



Standard Operating Procedures

Gifted and Talented
Handbook

APPROVED: December 1, 2023

Policy Cross Reference Sheet

This handbook is an administrative procedure of the District and subject to policies adopted by the Board of Trustees. In case of conflict between administrative procedures and Board policy, policy shall prevail.

Date of Superintendent Approval: CW 12/1/23

Version Number: (i.e. "2018.1") 2023.1

The contents of this handbook relate to the following Board policies:

Policy	Title	Page(s)
EHBB(LOCAL)	SPECIAL PROGRAMS GIFTED AND TALENTED STUDENTS	*

* The above listed policy relates to areas in which the special program, gifted and talented students, is necessary. This handbook speaks directly to these situations.

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GIFTED AND TALENTED PROGRAM

Philosophy

The Board believes every student shall be inspired and equipped to reach his or her full potential in a nurturing and innovative learning environment that meets his or her unique educational, social, and emotional needs.

Procedures

Campus staff will implement the Administrative Procedures with consistency and fidelity. District staff will monitor and support effective implementation of the Administrative Procedures.

IDENTIFICATION AND SELECTION

Criteria to identify students for gifted and talented services shall be aligned to the state definition of gifted and talented and shall ensure the equitable assessment of students of all populations. The identification of gifted students in FBISD is based on qualitative and quantitative measures. To ensure access for all FBISD students, all second grade students will take a cognitive abilities test that assesses quantitative, verbal, and nonverbal skills. This cognitive abilities test serves as the quantitative measure of FBISD GT identification. In addition, research-based locally determined norms on this cognitive ability test may be used to facilitate equity on designated FBISD campuses. The qualitative measures include parent and teacher rating scales.

A timeline for referral windows, testing windows, parent/guardian notification, appeals and placement is included in this Handbook (See Exhibit A).

REFERRALS

The District shall provide assessment opportunities to complete the screening and identification process for referred students in a manner that is fair and equitable. Students enrolled in Fort Bend Independent School District (“FBISD”) who are not yet identified for gifted and talented services shall be screened on an ongoing basis for referral.

1. All non-identified District-enrolled students in grade 2 will be automatically screened for gifted and talented referral.
2. All non-identified District-enrolled students in grades K-1 and 3-12 shall be considered for referral by the classroom teacher using criteria such as student products, teacher observations, previous achievement test data and/or previous mental abilities testing.
3. Parents/Guardians or other persons familiar with students who are not identified for services may refer any District-enrolled student in grades K-12 for gifted and talented evaluation.

Referral Procedures

Campus principals will designate the gifted and talented test facilitator(s) on each campus. This designee shall be available for consultation on all aspects of the screening and assessment for students in grades kindergarten through twelve.

Listed below are the referral procedures for FBISD students.

1. Information on gifted and talented services will be provided in the student handbook to inform parents/guardians of general characteristics of gifted and talented children, and of their opportunity to refer their children for gifted and talented evaluation.
2. Campuses will host an awareness session including information about traits of students with gifts and talents, as well as the procedures for referring students, assessment, and identification during the referral window.
3. Referrals will be accepted no later than the first school day in October and may begin as early as August 1. The actual date shall be announced through various District communications such as District website, campus websites, campus marquees, student folders, and/or campus newsletters.
4. Referrals for students enrolled after the fall window has closed will be accepted no later than the first school day in February and may begin as early as January 1. The actual date shall be announced through various District communications.
5. Referrals for students enrolled after the spring window has closed will be accepted during the July referral window. The actual dates shall be announced through various District communications.
6. District teachers will participate in an End-of-Year (EOY) referral process during the month of May. Referrals submitted by teachers during the EOY process will automatically be submitted in the upcoming fall referral window. The actual dates for this process shall be announced through various District communications.

7. An online application will be available for referrals.

ASSESSMENT

Assessment of students for gifted and talented programs shall include quantitative and qualitative data collected from multiple sources for each area of giftedness served by the District. Assessment tools may include, but are not limited to the following:

- Cognitive abilities tests
- Behavioral inventories or observations completed by parents/guardians and classroom teachers

Referred students will be assessed in the areas of intellectual ability and specific academic fields using a minimum of three (3) appropriate criteria.

The designated campus test administrator will coordinate testing and quantitative assessment data collection that may include, but not limited to, individual or group cognitive abilities tests.

Data Analysis Procedures

All referred students' profiles will be processed through the District Identification Application. Unless otherwise noted, the student profile for grades K - 12 will initially include:

1. Cognitive abilities test data for the current school year. These tests will be administered by FBISD no later than the last day in November for fall referrals and no later than the last day in February for spring referrals.
2. Scores from the Teacher and Parent/Guardian Rating Scales for the current identification period.
3. Optional assessments may include testing for services from other sources.

REASSESSMENT

Parents/Guardians of students currently receiving Gifted and Talented services may request a GT reevaluation to add an area of identification during the spring referral window. If approval to reassess in any unidentified area is granted, fees for material and processing must be received no later than five (5) business days before the start of the Spring GT testing window. Fee waivers may be provided for students qualifying for free and reduced lunch. Fees for material and processing shall be included in the Handbook prior to the beginning of the school year.

TRANSFERS

New Enrollment

Upon enrollment into the District, students from public schools shall have access to the program admission and assessment process to determine the need to receive FBISD Gifted and Talented services in the immediate school year.

Grades 1 –12

When a student in grades 1-12 identified for gifted and talented services by their previous public school district enrolls in the District, the District shall review the student's records within 20 school days to determine if the GT identification criteria used by the previous district meets the criteria used by FBISD.

If the GT evaluation criteria used by the previous public school district does not meet the District's criteria, the student may be evaluated using District criteria during the District's next referral window. The GT Department shall determine if placement in the District's program for gifted and talented students is appropriate. All available student data collected shall be placed on the Gifted and Talented Transfer Profile and provided to the campus.

Prior to final determination, initial placement of the transfer student may or may not be in a gifted and talented class/course.

Intradistrict Transfers

Prior to scheduling, all intradistrict transfer students shall have their cumulative files and learning plans reviewed for gifted and talented services. If a student received services at the previous campus, student coding shall be entered to reflect continued eligibility for gifted and talented services at their new campus. Services shall begin immediately upon enrollment at the campus.

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/guardian, or the student.

A furlough shall be granted by the Campus Furlough Committee for specified reasons and for a specified period of time. The Campus Furlough Committee must be comprised of a campus administrator and/or Gifted and Talented (“GT”) counselor, and at least three teachers who have met the training requirements for gifted and talented programs. At the end of the furlough, the student may re-enter the gifted program, be placed on another furlough, or exited from the program. A timespan for a furlough may be one semester or one school year.

Plan of Action

At any time during the year when a student is not performing at the expected levels within the specified curriculum, a gifted and talented teacher-parent/guardian conference can be requested by the parent/guardian or teacher. Parents/Guardians must request conferences in writing to the teacher(s). Conferences shall be scheduled with the parents/guardians being notified of the conference date and time within ten (10) school days of the request.

Student performance will be addressed and documented on a Plan of Action Form (EHBB-E1). A copy of the completed form will be sent to the campus counselor and parents/guardians by the gifted and talented teacher(s) within five (5) school days of the conference. Additionally, the student’s gifted learning plan shall be reviewed and modified as determined by the parent/guardian and teacher.

1. Students who are unable to maintain satisfactory performance after being placed on a Plan of Action may be placed on furlough by the Campus Furlough Committee for a minimum of one (1) semester to a maximum of one (1) school year from the effective beginning date.
2. The furlough will be documented on the Program Furlough/Probation/Exit Form (EHBB-E-2). The completed form will be filed in the student’s cumulative folder.
3. The academic performance of a student placed on furlough will be monitored by the GT counselor throughout the furlough period. The student will retain gifted and talented eligibility but will not receive program services.
4. At the end of the furlough period, the student’s progress will be evaluated by the GT counselor and the parent/guardian. The Campus Furlough Committee may decide to extend the furlough period up to a cumulative time period of one year, return the student to receiving program services, or exit the student from the program.

EXIT AND RE-ENTRY

Students who have participated in the District's Gifted and Talented Program shall continue in the program unless they are unable to perform within the structure of the Gifted and Talented Program.

Exit by Campus Furlough Committee

If the Campus Furlough Committee determines that the student's performance continues to be below expected levels within the specified curriculum, the Committee may decide to extend the time period for the Plan of Action or may decide to exit the student from the program.

If the Campus Furlough Committee decides it is most appropriate for the student to exit the program, the Committee will complete a Program/Probation/Furlough/Exit Form (EHBB-E-2). No single criterion may be the determining factor for exiting the program. A meeting must take place with the student's parent/guardian to review the student's learning plan for possible modifications to prevent and/or exit, as well as the data on which any recommendation for exiting the program is made. The exited student will not receive Gifted and Talented Program services for the remainder of that academic year.

A student who has exited from the program may reenter the program at the beginning of the next school year only if he/she is retested according to the approved District testing calendar and qualifies for the program using the most recent Gifted and Talented qualifications standards.

The campus principal will be responsible for communicating the Campus Furlough Committee's decision regarding program exit to the parent/guardian and for obtaining the parent/guardian's signature on the Program Probation/Furlough/Exit Form (EHBB-E-2). When all signatures have been obtained, the form will be filed in the student's folder.

If the parent/guardian wishes to appeal the decision of the Campus Furlough Committee, the parent/guardian must send a letter to the campus principal. The letter should state the reasons for not accepting the decisions of the Campus Furlough Committee. The letter must be received within ten (10) business days of the documented date of parent/guardian notification. Until a decision is made on the appeal, the student will remain in the Gifted and Talented Program. (Refer to Appeals Procedure for continuation of the Gifted and Talented appeals process.)

Exit by Parent/Guardian Request

The student may exit the program upon written parent/guardian request and after consultation with a representative of the Campus Furlough Committee. The written request will be filed in the student's folder.

A student who is exited must be reassessed for eligibility for the Gifted and Talented Program.

APPEAL PROCEDURES

A parent, guardian, designated representative, student, or professional staff member may appeal a probationary, furlough, exit or identification decision made through the District Identification Process. For professional staff appeals, see Board Policy DGBA(LOCAL). The student may be represented by a parent/guardian at any level of the complaint. The appeal must be submitted through the GT Online Referral App within ten (10) school days of the date of the District Identification decision date.

Reasons appeals may be submitted are:

- Illness during testing with documentation of the illness.
- Emotional duress during testing due to family crisis.
- Testing irregularity – an inequitable or inappropriate application during the testing process is alleged or documented accommodations were not provided.
- Substantial evidence – representative has substantial evidence to introduce that when added to existing information creates a compelling preponderance of the evidence regarding the students' need for program services.

Appeal Process

After the GT Identification decision has been received by the parent/guardian, an appeal must be submitted through the GT Identification app within ten (10) days of the date indicated in the notification letter. This submission must indicate the reason (shared above) as the basis for the appeal.

All appeals are heard by a Gifted and Talented District Appeals Committee. These committees are appointed annually by the Director of Gifted and Talented and consist of at least three members (must include at least one starred member) from the following job roles:

- District Gifted and Talented Program Managers, Coordinators, and Specialists**
- Director of Gifted and Talented**
- Campus Champions of Gifted Services (COGS)
- Campus GT counselor
- Campus GT Administrator

A representative from the Gifted and Talented Department shall schedule a virtual meeting of the District Appeals Committee and notify the parent/guardian of the time and date of the meeting no less than one business day in advance of the meeting. The parent/guardian may attend the virtual meeting or may choose to submit their appeal in writing at least 24 hours in advance of the meeting.

During the meeting, the identification procedures and the individual student's information will be reviewed, along with any new information from teacher(s) and/or parents/guardians. At the conclusion of the meeting, the chair of the District Appeals Committee will document the meeting on the student's Identification Profile.

The following principles shall guide the staff in responding to appeals:

- a. All information regarding the identification of students is confidential and shall be regarded as such throughout the identification, selection, and appeals processes.
- b. No parent/guardian has the right to information about any student(s) other than his/her own child.
- c. The District Appeals Committee will meet to consider appeals as needed.

The District Appeals Committee will respond in writing to the person making the appeal within ten (10) school days after the Committee considers the evidence. The letter must explain its intent to uphold or amend its original decision or to gather additional data.

COMMUNITY AWARENESS

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

1. The Gifted and Talented Department will schedule and plan at least one engaging opportunity for community and family involvement each year.
2. The GT Parent Advisory Committee will meet monthly to provide support and feedback to the District regarding gifted and talented services.
3. Campuses will include strategies in Campus Improvement Plans to promote GT awareness within the community and will include strategies for family involvement.

LEARNING OPPORTUNITIES

The District shall provide an array of research-based learning opportunities, including multiple and varied instructional arrangements, for gifted and talented students in kindergarten through grade 12 that meet their social, emotional, and academic needs. The available opportunities shall be consistent in practice for students across the District. Parents/Guardians shall be informed of the opportunities. Gifted and talented students shall have individual learning plans that document students' goals and the learning opportunities that best fit their needs.

Teachers assigned to teach gifted and talented students shall be trained to work with gifted and talented students as required by the *Texas State Plan for the Education of Gifted/Talented*. Selection of teachers serving gifted and talented students shall be based on the District's Profile of a Teacher of Students with Gifts and Talents. (See Exhibit B.)

These opportunities shall include, but are not limited to:

1. Flexible pacing and access to advanced materials in area(s) of identification to provide content acceleration commensurate with the student's need and abilities. These may include, but are not limited to, alternative learning experiences that are more robust in both depth and complexity. Students may be accelerated beyond the assigned grade level curriculum.
2. Instructional and organizational patterns that support flexible grouping to maximize student growth and that facilitate identified students working together as a group, with other students, and independently.
3. Self-selected independent research projects (e.g. Texas Performance Standards Projects, GT Innovation Hour) evaluated by those with expertise related to the projects' fields of study.
4. A continuum of learning experiences that lead to the development of advanced-level products and performances that support content integration leading to mastery and development of critical attributes outlined in the District's Profile of a Graduate.
5. In-school, and when possible, out-of-school enrichment relevant to the student's area(s) of identification that are available during the entire school year.

Classroom Placement Strategies

Campuses shall select from the following research-based classroom placement strategies to facilitate delivery of learning opportunities for gifted and talented students. The purpose of grouping gifted and talented students is to facilitate a teacher's provision of appropriately advanced, accelerated, and differentiated curriculum to gifted learners. Campuses shall select classroom placement strategies that best facilitate the delivery and support of the learning opportunities for gifted and talented students described above within their campus structures.

At the secondary level, these classroom placement strategies and teacher training requirements apply to AAC, AP, Beyond AP, Dual Credit, and other advanced courses where gifted and talented students are provided learning opportunities.

Designated GT Classroom:

Students identified as gifted and talented shall be placed in a classroom together. When the number of gifted and talented learners in a single classroom exceeds class size limits, students identified as gifted and talented shall be placed in classrooms based on their areas of identification (math, science, English/language arts, and/or social studies).

GT Cluster Classroom:

When there are more than six identified gifted and talented students at a grade level, a minimum of six students identified as gifted and talented shall be placed in a classroom as a cluster with other students. Gifted and talented students shall be clustered by area of identification, whenever possible, to facilitate students' access to advanced and accelerated curriculum as needed. The range of students who need instructional interventions shall be limited within a cluster classroom.

Modified GT Cluster Classroom:

When there are fewer than six identified gifted and talented students at a grade level, the students shall be placed in a classroom as a cluster. Highly capable students with a history of high achievement shall be placed in the classroom to increase the talent cluster to a minimum of six students. When there is only one identified gifted and talented student in a grade level, opportunities shall be provided to enable that student to work with other identified students across grade levels during the school day.

Kindergarten

Students identified for gifted and talented services in Kindergarten must begin receiving services no later than March 1. Kindergarten gifted and talented students shall receive differentiated instruction commensurate with their instructional needs which includes flexible pacing, in-class flexible grouping and flexible materials use.

In the event there is no teacher who has been trained to provide these services, the campus, working with district level gifted and talented leadership, shall design a program to meet the needs of identified kindergarten students.

Exhibit A – Gifted and Talented Identification and Selection Timeline

Fall GT Referral Window	First Day of School – First school day in October
Fall GT Testing Window	All 2 nd grade students will be tested between the end of September to the end of October based on district assessment calendars. All other grade levels will be tested between the end of October to beginning of November based on district assessment calendars.
Parent/Guardian Identification Notification	February/March but no later than March 31.
Parent Submits District-Level Appeal Request	Within ten (10) school days of GT decision notification
Spring GT Referral Window**	First Day of Spring Semester-Last school day in January **The Spring Referral window is for FBISD students who enrolled after the close of the Fall Referral Window and for students currently identified for gifted services in FBISD in Math/Science OR ELA/SS
Spring GT Testing Window	February
District-Level Appeals Meetings	April
Parent/Guardian District-Level Appeal Notification	Within ten (10) school days of appeals meeting
End of Year (EOY) Referral Window for Teachers	May
Placement for Services	Kindergarten services begin on March 1 of tested school year. Grades 1 – 11, services will begin the first day of school of the following school year

Exhibit B – Profile of a Teacher of Students with Gifts and Talents

PROFESSIONAL/EDUCATIONAL

From a professional/educational standpoint, an ideal candidate would have a mix of the following credentials ...

- Subject-specific bachelor's, Master's preferred (Teachers with less than five years of experience)
 - Evidence of broad interdisciplinary work in college programs and as a professional
 - Involvement in GT-focused research and advocacy organizations
 - Large digital PLN (<https://www.edutopia.org/blog/how-do-i-get-a-pln-tom-whitby>)
 - GT trained (30 hrs)+ supplemental certificate (optional) with evidence of a commitment to GT-specific professional development beyond the six-hour update
 - A "digital native" or "digital immigrant"
 - Has already or is willing to implement(ed) Standards-Based Grading
 - Curriculum development experience (subject-specific, GT enrichment, interdisciplinary, etc.)
-

PERSONAL ATTRIBUTES

Intellectually and affectively, an ideal candidate would be ...

- Potentially GT themselves or high GT mindset
 - Intense empathy with exceptional children: "Gets them..."
 - Strong sense of humor/willingness to laugh at themselves
 - Commitment to flexibility and failing forward (with evidence)
 - Strong creative impulse (with evidence)
 - Seeks coaching and collaboration (with evidence)
 - Strong leadership impulse (with evidence)
 - Comfortable with questioning authority on behalf of students
 - Does lots with little, readily identifies outside resources
 - Willing and articulate advocate for GT needs and rights to administrators, educators, parents, and community members
 - A lifelong learner/reader who is familiar with both classical and cutting-edge practice, research, and philosophy
 - Maintains awareness of legislation that potentially impacts GT services
 - Willing to hand over control to students with evidence of constructivist pedagogical methods
 - Comfortable letting students create and apply knowledge and learning
-

EDUCATIONAL BELIEFS

An ideal candidate would have a mix of the following beliefs about GT students....

- They exist and have special needs that must be addressed.
 - They have rights that need to be respected and protected.
 - They are not gifted all the time at everything.
 - Those that are 2E, EB, and socioeconomically disadvantaged are under-identified and underserved.
 - Their social and emotional needs are equally as important as their intellectual needs.
 - They are not perfect, are still kids, and deserve to experience childhood fully.
 - They are, by their nature, at a higher risk for destructive and self-harming behaviors.
 - They are people to be nurtured, not a resource to be tapped; having them meet their full potential is a side effect of an education that values them as people.
 - The underservice of GT students at all educational levels represents a silent national crisis that must be rectified.
 - There is a difference between more work and better work.
 - Being GT is often a burden, not a reward.
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**FORT BEND INDEPENDENT SCHOOL DISTRICT
GIFTED AND TALENTED EDUCATION
PROGRAM FURLOUGH/PROBATION/EXIT FORM**

CAMPUS _____ DATE OF ACTION _____

STUDENT'S NAME _____ GRADE LEVEL _____

DATE OF GT IDENTIFICATION _____ GRADE _____ SUBJECT AREA _____

PURPOSE OF THIS ACTION:

(Check one)

- FURLOUGH * (does not receive services)
Specify length of time: _____
- PROBATION * (receives services)
Specify length of time: _____
- EXIT *
Effective Date: _____

SUBJECT AREA FOR THIS ACTION:

(Check all that apply)

- ENGLISH AND SOCIAL STUDIES
- MATH AND SCIENCE
- ALL AREAS

REASON FOR CAMPUS DECISION:

(Check one)

- A) FAILURE TO MEET GT PROGRAM EXPECTATIONS
- B) PARENT/STUDENT REQUEST
- C) OTHER

EXPLAIN:

RECOMMENDATION:

COMMITTEE

ADMINISTRATOR _____

PARENT _____

COUNSELOR _____

STUDENT _____

TEACHER _____

OTHER _____

TEACHER _____

OTHER _____

TEACHER _____

OTHER _____

*NOTE: If student does not initiate re-entry after one year, he/she will automatically be exited from the program. If a student is exited, to re-enter they must be referred, tested, and qualified for Gifted and Talented services.