



Bartlett ISD Gifted and Talented Services District Handbook

DEFINITION

Texas Education Code §29.121 states that the “gifted and talented student” 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:

- Exhibits high performance capability in an intellectual, creative, or artistic area;
- Possesses an unusual capacity for leadership; or
- Excels in a specific academic field.

HISTORY

In 1977, The Texas Legislature passed its first legislation concerning the education of gifted and talented (G/T) students. In 1979, state funds for providing services to G/T children were made available, but providing such services was optional for school districts. In 1987, The Texas Legislature mandated that all school districts must identify and serve G/T students at all grade levels. In 1990, the Texas State Plan for the Education of the Gifted/Talented Students (State Plan) was adopted by the Texas State Board of Education (SBOE). This included a commitment to high-level learning opportunities for G/T learners.

SERVICE GOALS

The Bartlett ISD’s objectives for gifted and talented students are aligned with the Texas State Plan for Gifted Students Goals:

1. **Student Assessment:** Assessment instruments and gifted/talented identification procedures provide students an opportunity to demonstrate their diverse talents and abilities.
2. **Service Design:** A flexible system of viable service options 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.
3. **Curriculum and Instruction:** The district meets the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school.
4. **Professional Development:** All personnel involved in the planning, creation, and delivery of services to gifted/talented students possess the knowledge required to develop and provide appropriate options and differentiated curricula.
5. **Family Community Involvement:** The district involves family and community members in programs designed for gifted/talented students throughout the school year.

STUDENT ASSESSMENT

Referral Procedures

Step 1: Referral

Students can be referred for gifted and talented (G/T) testing one time per year in the spring semester. A parent/guardian, peer, or teacher can refer students for G/T testing using the “Bartlett ISD Gifted and Talented Referral” form in the appendix of this handbook.

Step 2: Assessment

Students referred for G/T testing will be tested one time per year in the spring semester. Students are tested in a language they understand or with nonverbal assessments.

Step 3: Student Selection

The campus selection committee consisting of a majority of members who have completed their thirty (30) hours of G/T training will review assessment data to determine appropriate program placement for each student assessed.

Step 4: Notification

The student’s parent/guardian will be notified regarding assessment data and the final determination of qualification for G/T services after the selection committee meets.

Step 5: G/T Services

Beginning in the fall of the following school year, identified students in grades 1 thru 12 will receive G/T services. Identified students in Kindergarten will receive G/T services when testing is completed in the spring semester of the same school year.

Assessment Instruments

Bartlett ISD uses both quantitative and qualitative assessment instruments to gather data on students referred for G/T services. Assessment instruments include an academic achievement test, a nonverbal logical-reasoning test, and a teacher survey. Anecdotal information provided on the referral form is gathered as additional data. Students referred for G/T testing are tested in a language they understand.

Reassessment

Bartlett ISD may reassess students to determine appropriate program placement when a student moves from the elementary level to the secondary level.

Transfer Students

When a student identified as gifted by a previous school district enrolls in Bartlett ISD, the student’s records will be reviewed to determine if placement in the district’s program for gifted and talented students is appropriate, or if the student must be re-evaluated. Additional data may be collected (within 6 weeks of enrollment) as needed to help determine if placement is appropriate.

Furlough

Furlough is defined as a temporary leave of absence from G/T services due to any one of a variety of circumstances. A recommendation for furlough can be submitted by a parent/guardian, the student, a teacher, and/or another district staff member through completion of the “Bartlett ISD Furlough” form.

A furlough committee is comprised of the G/T selection committee, the child's parent/guardian, and the person recommending the furlough. After committee consideration, a student may be granted a furlough from the G/T program.

A student may be furloughed for a period of time deemed appropriate by the selection committee. At the end of the furlough, the student's progress shall be reassessed, and the student may re-start services, be exited from the program, or be placed on another furlough not to exceed a school year.

Bartlett ISD may place on furlough any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the G/T program.

Exit Provisions

An exit committee is comprised of the G/T selection committee, the parent of the child, and the person recommending exit from G/T program. After committee consideration, a student may be exited from the G/T program due to any one of a variety of circumstances. The exiting of a student for educational, psychological and/or personal reasons may be based on the following criteria:

- Teacher recommendations based on observations of student behavior, performance, physical changes, and products;
- Counselor/administrator recommendations based on interviews and observations;
- Parental requests for withdrawal from the program or services;
- Student requests for withdrawal from the program or services with parental permission.

A student shall be removed from the program at any time the selection committee (with parent input) determines it is in the student's best interest. If a student or parent requests removal from the G/T program, the selection committee shall meet with the parent and student before honoring the request.

Appeals

A parent or student may appeal any final decision of the selection committee regarding selection for, or exit from, the G/T program or services. Appeals shall be made first to the selection committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.

G/T SERVICE DESIGN and G/T CURRICULUM AND INSTRUCTION

Bartlett ISD offers an array of learning opportunities that emphasize content in the four core academic areas, including: English Language Arts and Reading, Math, Science, and Social Studies. These opportunities include:

- Differentiation – This is an instructional model guiding teachers in developing classrooms that are actively attentive to the needs of academically diverse student populations. The approach of differentiating instruction advocates active planning for student difference in the classroom. In a differentiated classroom, students have multiple options for,
 - Taking in or accessing information (content);
 - Making sense of ideas (process);
 - Expressing what they learn (product).
- G/T cluster grouping – This is a method where G/T students are clustered with a G/T trained classroom teacher, who is responsible for teaching the core content academic curriculum as well as differentiating instruction for the G/T students.

<p align="center">Service Design Grades K-2</p>	<ul style="list-style-type: none"> • <u>Differentiation</u>: The G/T trained classroom teacher provides differentiated learning opportunities to those students who have been formally identified for participation in the G/T program. Flexible grouping and acceleration opportunities are utilized. • <u>Enrichment</u>: UIL and other activities provide opportunities to work together in a group, to make choices about areas of enrichment/exploration, and to engage in out-of school events.
<p align="center">Service Design Grades 3-5</p>	<ul style="list-style-type: none"> • <u>Differentiation</u>: The G/T trained classroom teacher provides differentiated learning opportunities to those students who have been formally identified for participation in the G/T program. Flexible grouping and acceleration opportunities are utilized. • <u>Enrichment</u>: UIL and other activities provide opportunities to work together in a group, to make choices about areas of enrichment/exploration, and to engage in out-of school events. • <u>Additional Support</u>: This time is used to add additional support for the G/T student in a variety of modalities. Students will extend learning from other classes, and utilize research and inquiry processes, as well as project-based learning.
<p align="center">Service Design Grades 6-8</p>	<ul style="list-style-type: none"> • <u>Differentiation</u>: Identified students in Math, Reading/Language Arts, Science, and/or Social Studies are offered differentiated learning opportunities for gifted and talented students within the classroom. Flexible grouping and acceleration opportunities are utilized. • <u>Enrichment</u>: UIL and other activities provide opportunities to work together in a group, to make choices about areas of enrichment/exploration, and to engage in out-of school events. • <u>Additional Support</u>: This time is used to add additional support for the G/T student in a variety of modalities. Students will extend learning from other classes, and utilize research and inquiry processes, as well as project-based learning. • <u>Advanced Academic Classes</u>: Advanced courses (Algebra I, etc.) are offered to students by educators who are trained in advanced curriculum and in gifted and talented education.
<p align="center">Service Design Grades 9-12</p>	<ul style="list-style-type: none"> • <u>Differentiation</u>: Identified students in Math, Reading/Language Arts, Science, and/or Social Studies are offered differentiated learning opportunities for gifted and talented students within the classroom. Flexible grouping and acceleration opportunities are utilized. • <u>Enrichment</u>: UIL and other activities provide opportunities to work together in a group, to make choices about areas of enrichment/exploration, and to engage in out-of school events. • <u>Advanced Academic Classes</u>: Dual credit, and other such courses are offered in Math, Reading/Language Arts, Science, and Social Studies by educators who are trained in advanced curriculum and/or in gifted and talented education.

PROFESSIONAL DEVELOPMENT

Core Content Area Teachers, G/T Teachers

Teachers who provide instruction and services to G/T students have a minimum of thirty hours of staff development that includes the nature and needs of gifted/talented students, assessment of student needs, and curriculum and instruction for gifted students.

If a new teacher is assigned to provide instruction to a G/T student and this thirty-hour training has not yet been completed, the training will be completed within one semester.

Teachers who provide instruction and services that are part of a program for gifted students receive a minimum of six hours annually of professional development in gifted education.

Administrators and Counselors

Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

FAMILY-COMMUNITY INVOLVEMENT

Annual Campus-Based Meetings

Prior to referring students for the gifted and talented program, parents and guardians will have the opportunity to attend an informational meeting. The meeting will provide information to parents on the student identification process, characteristics of giftedness, and service design for students attending Bartlett ISD.

Program Evaluation

The gifted and talented program at BISD will be evaluated annually to determine compliance with the Texas State Plan for the Education of Gifted/Talented Students, and the effectiveness of the program. Data is used to modify and update district and campus improvement plans. Parents are included in the program evaluation process.

FORMS ATTACHED

- **Bartlett ISD Gifted and Talented Services – Referral Form**
- **Bartlett ISD Gifted and Talented Services – Parent Permission to Test**
- **Bartlett ISD Gifted and Talented Services – Permission to Participate**
- **Bartlett ISD Gifted and Talented Services – Student Selection Form**
- **Bartlett ISD Gifted and Talented Services – Student Assessment Profile Matrix**
- **Bartlett ISD Gifted and Talented Services – Furlough Form**
- **Bartlett ISD Gifted and Talented Services – Student Exit Form**



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**Gifted and Talented Services – Referral Form
(Formulario de Referencia para Estudiantes Talentosos)**

Student Name: _____

Student ID#: _____

Student DOB: _____

Grade Level: _____

By completing/signing this form, I am stating that I believe this student exhibits exceptional ability or the potential to excel in the gifted and talented program.

(Al completar / firmar esta forma, estoy declarando que creo que este estudiante exhibe una capacidad excepcional o el potencial para sobresalir en el programa de talento y talentoso.)

Grades K-5 ONLY (Grados Kinder a 5)

Check the area in which the student is nominated for services:

Revise el área en la cual el estudiante es nominado para servicios:

Multidisciplinary subject areas (Multidisciplinario)

Grades 6-12 ONLY (Grados 6 a 12)

Check the area in which the student is nominated for services:

Revise el área en la cual el estudiante es nominado para servicios:

Reading/ Language Arts (Leyendo/Artes del Lenguaje)

Mathematics (Matemáticas)

Social Studies (Ciencias Sociales)

Science (Ciencia)

Statement of Evidence Observed in Student: *Briefly explain the behavior and/ or academic strengths, performance, or scenario related to the student's gifts and talents.*

(Explique brevemente el comportamiento y / o las fortalezas académicas, el desempeño o el escenario relacionado con los dones y talentos del estudiante.)

Person Nominating (Please Print)

Signature of Person Nominating (Firma)

Title or Relationship to Student

Date (Fecha)



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Gifted and Talented Services – Parent Permission to Test (Permiso del Padre para Evaluar el Estudiante Dotado)

Student Name: _____

Student ID#: _____

Student DOB: _____

Grade Level: _____

I give permission for my child (name listed above) to be tested for the gifted and talented program. I understand that gifted and talented testing will be conducted within the district.

Yo doy permiso para que mi hijo (nombrado arriba) sea probado para el programa dotado y talentoso. Entiendo que se realizarán exámenes talentosos dentro del distrito.

Please sign and return no later than 10 days of receipt of this letter.

Por favor firme y devuelva a más tardar 10 días después de recibir esta carta.

Printed Name of Parent/Guardian **(Nombre Impreso del Padre)**

Signature of Parent/Guardian **(Firma del Padre)**

Date **(Fecha)**



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Gifted and Talented Services – Permission to Participate (Permiso de Estudiante Talentoso para Participar)

Student Name: _____

Student ID#: _____

Student DOB: _____

Grade Level: _____

The district's G/T selection committee has collected and reviewed assessment information and recommends this student receive G/T services as follows:

Grades Kinder-5 (Grados Kinder a 5)

Upon acceptance and signature below, your child will be served in:

Después de la aceptación y firma abajo, su niño será servido en:

- Multidisciplinary subject areas (Cursos multidisciplinarios)

Grades 6-12 (Grados 6 a 12)

Upon acceptance and signature below, your child will be served in the following content areas:

Después de la aceptación y firma, su hijo será servido en las siguientes áreas de contenido:

- Reading/ Language Arts (Leyendo/Artes del Lenguaje)
 Mathematics (Matemáticas)
 Social Studies (Ciencias Sociales)
 Science (Ciencia)

By accepting these services, I give permission for my child (name listed above) to participate in the gifted and talented services as recommended by the G/T selection committee. I understand that after receipt of my permission to accept services, my child will be placed and served in the district's gifted and talented program for the designated areas.

Al aceptar estos servicios, doy permiso a mi hijo (nombrado arriba) para que participe en los servicios de talento y talentoso recomendados por el comité de selección del G/T. Entiendo que después de recibir el permiso para aceptar servicios, mi hijo será colocado y servido en el programa de talento y talentoso del distrito para las áreas designadas.

Please check one of the following boxes and sign below:

Por favor marque una de las siguientes cajitas y firme a abajo:

- I accept services (Acepto servicios.)
 I deny services (Niego servicios.)

Signature of Parent/Guardian (Firma del Padre)

Date (Fecha)



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Gifted and Talented Services – Student Selection Committee Report Form

Student Name: _____

Student ID#: _____

Student DOB: _____

Grade Level: _____

Comments/ Discussion:

- Services to begin on _____ . PEIMS entry verified on _____ .
- Placement not recommended. Student does not qualify for district services.

SELECTION COMMITTEE MEMBERS

PRINTED NAME	SIGNATURE	TITLE

**DOCUMENTATION TO BE MAINTAINED IN THE GREEN G/T FOLDER
WITHIN THE STUDENT'S CUMULATIVE FOLDER**



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Gifted and Talented Services – Student Assessment Profile Matrix

Student Name: _____

Student ID#: _____

Student DOB: _____

Grade Level: _____

Assessment (Note: All scores reported as Standard Scores.)	Extremely Low	Borderline	Low Average	Average	High Average	Superior	Very Superior
Non-verbal Scores		70-80	80-90	90-110	110-119	120-129	130 +
NNAT 2							
Achievement Scores – IOWA (K-12)	NPR		≤ 50	51-80	81-90	91-95	96-99
IOWA – ELA Total							
IOWA - Mathematics							
IOWA - Science							
IOWA – Social Studies							
Teacher Rating Scores (SIGS)	< 70	70-79	80-89	90-109	110-119	120-129	> 130
General							
Language Arts							
Mathematics							
Science							
Social Studies							
Creativity							
Leadership							

The selection committee has determined this student is GT in the following areas:

Grades K-5

- Multidisciplinary subject areas

Grades 6-12

- English / Language Arts
- Mathematics
- Science
- Social Studies

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Gifted and Talented Services – Furlough Form

Student Name: _____ Student ID#: _____

Student DOB: _____ Grade Level: _____

Furlough initiated by: _____

Relationship to the student: _____

Comments/ Discussion (include reason for furlough):

- Will continue with services. Furlough not recommended.
- Furlough of services granted from _____ to _____. (Not to exceed the end of the current school year. Student’s progress will be monitored and reported at the end of the furlough period. The selection committee will reconvene on _____ to discuss student placement.

FURLOUGH COMMITTEE MEMBERS

PRINTED NAME	SIGNATURE	TITLE
		Parent
		Teacher of Record

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Gifted and Talented Services – Student Exit Form

Student Name: _____

Student ID#: _____

Student DOB: _____

Grade Level: _____

Furlough dates and information (if applicable):

Comments/ Discussion (MUST include primary reason for recommended exit):

Will continue with services. Exit not recommended.

Exited from services as of _____. PEIMS entry verified on _____.

EXIT COMMITTEE

PRINTED NAME	SIGNATURE	TITLE
		Parent
		Teacher of Record

**DOCUMENTATION TO BE MAINTAINED IN THE GREEN G/T FOLDER
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