



Gifted and Talented Program Plan and Handbook

BOERNE INDEPENDENT SCHOOL DISTRICT

GIFTED AND TALENTED PROGRAM

PHILOSOPHY

The Boerne Independent School District is committed to the philosophy of providing educational opportunity for each student to develop to his or her own potential.

As defined in §21.121 of the Texas Education code, a gifted and talented student is “a child or youth who performs or shows the potential for performing at a remarkably high level of accomplishment when compared with 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.” Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor.

The Boerne ISD will serve the needs of students who demonstrate a high level of performance or potential in the academic areas of language arts, social studies, math, science, and/or creative or artistic areas as identified through multiple and specific criteria.

The Gifted and Talented Program of the Boerne Independent School District is governed by BISD Board policy in coordination with the Texas State Plan and Guidelines for the Education of the Gifted/Talented Student.

BOERNE INDEPENDENT SCHOOL DISTRICT

GIFTED AND TALENTED PROGRAM

BOARD POLICY

Boerne ISD
13901

SPECIAL PROGRAMS
GIFTED AND TALENTED STUDENTS

EHBB
(LEGAL)

The 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. The District may establish a shared services arrangement with other districts. *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:

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 the 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.

19 TAC 89.1

LEARNING OPPORTUNITIES

The 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:

6. Instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently.
7. A continuum of learning experiences that leads to the development of advanced-level products and performances.
8. In-school, and when possible, out-of-school options relevant to the student's area of strength that are available during the school year.
9. 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.

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

Interdistrict

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]

Intradistrict

A student who transfers from one campus in the District to the same grade level at another District campus shall continue to receive services in the District's gifted and talented program.

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:

1. The establishment of a gifted and talented program by the District; and
2. 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.

BOERNE INDEPENDENT SCHOOL DISTRICT

GIFTED AND TALENTED PROGRAM
STUDENT GOALS

The Gifted Program of Boerne ISD:

- ❖ Equips students to develop and use their unique gifts, talents, and interests to affect positive change in our global society
- ❖ Develops world class mathematicians who meet or exceed international standards of performance
- ❖ Develops scientists who demonstrate exceptional levels of performance in various scientific fields as demonstrated through competition, innovative research, and professional achievements
- ❖ Develops innovators and entrepreneurs who demonstrate creativity and problem solving in business, economics, and global issues
- ❖ Develops effective global communicators who influence and inspire discourse through publication and performance

BOERNE INDEPENDENT SCHOOL DISTRICT

GIFTED AND TALENTED PROGRAM

MISSION STATEMENT

Boerne ISD recognizes the right of all children to a challenging instructional program, which provides opportunities for the full development of their capabilities, talents and gifts. In Boerne ISD, all schools follow BISD Board Policy to identify students as gifted in the areas of Language Arts/Social Studies and/or Math/Science.

Our mission is to provide relevant opportunities structured in a way that:

- Provides compliance with federal, state and local policies.
- Allows exploration of advanced level content in reading, writing, mathematics, and science.
- Provides appropriately differentiated content by modifying its depth, complexity, and pacing.
- Structures and presents a continuum of learning experiences leading to the development of advanced-level products and/or performance.
- Provides opportunities for students to accelerate in areas of their strength.
- Offers an array of learning opportunities reinforcing the strengths, needs, and interests of the students.
- Enables students to work together as a group, work with other students, and work independently.

So that gifted students:

- Become independent, life-long learners.
- Develop problem solving and communication skills necessary for success in life.
- Make career choices which help them become producers and contributing members of society.
- Develop a healthy self-concept enabling teamwork and collaboration.

BOERNE INDEPENDENT SCHOOL DISTRICT

GIFTED AND TALENTED PROGRAM

OVERVIEW

The Boerne Independent School District encompasses over 300 square miles in the heart of the Texas Hill Country. The district's organization plan consists of seven elementary schools (grades K-5), with pre-kindergarten and early childhood classes on two campuses, three middle schools (grades 6-8), and two high schools (grades 9-12) supporting an enrollment of approximately 9,500 students. The Gifted and Talented Program serves approximately 9% of the student population.

Personnel and Parent Involvement

The Advanced Academics Director, under the guidance of the Assistant Superintendent for Curriculum and Instruction, directs the BISD staff whose roles include Gifted and Talented Program duties. These include G/T Coordinators at each campus, Challenge Lab teacher assistants and designated G/T teachers at the elementary level, Honors teachers and ISM teachers at the middle school level and Honors, AP and ISM teachers at the high school level. A G/T Advisory Committee composed of parents and educators reviews yearly program evaluation results and makes recommendations for program improvement to the District Instructional Goals Committee.

Program Description

Elementary

G/T students in grades 1-5 are cluster-grouped into a trained teacher's classroom. Kindergarten students are served through a pull-out program in the Challenge Lab beginning in March.

G/T teachers use a variety of techniques to differentiate instruction for the gifted students, such as tiered assignments, curriculum compacting, and higher level questioning. G/T teachers also teach a G/T curriculum, incorporating into district curriculum lessons which have been written to integrate depth and complexity.

Beginning at first grade, G/T students also participate in a pull-out program in the Challenge Lab for a minimum of 90-120 minutes a week where they learn the research process and problem solving skills while exploring problem-based learning units. The Challenge Lab instruction is based on district-written project-based units and/or the Texas Performance Standards Project curriculum. In addition, G/T students may participate in competitions such as, Destination Imagination, Odyssey of the Mind, UIL/other academic competitions, a strings program, and a variety of campus-based enrichment activities.

Secondary

At the middle school and high school levels, G/T students are served through the Honors and Advanced Placement (AP) courses offered in the four core areas: math, science, social studies, and English. Middle school students may also elect to take a G/T Independent Study class as an elective and high school students may participate in an Independent Study Mentorship class their junior and/or senior year.

Teachers differentiate curriculum for G/T students using a variety of strategies, including tiered assignments, curriculum compacting, higher level questioning, etc. Secondary students may elect to participate in a variety of other advanced classes; competitions such as, DI, Odyssey of the Mind, UIL, Academic Decathlon and Mock Trial; and a variety of activities/clubs/organizations according to their talents and interest.

BOERNE INDEPENDENT SCHOOL DISTRICT
GIFTED AND TALENTED PROGRAM
PROGRAM MANAGEMENT

The district organization plan for Gifted and Talented Program management and evaluation includes the following assignments and responsibilities:

School Board

- a) approve all policies regarding district organizational processes and procedures;
- b) approve selection of program personnel; and
- c) approve recommendations for revisions to policies for the program.

Superintendent

- a) approve all policies regarding district organizational processes and procedures;
- b) serve as program liaison to the School Board;
- c) approve recommendations for selection of program personnel; and
- d) review evaluation data and approve recommendations for program revision.

Principals

- a) serve as ad hoc members of Selection and Exit Committees;
- b) serve as ad hoc members of G/T Advisory Committee;
- c) evaluate program elements and staff;
- d) collect grievances and recommendations for program improvement and relay to the proper sources; and
- e) make recommendations for selection of program personnel.

Assistant Superintendent for Curriculum and Instruction

- a) provides program oversight
- b) serves as ad hoc member of G/T Advisory Committee

District Advanced Academic Director

- a) serve on Selection and Exit Committee;
- b) serve on G/T Advisory Committees;
- c) coordinate district identification activities;
- d) coordinate district evaluation activities;
- e) plan and provide in-service education to school staff;
- f) plan and provide programs for parents and community;
- g) make notifications concerning revisions of program policies and procedures;
- h) complete program paperwork required by the state or federal government;
- i) complete program correspondence.

Campus G/T Coordinators (Designated Campus Counselors)

- a) serve on Selection and Exit Committees;
- b) serve on G/T Advisory Committee;
- c) provide information about the program to new students;
- d) disseminate and collect required forms, letters, and paperwork for program identification at campus;
- e) disseminate and collect required forms, letters, and paperwork for program evaluation at campus;
- f) test nominated students and collect identification data;
- g) meet with parents requesting information gathered in the identification process;
- h) maintain files of student identification records;
- i) gather classroom information for G/T newsletters and disseminate to parents and staff
- j) evaluate program elements.

G/T Teachers and Challenge Lab Teachers

- a) provide instruction for students in the program;
- b) develop curriculum providing opportunities for cognitive and affective growth;
- c) evaluate students to determine student growth;
- d) test nominated students and collect identification data
- e) attend workshops and conferences for professional growth;
- f) communicate information about students to their regular classroom teachers;
- g) evaluate program elements.

Advisory Council

- a) is composed of Advanced Academic Director, campus representatives, campus G/T Coordinators, and student, parent, staff, and community representatives;
- b) advises the district on learning opportunities for gifted students;
- c) reviews and makes recommendations on expenditures of state funds allocated for gifted education;
- d) reviews program evaluation data and makes recommendations for program revision to the District Instructional Goals Committee, Superintendent, and School Board.

BOERNE INDEPENDENT SCHOOL DISTRICT

GIFTED AND TALENTED PROGRAM

IDENTIFICATION PROCESS AND PROCEDURES

Students who demonstrate a high level of performance or potential and who meet district qualifying standards will be identified and served in the Gifted and Talented Program.

Identification and selection of students for the program is determined through a comprehensive process consisting of three steps: Referral, screening and selection. Referral involves the formation of a talent pool from which selection will be made. Screening is the process designed to identify students for selection. Selection involves consideration of each nominated and screened student to determine if placement in the program is appropriate.

Identification must be conducted by a committee and through the use of multiple and specific criteria which include both quantitative and qualitative measures. No single measure can be the determining factor for acceptance or denial of entry into the program.

In the identification process, consideration shall be given to the following groups who may otherwise be overlooked:

- 1) racial, ethnic, or minority groups;
- 2) culturally different or economically disadvantaged students;
- 3) students with disabilities (auditorily impaired, visually impaired, physically disabled, learning disabled, etc.);
- 4) students who experience sex bias and stereotyping;
- 5) students who display various types of classroom behavior such as disruptiveness, extreme shyness, high energy level, continuous questioning, intense anxiety, destructive movements, short interest span;
- 6) rural, geographically isolated; and
- 7) underachieving gifted whose performance in learning situations masks their potential.

GUIDELINES FOR Referral

- 1) Referrals may be obtained from any person familiar with the student's abilities, potential, performance, or past records and include the following:
 - (a) administrators
 - (b) teachers
 - (c) parents
 - (d) community members
 - (e) self

- 3) Referrals may also be made from the records by the Campus G/T Coordinators, other campus counselors, and Special Programs Coordinator.

- 4) The Campus G/T Coordinators will be responsible for disseminating and collecting the referral forms.

- 5) All Kindergarten students will be screened during the second semester with a universal screener and referred for testing. (Students will be selected in February and served March through May.)

- 6) Referral forms are due no later than March 1st for students in grades 1-11.

GUIDELINES FOR SCREENING

- 1) Written permission is secured from parents for special testing of students.
- 2) Testing of students for the program will be conducted by the Campus Challenge Lab TA and G/T Coordinator.
- 3) The measures to be used in screening may include the following:

Grades K-5

- IQ/ Reasoning
 - Cognitive Abilities Nonverbal Subtest or Naglieri Nonverbal Ability Subtest
- Abilities Test
 - Cognitive Abilities Test
- Achievement Index
 - Iowa Test for Basic Skills
 - Language Arts/Social Studies Subtest
 - Math/Science Subtest
 - or Aprenda La prueba de logros en español
 - Torrance Test for Creativity
- Teacher Rating
 - Scales for Identifying Gifted Students
- Parent Rating
 - Scales for Identifying Gifted Students

Grades 6-12

IQ/Reasoning

- Cognitive Abilities Nonverbal Subtest or Naglieri Nonverbal Ability Subtest, or Otis Lennon verbal and Nonverbal subtests

Abilities Test

- Cognitive Abilities Test

Achievement Index

- Iowa Test for Basic Skills
 - Language Arts/Social Studies Subtest
 - Math/Science Subtest
- or Aprenda La prueba de logros en español

Teacher Rating

- Scales for Identifying Gifted Students

Parent Rating

- Scales for Identifying Gifted Student

GUIDELINES FOR SELECTION OF GIFTED STUDENTS

- 1) Selection is conducted by a committee at each level, elementary and secondary, and is composed of the following members who have been trained in the nature and needs of gifted students:
 - (a) Campus G/T Coordinators from each campus at either the elementary or secondary level
 - (b) Special Programs Coordinator
 - (c) Campus principals are ad hoc members
- 2) Selection of gifted students is determined by three of the scores on the district criteria falling at or beyond the district line which is set such that approximately 5 - 9% of the population is identified.
- 3) The Selection Committee will determine if additional information such as student products, cumulative records, additional tests, or interviews with the parents or students need to be gathered.
- 4) Rules of confidentiality will be observed at all times.
- 5) The Campus G/T Coordinators will compile a list of eligible students.
- 6) Written permission is secured from the parents for acceptance into the program.
- 7) The Selection Committee will serve as the Appeals and Exit Committee.

TRANSFER PROCEDURES

- 1) When a student identified as gifted by a previous school district transfers into the district, the student's records shall be reviewed by the school counselor and selection committee to determine appropriate placement.
- 2) If the child is transferring from a similar program and his/her scores are comparable to those of gifted students in the district, the child will be provided program services.
- 3) If the transfer students' scores and programming do not match the qualifications of BISD's GT Plan. The student will then be required to go through the district's identification process and qualify according to district criteria for continued placement in the program.

IDENTIFICATION AND EXITING APPEALS PROCEDURES

- 1) A parent or staff member who wishes to appeal a Selection Committee decision may do so by submitting a request by letter to the campus principal no later than 15 working days after the committee has announced its selection decision.
- 2) The Selection Committee must respond by letter no later than 10 working days after receipt of the appeals letter, notifying the parent or staff member of the date and time of a hearing before the committee.
- 3) During the hearing the following information may be reviewed:
 - (a) the student's identification profile form;
 - (b) additional test data;
 - (c) current products exemplifying student performances; and
 - (d) other materials deemed appropriate to the purposes of the hearing.
- 4) If the person making the appeal wishes to appeal the decision of the committee following the hearing, the person must follow the district's local policies governing appeals (Board Policy Manual – Appeals.)
- 5) Appeals about an exiting procedure follow steps 1-4 above.

EXIT AND PROBATION PROCEDURES

- 1) A student placed in the program may be exited by the Exit Committee when it is determined that it would be in the best interest of the student and/or program to discontinue the student's participation.
- 2) A student may be exited from the program based upon parent/guardian request without the consensus of school personnel.
- 3) A student may be exited from the program based on G/T Teacher, Principal, or Campus G/T Coordinator/Counselor request only after the procedures detailed below:
 - (a) upon indication of a student having difficulty with instruction, the G/T Teacher initiates a conference with the student's parent/guardian, and optionally, the appropriate administrator and/or student; and
 - (b) if the conference described in #3a is not effective, the following steps will be taken:
 1. The Campus G/T Coordinator initiates a conference with the student's parent/guardian, the G/T Teacher, and the Exit Committee.
 2. The Exit Committee will determine whether the student should remain in the program, be placed on probation, or be exited from the program.
 3. Forms verifying that these conferences were held with acknowledgment of action taken must be signed by those in attendance and a copy must be placed in the student's file. The Campus G/T Coordinator should also retain a copy.
- 4) Students who are unable to maintain satisfactory performance within the structure of the program may be placed on probation by the Exit Committee or at the request of the student and/or parent.
- 4) A student may be placed on probation for a period of time deemed appropriate by the Exit Committee. At the end of the probation, the student's progress shall be reassessed, and the student may re-enter the program, be removed from the program, or be placed on another probation.

FURLOUGH PROCEDURES

- 1) A student may be granted a furlough from the program for extenuating circumstances, such as becoming an exchange student for a semester or a year, serving as a statewide officer in an organization, or other situations that lead to poor performance.
- 2) The request for furlough should be in writing, and if teachers and administrators agree that the identified child needs a “leave of absence” for a grading period, semester, or year the furlough may be granted.
- 3) Parents should be informed and included in the decision regarding furlough if possible.
- 4) A furlough is not an exiting of the program. Students receiving a furlough may re-enter the program without re-identification.

BOERNE INDEPENDENT SCHOOL DISTRICT

GIFTED AND TALENTED PROGRAM

TEACHER IDENTIFICATION

Teacher selection will be based on the list of Characteristics of Teachers of the Gifted and Talented from the Texas Education Agency. In addition, the following guidelines will be used in teacher selection:

Teachers participating in the program will have:

1. expressed interest in teaching gifted and talented students;
2. evidenced interest in teaching gifted and talented students by professional growth such as: attending local/regional workshops, completing self-instructional training modules, undertaking self-selected professional growth;
3. expressed willingness to undertake special training. A minimum of 30 hours of professional development in gifted education is required no later than the end of the first year the teaching duties begin. Topics must include nature and needs of the gifted, assessing student needs, and curriculum and instruction for gifted students. A minimum of 6 hours annually of professional development in gifted education is also required; and
4. Familiarity with curriculum in grade levels of students which will be taught.

CHARACTERISTICS OF TEACHERS OF THE GIFTED/TALENTED

Special skills and attributes are required of teachers who work with gifted students. The development of special skills is an essential element of any program, but teachers selected for the gifted program should possess certain abilities and characteristics as a basis for further professional growth. While all of the characteristics listed below will not be found in every teacher, certain combinations are necessary to work effectively with gifted students.

Relative to self, the teacher has:

- 1) personal confidence in ability to work with gifted students;

- 2) a natural sense of humor (as one measure of the ability to communicate effectively);
- 3) enthusiasm for learning and abundant energy;
- 4) flexibility in rapidly adapting to a broad range of events and people;
- 5) understanding of and ability to apply national, state, and local definitions of gifted and talented students;
- 6) knowledge of the characteristics of the gifted and talented and ability to apply this knowledge in identification and learning;
- 7) ability to select, use, and interpret measuring instruments appropriate for gifted and talented students;
- 8) ability to evaluate progress of gifted and talented students and to prepare meaningful reports on that progress to the students, to parents, to peers, and to others concerned; and
- 9) ability to maintain accurate records.

Relative to students, the teacher can:

- 1) perceive and respond positively to individual differences;
- 2) provide appropriate and differentiated activities based on different styles;
- 3) encourage independent and divergent thinking, risk-taking exploration of controversial issues, and the scientific approach to problem solving;
- 4) respond to student's intellectual challenges without promoting isolation from other experiences and students;
- 5) develop student talent in areas not familiar to the teacher; and
- 6) clarify classroom and learning objectives.

Relative to other people, the teacher is:

- 1) sensitive to the perceptions and feelings of others;
- 2) able to work well with other people; and
- 3) able to explain the gifted program in ways that promotes community and peer understanding and support.

Relative to the learning environment, the teacher can:

- 1) apply the concepts of a differentiated curriculum, such as the development of higher cognitive processes and open-ended learning experiences;
- 2) evaluate and select instructional materials appropriate for gifted and talented students;
- 3) adapt commercial instructional materials creatively or develop new materials to meet the unique needs of the gifted and talented; and
- 4) identify and utilize community resources, such as people, field trip sites, real-life situations.

BOERNE INDEPENDENT SCHOOL DISTRICT

GIFTED AND TALENTED PROGRAM

GUIDELINES FOR PROFESSIONAL DEVELOPMENT

A continuous professional education program for program and non-program staff and administrators, will be maintained in accordance with the following guidelines:

1. Professional education will be based on the philosophy, goals, and objectives of the program.
2. Assessment will be made to determine needs for types of professional education programs.
3. Evaluation of professional education programs will be conducted to determine effectiveness and to help in planning for future sessions.
4. New program staff will be required to receive a minimum of 30 hours of professional development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students.
5. Program staff will be required to receive a minimum of 6 hours annually of professional development in gifted education.
6. Administrators will be required to receive a minimum of 6 hours of professional development that includes nature and needs of gifted/talented students and program options.
7. Release time will be provided for the program staff to attend professional conferences and workshops for the purpose of developing competence in the areas of teaching strategies, curriculum development, providing for the special needs of the gifted, and program development. The administration may choose to identify additional workshops for the program staff to attend.

BOERNE INDEPENDENT SCHOOL DISTRICT

GIFTED AND TALENTED PROGRAM

CURRICULUM GUIDELINES

Curriculum consists of the content to be learned, the processes which make learning possible, and the products which are the evidence that the student has mastered the intended content and processes. The following guidelines should be used in developing curriculum for the program:

- ❖ Curriculum for the gifted must be differentiated from that in the regular classroom and should be congruent with the characteristics of gifted children.
- ❖ Curriculum meets the needs of gifted students by modifying the depth, and complexity of the general school program.
- ❖ Curriculum should guide students in mastering key information, ideas, and the fundamental skills of the disciplines while also helping them grapple with complex issues and problems in the field of study.
- ❖ Curriculum should help students encounter and accept challenges in learning enabling them to develop critical and creative thinking skills and problem solving ability.
- ❖ Curriculum should help students focus on themes, generalizations, laws, principles, etc. that allow students to make connections across disciplines, time, location, and cultures and to view topics from multiple perspectives.
- ❖ Curriculum should provide students opportunities for pursuing areas of interest and develop a sense of themselves and their possibilities in the world in which they live.
- ❖ Curriculum should help students develop sophisticated products and move students from novice toward expert levels of performance.

Adapted from the Texas State Plan for the Education of Gifted/Talented Students and The Parallel Curriculum by Carol Ann Tomlinson, Sandra Kaplan, Joseph Renzulli, Jeanne Purcell, Jann Leppien, and Deborah Burns.

BOERNE INDEPENDENT SCHOOL DISTRICT

GIFTED AND TALENTED PROGRAM

PARENT/COMMUNITY INVOLVEMENT

Because education for the gifted requires a strong partnership between parents and teachers and cooperation with the community in utilizing community resources, the program will promote the active involvement and support of parents and community members. Involvement and awareness will be maintained through the following:

1. Parents and community members will participate in the identification process by nominating prospective students for the program.
2. Information concerning the program will be relayed through correspondence, program newsletters, press releases, parent-teacher conferences, and presentations to community clubs and organizations. District meetings designed to provide information about the program and help parents develop a knowledge base in the area of gifted education will be held each year.
3. Parents and community members will be invited to serve as resources and mentors for the program.
4. Parents will participate in the evaluation process by being asked to complete evaluation forms concerning their child's progress in the program and the program's effectiveness.
5. Parent representatives will serve on the district G/T Advisory Council.

BOERNE INDEPENDENT SCHOOL DISTRICT

GIFTED AND TALENTED PROGRAM

EVALUATION GUIDELINES

Formative and summative evaluation of the program and the students will be conducted to gather information on which to base decisions concerning its effectiveness and/or problems and its impact on the development of gifted and talented students. Program improvement is the goal of such evaluations. The objectives of evaluation are the following:

1. To discover whether and how effectively the objectives of the program are being attained.
2. To discover unplanned and unexpected consequences that are resulting from particular program practices.
3. To determine the underlying policies and related activities that contribute to the success of the program.
4. To provide continuous feedback at intermediate stages throughout the course of the program.
5. To suggest realistic, as well as ideal, alternative courses of action for program modification.

ORGANIZATIONAL GUIDELINES

1. Instruments and criteria for evaluating each component of the program will be selected by the Advanced Academics Director with input from the G/T Advisory Council.
2. The Advanced Academics Director will schedule evaluation activities and coordinate collection of the data.
3. The G/T Advisory Council will analyze the collected data and make recommendations for program improvement to the Superintendent and School Board.

OPERATIONAL GUIDELINES

1. Formative evaluation will provide continuous in-process feedback for program revision and improvement.
2. A summative evaluation at the end of the school year will analyze overall program effectiveness.
3. Reports and recommendations will be submitted to the Superintendent and School Board.

GUIDELINES FOR PROGRAM REVISION

1. Revision of the program will be based on the following information:
 - a) analysis of data from formative and summative evaluation, including reports of student progress;
 - b) expressed concerns or input from administrators, staff, counselors, parents, community members, and students; and
 - c) changes in State/Federal guidelines.
2. Revisions must not conflict with District/State/Federal guidelines or law.
3. Recommended change may originate at any level and must be presented in writing to the Advanced Academics Director.
4. The Advisory Council will discuss the implementation of changes and submit recommendations to the Superintendent and the School Board.
5. Recommendations must be approved by the Superintendent and School Board.
6. It is the responsibility of the Advanced Academics Director to make notifications of revisions and place copies of the revisions in each campus handbook.

GLOSSARY

Area of Giftedness	the particular ability in which a student excels or has the potential to excel
Creative and Productive	possessing outstanding imagination, thinking ability, innovative or creative reasoning ability, ability in problem solving, and/or high attainment in original or creative thinking.
General Intellectual Ability	possessing superior intelligence, with potential or demonstrated achievement in several fields of study; ability to perform complex mental tasks
Leadership Ability	possessing the natural ability to influence others; possessing skills in interpersonal relationships demonstrated, for example, by outstanding ability in such activities as student government
Specific Subject Matter Aptitude	possessing superior ability or potential in a specific course of study such as science, mathematics, language arts or social studies
Content	refers to what is being taught, e.g., subject matter, facts, body of knowledge, a particular academic discipline
Curriculum	an organization of learning/teaching activities designed to attain specific student objectives that is both comprehensive and coordinated
Differentiated Curriculum	modification of student goals, objectives, instructional strategies, and learning experiences to match the needs, abilities, and interests of gifted students

Process	refers to the way or means by which content is to be learned; it may refer to thinking skills utilized in the learning experience.
Product	the outcome, the response, or the change that occurs in the learner as a result of instruction; i.e., the evidence that learning has occurred
Program Goals	statements related to student development that are expressed in global terms and indicate a long-range outcome that students are intended to attain
Program Objectives	measurable statements that indicate the direction and intent of program components such as identification, staff development, and evaluation; process objectives.
Program Prototype	administrative methods and procedures to organize the delivery of instructional strategies and learning experiences adapted to the unique needs and interests of gifted/talented students
Scope and Sequence	the range and order in which curriculum is developed and presented
Student Objectives	statements of measurable learner expectations around which the curriculum and associated activities are based; specific statements designed to measure student process in attaining a goal; statements of expected student outcomes with specific performance criteria and measurement strategies