practices and programming on a regular basis.

8. COMMUNITY INVOLVEMENT - Inform and seek the involvement of parents and community members in the GT program.

9. PROGRAM EVALUATION - Annually evaluate key aspects of the program and measure their effectiveness based on student growth and achievement.

ROLE OF THE BOARD OF TRUSTEES

The board of trustees of a school district or the governing body of an open-enrollment charter school has primary responsibility for ensuring that the district or school complies with all applicable requirements of state educational programs (TEC §7.028).

SECTION I: BRISD IDENTIFICATION PROCEDURES

Boys Ranch Independent School District has board approval on the identification procedures and processes of students K-12 for the services of the Gifted/Talented Program. These procedures meet state requirements (§29.121 & TAC 89.1) as specified below:

Texas Administrative Code §89.1: Student Assessment.

School districts shall develop written policies on student identification that are approved by the local board of trustees and disseminated to parents. The policies must:

- (1) Include 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 the Texas Education Code, §29.121;
- (2) Include assessment measures collected from multiple sources according to each area defined in the Texas State Plan for the Education of Gifted/Talented Students;
- (3) Include data and procedures designed to ensure that students from all populations in the district have access to the assessment process and, if identified as having significant educational need for advanced academics, services for the gifted/talented program;
- (4) Provide for final qualification of students (through a blind process) 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; and
- (5) Include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.

Assessments have been designed to ensure the identification of any student who demonstrates educational need for the services of the program under the established guidelines. Assessment is equitable and non-discriminatory, utilizing both qualitative and quantitative measures. Every effort is made to ensure that the population of the GT program is reflective of the population of the total district. Assessments used to identify gifted students may vary from campus to campus, and are updated annually in this handbook to reflect current practices. See Board Policy EHBB (LEGAL) and EHBB (LOCAL) for specific district policies related to gifted and talented services.

BOYS RANCH IDENTIFICATION TIMELINE

	Fall	Spring
Nomination procedures published	October	January
Nominations accepted from parents, teachers, community members	Any Time	Any Time
Screenings and assessments conducted after written parental permission obtained	Nov. - Dec.	Jan. - Feb.
Gifted/Talented committee meets to review assessment information	December	March
Written parental permission for services obtained for identified students	December	March
Services begin for identified students	January	August

*Students new to Boys Ranch ISD who have not been identified in a previous school district will be eligible for referral and assessment at any time.

*Evaluation for services for any student outside the assessment windows is at the discretion of the campus principal.

NOMINATION PROCESS

Anyone may refer a student for the GT program at any point in the year. The referral does not have to be made by a parent, teacher, or guardian. Anyone who works with a child in any capacity may refer the child for evaluation for the program; however, only parents or legal guardians can provide consent for testing. Nomination forms are available in each campus office and on the district website.

Parents are informed of the district's identification policies through the district website, or by request of the written policy and procedures for the Gifted/Talented program. An on-demand virtual session including information about traits of gifted students, as well as referral, assessment, and identification procedures is also provided on the district website.

Nominations can originate from teachers, parents or community members. Students are referred through completion of a formal referral form, which is submitted to the campus principal. The referral will be forwarded to the appropriate member(s) of the GT selection committee for the assessment process. Written parent or guardian permission is required to screen/assess a student. If a parent does not want his/her child to be screened, this information will be documented.

It is important to note that students who have been identified and are being served by other academic programs like ESL, 504, and special education are not precluded from identification for gifted services. BRISD recognizes and identifies students with multiple exceptionalities.

SCREENING AND ASSESSMENT

A student profile is used to identify those students who perform, or show the potential for performing, at remarkably high levels of accomplishment relative to their age, peers, experience, or environment. The profile will reflect a **minimum of three** (3) criteria used in the assessment. Assessments will be chosen from a list of instruments that meet statutory and State Board of Education requirements for identification of gifted students. The criteria used will be a combination of **qualitative and quantitative** instruments and **may include, but are not limited to**:

- School Abilities Test such as the Naglieri Nonverbal Ability Test (NNAT), the Otis-Lennon School Abilities Test (OLSAT), The Cognitive Abilities Test (CogAT), the Screening Assessment for Gifted Elementary and Middle School Students Edition 2 (SAGES-2), or other school abilities tests as deemed appropriate for the student;
- Achievement Test such as the Metropolitan Achievement Test (MAT), the Iowa Test of Basic Skills (ITBS), the Screening Assessment for Gifted Elementary and Middle School Students Edition 2 (SAGES-2), or other achievement tests as deemed appropriate for the student;
- Divergent thinking assessment such as the Torrance Test of Creative Thinking, the Creative Assessment Packet (CAP), or other divergent thinking assessment as deemed appropriate for the student;
- Teacher and Parent Rating Scales such as the Gifted and Talented Evaluation Scales (GATES), the Renzulli-Hartman Teacher Rating Scales, the Purdue Teacher Rating Scales, or other rating scales as deemed appropriate for the student;

All Kindergarten students will be screened for gifted/talented services. Kindergarten students screeners may include, but are not limited to:

- TPRI
- CIRCLE
- Ten Black Dots and Shapes
- i-Ready

All student information collected during the screening and identification process will remain a part of the child's educational record and are subject to the protections of Board Policy FL (LEGAL). Students will not be assessed more than once per school year.

QUALIFICATION

The student profile identifies the student's strengths and weaknesses. The percentiles and/or scores from the assessment instruments are plotted on the student profile. Each student's profile

is individually evaluated by the Gifted/Talented Committee through a blind (no name) process. A student clearly qualifies for Gifted/Talented services if most of the evidence on the profile falls within the *Excellent* and/or *Superior* ranges on the profile. The decision is based on the committee's observation of the preponderance of the evidence on the student's profile.

The Gifted/Talented Committee consists of at least three district educators, who may include:

- the campus counselor;
- an administrator;
- GT teacher with 30 hour foundational training;
- the campus GT Coordinator.

All committee members have been trained in the nature and needs of gifted students and meet training requirements of 19 TAC §89.2. The Gifted/Talented Committee's duties include the following:

- making a professional judgment regarding service eligibility based on the recorded student profile;
- reviewing transfer students' GT documentation to ensure appropriate GT services are provided;
- determining furlough or exit of students from the GT program;
- developing acceleration plans for individual students in collaboration with the district GT Coordinator and campus counselor.

As the committee evaluates the data on the students referred, the committee has three options:

- The preponderance of profile data indicates the student exhibits educational need and would benefit from the services offered in the Gifted/Talented program.
- There is insufficient evidence in the student's profile indicating the student's educational needs would best be met by the Gifted/Talented program. The preponderance of evidence indicates the student's educational needs would best be served by the services of the regular curriculum.
- Further information is requested for the committee to make a qualification decision.

Once the identification process is complete, parents or guardians are notified of the Gifted/Talented Committee's decision via email within ten school days. Parents of all screened students may request a conference to examine their child's assessment results.

SECTION II: ADDITIONAL POLICIES AND PROCEDURES

TRANSFER OF STUDENTS

All students who have participated in gifted and talented programs in the state of Texas prior to

coming to Boys Ranch ISD will automatically become part of the Gifted/Talented Program, without further assessment. Due to differences in state standards, records and achievement data of identified Gifted and Talented students from states other than Texas will be automatically reviewed. A decision about placement in the Gifted/Talented program will be rendered within 30 days of the receipt of Gifted and Talented assessment records from the student's previous state. Permission for additional testing will be obtained if necessary.

Students new to Boys Ranch ISD who have not been identified in a previous school district will be eligible for referral and assessment at any time.

BRISD students will transition from one BRISD campus to another without the need for reassessment to continue in the program.

APPEALS PROCESS

Appeals will first be handled through Boys Ranch ISD's selection committee. A parent/guardian who wishes to appeal the decision of the GT Committee may do so by submitting an Identification Appeals Process form within 15 days. An appeal may be based on a disagreement with the committee's:

- adherence to written identification procedures
- adherence to correct application of definition as stated in the GT Handbook
- Adherence to the non-discrimination statement

A subsequent appeal request must be made within 10 days to the campus administrator or BRISD Assistant Superintendent for Special Programs, Maggie Taylor. The appeals administrator may:

- accept or overrule the decision of the committee;
- ask for additional information or classroom teacher input for reconsideration;
- Accept or overrule the second committee decision.

REASSESSMENT

Boys Ranch ISD will not conduct formal reassessment of gifted/talented students at other grade levels as long as the student's educational needs are being met within the services of the program. If there is any concern regarding the performance or placement of the student, the Gifted/Talented teacher or the district Gifted/Talented Coordinator will contact the parent and confer about available options. Options available are counseling, requesting a furlough, or exiting the student from the program.

FURLOUGH

A furlough is a temporary "leave of absence" from the Gifted/Talented Program designed to meet the individual needs of an identified student. Anyone may request a furlough: parent, student, teacher, or administrator. Requests for a furlough will be given to the campus

administrator and members of the Gifted/Talented committee for consideration. A student may be furloughed for a period of time deemed appropriate by the Gifted/Talented committee. At the end of the furlough, the student's progress shall be reassessed, and the student may re-enter the Gifted/Talented program, be removed from the program, or be placed on another furlough. Furloughs are designed to be short-term and temporary and should **never be used for an entire school year**.

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

PROGRAM EXIT

Student performance in the program will be monitored. A student will be removed from the program at any time the Gifted/Talented committee determines it is in the student's best interest **and** a furlough has been ineffective. If a parent requests in writing that their child be removed from the program, the Gifted/Talented committee shall grant the request. Once a student is exited from the program, they must submit to the identification procedures and exhibit educational need to be readmitted.

SECTION III: PROVISION OF STUDENT SERVICES

Boys Ranch Independent School District offers a variety of learning experiences and opportunities for Gifted/Talented students in grades K-12 which meet the mandates of the Texas Administrative Code and Texas Education Code. These services include, but are not limited to, integrating Depth and Complexity into the curriculum, requiring advanced level products and performances, and allowing identified Gifted/Talented students the opportunity to work independently, in groups, and with other identified students. Students may be served in a pull-out, differentiated, or push-in instructional model. BRISD recognizes that gifted students may also have other exceptionalities being served in other academic programs. Students with multiple exceptionalities will be served by the GT program, while also being served according to their program-specific education plan.

Texas Administrative Code §89.3. Student Services

School districts shall provide an array of learning opportunities for gifted/talented students in kindergarten through Grade 12 and shall inform parents of the opportunities. Options must 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 as well as differentiated strategies in the regular classroom and the Pre-AP and AP classrooms;
- (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; and
- (4) Opportunities to accelerate in areas of strength.

A continuum of sequential learning experiences will be provided in the Gifted/Talented services which lead to the development of advanced-level products and/or performances. Such services shall include use of depth and complexity elements, differentiation of content, process and/or product in the regular or Pre-AP/AP classroom, a pull-out program, participation in regional Gifted/Talented student seminars, independent studies, participation in the Texas Performance Standards Project, concurrent or dual-enrollment classes, or other services as deemed appropriate for the student. Services are available in all four core academic areas including Language Arts, Math, Science and Social Studies. Creativity will be served through art instruction, integrated instruction and the development of advanced level products and performances. Identified students will work independently, with other identified students, and with students of other abilities. Accelerated, flexible, summer, and distance learning opportunities will be provided to the greatest extent possible.

Ongoing services to monitor and address social and emotional needs of gifted students will be provided by teachers, campus counselors, and instructional/behavioral interventionists.

Documentation of services will be maintained and parents will be notified of in-school and out-of-school options during the school year that are relevant to the needs of GT students. Progress reports may be included in the student's report card.

SECTION IV: ONGOING PROFESSIONAL DEVELOPMENT IN GIFTED EDUCATION

Boys Ranch Independent School District is committed to providing its staff with appropriate and meaningful professional development which enables the staff to meet the unique and individual educational needs of all students, including services for gifted/talented students. It is important that all staff who are responsible for formally servicing these students obtain appropriate training for educating the gifted child. The district will require *at least* the minimum hours of training as mandated by Texas state law:

Texas Administrative Code §89.2. Professional Development

1. Prior to assignment in the program, teachers who provide instruction and services that

are a part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students;

2. Teachers without training required in paragraph (1) of this section who provide instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement within one semester;
3. Teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education; and
4. Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes the nature and needs of gifted/talented students and program options.

The BRISD Board of Trustees will receive training to ensure program accountability based on the Texas State Plan for the Education of Gifted/Talented Students.

Evaluation of professional development opportunities will be conducted throughout the year by GT staff and results will guide decisions about future professional development activities.

SECTION V: PROGRAM EVALUATION

Boys Ranch ISD will annually evaluate the Gifted/Talented program by surveying all stakeholders including students, parents/guardians, and teachers. The evaluation data will be presented to the school board, administrators, teachers, counselors, students in the gifted and talented program, and community members. The evaluation data will be used as a needs assessment to be addressed in the district/campus improvement plans.

Based on evaluation data, provisions to improve services will be included in district and campus improvement plans.

SECTION VI: FAMILY AND COMMUNITY INVOLVEMENT

BRISD endeavors to make the education of gifted students a collaborative partnership between students, teachers, counselors, administrators, parents, and community members. BRISD involves the community in the education of gifted students in the following ways:

- Disseminating written policies regarding GT services to parents and the community.
- Seeking input from family and community representatives on GT identification and assessment procedures annually.
- Providing information regarding GT services and inviting parent and community referrals for

the GT assessment.

- Providing opportunities to participate in a GT parent group.
- Informing parents of a continuum of GT services being provided in grades K-12.
- Sharing products and achievements of GT students with the community.
- Providing orientation and periodic updates for parents of GT students.
- Including parents in the evaluation of the GT program and sharing evaluation results with parents.

SECTION VII: LEGAL AND LOCAL BOARD POLICIES FOR GT

EHBB(LEGAL) - SPECIAL PROGRAMS: GIFTED AND TALENTED STUDENTS

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.

A district shall adopt a policy regarding the use of funds to support the district's program for gifted and talented students.

Education Code 29.122

Definition

"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.

Education Code 29.121

Identification

Students shall be identified as gifted/talented in accordance with a written policy that includes:

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.

Assessment measures collected from multiple sources according to each area defined in the Texas State Plan for the Education of Gifted/Talented Students.

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.

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.

Provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.

19 TAC 89.1

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:

Instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently.

A continuum of learning experiences that leads to the development of advanced-level products and performances.

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.

Opportunities to accelerate in areas of strength.

19 TAC 89.3

Certification and Reporting

A district shall annually certify to the commissioner of education that the district has established a program for gifted and talented students as required by Education Code Chapter 29, Subchapter D and that the program is consistent with the state plan.

If the commissioner determines that a district has failed to comply for a school year, the commissioner shall reduce the total amount of funding as described by Education Code 29.124(b). The commissioner may restore to a district all or part of the funding withheld if during the school year the district complies with the program requirements.

At the same time that a district makes the certification described above, 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.

Nothing in these provisions may be construed as limiting the number of students that a school district may identify as gifted and talented or serve under the district's program for gifted and talented students.

Education Code 29.124

**Boys Ranch ISD
EHBB(LEGAL)-P
UPDATE 114
DATE ISSUED: 10/21/2019**

EHBB(LOCAL) - SPECIAL PROGRAMS: GIFTED AND TALENTED STUDENTS

Referral

Students may be referred for the gifted and talented program at any time by teachers, 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 assessment 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 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.

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 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.

[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 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, counselors, students in the gifted and talented program, and the community.

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.

The District shall annually report to the Texas Education Agency (TEA) regarding funding used to implement the District's gifted and talented program. The District shall annually certify to TEA:

- The establishment of a gifted and talented program by the District; and
- That the District's program is consistent with 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.

**Boys Ranch ISD
EHBB(LOCAL)-A
UPDATE 114
DATE ISSUED: 10/21/2019**

Boys Ranch ISD Gifted/Talented Forms

Identification	
● Announcement of Referral Period	21
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● Permission for GT Services	23
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● Notice of Admission	26
● Parent Permission for Services	27
Program Services	
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● Application for Change of Program Status	29

PUBLIC ANNOUNCEMENT OF REFERRAL PERIOD

Public Notice

Boys Ranch ISD is now accepting referrals for students who may need Gifted/Talented Services for the school year. This program is designed for students who exhibit intellectual and creative thinking abilities at an extraordinary level not normally served in the regular classroom. Services are provided only upon identification of educational need of the student for GT services. Anyone wishing to refer a student attending Boys Ranch ISD in kindergarten through twelfth grade may request a referral form at the student's campus office or access it online at www.boysranchisd.org.

ANUNCIO PÚBLICO DEL PERIODO DE REFERENCIA

Aviso Público

El Distrito Escolar de Boys Ranch está aceptando referencias para estudiantes que puedan necesitar servicios de Gifted/Talented (programa para estudiantes que tengan talentos/inteligencia más alta que sus iguales) para el año escolar. Este programa está diseñado para estudiantes que muestran habilidades intelectuales y habilidades inventivas de nivel extraordinario que normalmente no se sirve en las clases regulares. Los servicios son prestos únicamente cuando hay identificación de necesidades educativas del estudiante. Cualquiera persona que quiera referir a un estudiante en grados de kínder hasta el grado duodécimo dentro del Distrito Escolar de Boys Ranch, puede ir por la oficina de la escuela del estudiante para pedir una copia de la forma de registro. Esta forma es disponible también al www.boysranchisd.org y necesita ser devuelto a la escuela.

**BOYS RANCH INDEPENDENT SCHOOL DISTRICT
Gifted and Talented Program**

Student Nomination Form

Student Name Date

Campus Grade

Date of Birth Parent/Caseworker

Teacher Name Person Nominating

Specific observations or criteria why this student should be considered for gifted and talented testing:

Click or tap here to enter text.

Campus Principal Signature _____

BOYS RANCH INDEPENDENT SCHOOL DISTRICT
Gifted and Talented Program

Permission for GT Evaluation

Dear Parent/Guardian,

Your child, [Click or tap here to enter text.](#), has been nominated for evaluation for gifted and talented services at BRISD. To initiate this process, your child will be given several different assessments. In addition, information will be gathered from you and from your child's classroom teachers. The Gifted/Talented (GT) Committee must evaluate these various sources of achievement and performance information before your child's eligibility for services can be determined. Once the entire process is complete, you will receive written notification of the decision made by the committee. For additional information on the identification process for GT services, please access the BRISD GT Handbook at www.boysranchisd.org under "Required Postings". Please direct any questions you may have to your child's campus principal.

Please return this form to your child's campus principal as soon as possible if you would like for your child to be evaluated for GT services.

Child's Name: _____

_____ Yes, I give permission for my child to be evaluated for GT Services.

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

Parent/Guardian Name: _____

Parent Signature: _____

**BOYS RANCH INDEPENDENT SCHOOL DISTRICT
Gifted and Talented Program**

Identification Matrix

	1	2	3	4	5
	BELOW AVERAGE	AVERAGE	BRIGHT	EXCELLENT	SUPERIOR
SAGES-ACHIEVEMENT	<85	85-109	110-124	125-135	136+
GATES	4	4.5-6	6.5-7	7.5-8	8.5-9
GATES-PARENT					
GATES-TEACHER					
SAGES-SCHOOL ABILITY (IQ)	<85	85-109	110-124	125-135	136+
TORRANCE-CREATIVITY	<40	40-54	55-69	70-84	85+
TOTAL					

A total score of 15 or above qualifies a student for placement.

**The committee has the authority to identify any student for program services, regardless of matrix score.

BOYS RANCH INDEPENDENT SCHOOL DISTRICT
Gifted and Talented Program

Notification of Non-Admission to GT Services

To:

From:

Date:

Dear Parent or Guardian,

The Campus Gifted and Talented Committee has reviewed all evaluation information and determined that your child, [Click or tap here to enter text.](#), does not qualify for GT services at this time. Our school district recognizes that children continue to grow and develop. As a result, a child who has been previously disqualified for services may later qualify. In addition, a child who does not qualify for GT services in BRISD may qualify for services in a different school district if a difference in qualifying criteria exists. For this reason, your child may be nominated again, but no sooner than one year after the last assessments were administered.

If you disagree with this decision, you may appeal in writing within 15 days of notification. This appeal must be submitted to the campus principal.

If you need additional information, please contact the campus principal. More detailed information on BRISD's GT program can also be accessed in the GT Handbook at www.boysranchisd.org, under "Required Postings".

Sincerely,

Boys Ranch ISD GT Decision-Making Committee Representative

BOYS RANCH INDEPENDENT SCHOOL DISTRICT
Gifted and Talented Program

Notification of Admission to GT Services

To:

From:

Date:

Dear Parent or Guardian,

Congratulations! The Campus GT Decision-Making Committee is pleased to inform you that [Click or tap here to enter text.](#) has been identified as gifted and talented according to Boys Ranch ISD qualification criteria and will be receiving services through our GT program.

Gifted and Talented services include instruction by a teacher with the 30 hours of foundational GT training and six hours of yearly training in gifted education. Gifted students at BRISD receive opportunities to work independently, with a partner, or in groups to collaborate on tasks that employ increased depth, complexity, and pacing. Instructional opportunities for gifted students at BRISD include art, advanced academics, and leadership development.

Students identified as gifted automatically continue to receive GT services each school year. You will be notified if GT services are no longer appropriate or prove not to be in the best interest of your child.

If you need additional information, please contact the campus principal. More detailed information on BRISD's GT program can be accessed in the GT Handbook at www.boysranchisd.org, under "Required Postings".

Sincerely,

Boys Ranch ISD GT Decision-Making Committee Representative

**BOYS RANCH INDEPENDENT SCHOOL DISTRICT
Gifted and Talented Program**

Parent Permission for Gifted/Talented Services

Student's Name: _____

Parent/Guardian: _____

Home phone: _____ Work phone: _____

Grade: _____ Teacher: _____

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

Please check the appropriate space:

_____ YES, I give permission for my child to receive Gifted/Talented Services.

_____ NO, I do not want my child to receive Gifted/Talented Services.

Parent/Guardian Signature: _____

Date: _____

**BOYS RANCH INDEPENDENT SCHOOL DISTRICT
Gifted and Talented Program**

SAMPLE Student Progress Report

Student's Name _____ Grade Level _____

Teacher _____ _____ Six Week's Report

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

- Pullout program Push In Program GT Inclusion

Your child's progress and work habits during G/T services for this six weeks are as follows:

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

Comments from the teacher: _____

BOYS RANCH INDEPENDENT SCHOOL DISTRICT
Gifted and Talented Program

Application for Change of Program Status

Requested by: _____

Student's Name: _____

Student's Grade: _____ Date: _____

Parent/Guardian: _____

Student is requesting: _____ Furlough

Please indicate length of time requested (up to one year):

_____ Exit (please see Program Exit)

FURLOUGH Reason for request:

Gifted/Talented Committee Decision:

_____ Furlough Granted

_____ Furlough Denied

Date of committee meeting: _____

Return date: _____

Length of Furlough: _____

PROGRAM EXIT Reason for Exit Request:

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

Results of furlough? _____

Gifted/Talented Committee Decision:

_____ Exit Granted

_____ Exit Denied

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

Comments:

Parent:		Committee Member:	
Student:		Committee Member:	
Committee Member:		Committee Member:	