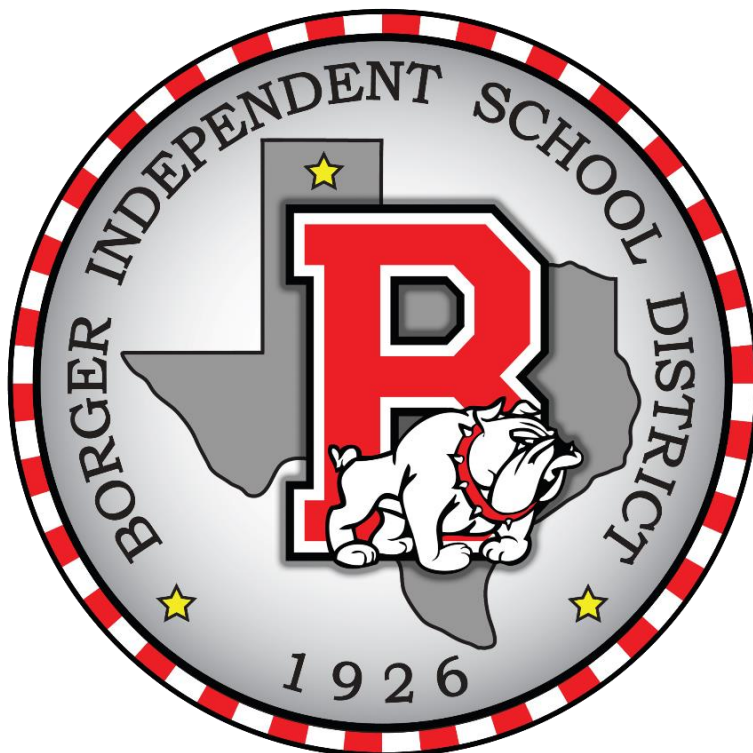


# BORGER ISD

## Gifted and Talented

# PEAK



## Policy and Procedures Handbook

REVISED 2020

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## PREFACE

BORGER INDEPENDENT SCHOOL DISTRICT'S continued support of PEAK is a result of the district's dedication to provide educational experiences that enable ALL students to realize their greatest potential.

Recognizing that three to five percent of our national population has been designated as gifted and talented, the district created programs at all levels to meet the needs of this population. The program was named by the students and given the name PEAK, POSITIVE ENRICHMENT FOR ABLED KIDS.

This handbook has been developed for principals, teachers, counselors, parents, and all interested community members. The main purpose is to enhance the understanding of PEAK, Borger's program for gifted and talented students. In addition, this handbook will provide practical assistance to those individuals directly involved in the implementation and management of the PEAK program.

*Jean Piaget (Educational Psychologist)*

*The **principal goal of education** is to create men who are capable of doing new things, not simply of repeating what **other** generations have done- men who are creative, inventive, and discovers. The **second goal of education** is to **form minds** which can be critical, can verify, and not accept everything they are offered.*

## GOAL:

The goal of the PEAK Program is to identify gifted and talented students in the school system and provide opportunities to meet their intellectual, social, and emotional needs.

## OBJECTIVES:

The development of this program will be realized through the achievement of the following objectives:

- The gifted and talented student will develop creative and productive thinking skills.
- The gifted and talented student will develop oral and written communication skills through verbal and non-verbal activities.
- The gifted and talented student will develop an understanding and appreciation of the independent research process.
- The gifted and talented student will develop the ability to generate original solutions by means of specific problem-solving techniques.
- The gifted and talented student will develop independence and responsibility through self-directed learning.
- The gifted and talented student will develop leadership and group process skills.
- The gifted and talented student will develop an understanding of their own giftedness thus enabling successful interaction with others.

## QUOTE:

### THE SONATA UNWRITTEN

*by James Gallagher, Gifted and Talented Advocate*

*“Failure to help the handicapped child reach his potential is a personal tragedy for them and their family; however, failure to help the gifted child reach his potential is a societal tragedy, the extent of which is difficult to measure, but which is surely great! How can we measure the sonata unwritten, the curative drug undiscovered, and the absence of political insight? These students are the difference between what we are and what we could be as a society!”*

*“It is unfair and unethical to ignore or worse, to prevent the development of a student’s special skills and abilities. All students deserve an education appropriate to their learning pace and aptitudes.”*

## PROGRAM DESIGN

Borger Independent School District PEAK Program's design varies from elementary, to middle school, to high school within the district. To meet the needs of each individual student, Borger Independent School District has provided opportunities at each level relevant to their schedule and specific needs.

Identified kindergarten students will be pulled out of their regular classroom one day a week for approximately one hour. Services will begin by March 1<sup>st</sup> for students in kindergarten identified as gifted and talented. Through this pull out the students are exposed to the goals and objectives of the PEAK program.

Identified first through fourth grade gifted students are pulled out of their regular classrooms one day a week for approximately two hours to attend PEAK. It is in the PEAK classroom that the goals and objectives of the PEAK program are implemented. Students are exposed to differentiated, multi-disciplinary curriculum across the four major content areas.

Identified fifth through eighth grade students are serviced at Borger Intermediate and Borger Middle School through small group GT cluster grouping. They have PEAK daily as one of their classroom periods. Classroom instruction is designed for differentiated curriculum and project-based learning. Instructional strategies promote critical thinking and reasoning abilities, problem-solving skills, independent studies, and creative product development. Students are served by classroom instructors who are GT qualified through 30 or more hours in GT professional development and remain current in their qualification by engaging in 6 additional GT professional development hours each year.

Identified Borger High School students are serviced in a variety of ways. BHS provides Advanced Placement classes, concurrent enrollment classes, correspondence courses, and the Distinguished Achievement Program. BHS students are provided opportunities for various seminars throughout the year, independent studies, and mentorships. Opportunities are made available to students for Texas Girls and Boys State, Texas Academy of Math and Science, Advanced Placement testing, Acceleration by exam, and any other activity that might enrich high school students' potential to achieve.

# BORGER INDEPENDENT SCHOOL DISTRICT

## Identification Procedures For Gifted and Talented Students

(Revised Spring, 2020)

Borger Independent School District will provide services for all identified gifted and talented students who are enrolled in Kindergarten through grade 12. The gifted and talented program is named PEAK (Positive Enrichment for Able Kids), and nomination, screening, and identification are ongoing processes according to state and district criteria. BISD's identification procedures shall be consistent with the educational intent of the program and in compliance with THE TEXAS STATE PLAN AND GUIDELINES FOR THE EDUCATION OF THE GIFTED AND TALENTED.

### State Definition of Gifted & Talented:

A gifted/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:

- (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.

(Texas Education Code [§29.121](#))

## **REFERRAL & SCREENING**

Students must be enrolled in the district before they can be referred for the PEAK Program. A student may be referred by a parent, teacher, counselor, or any other interested person.

After a student is referred a “Permission to Test” form will be sent home to the parent of the referred student. Any parent questions will be handled by the G/T Coordinator at this time. A student may not be tested without parental consent. All nomination and permission forms will be obtained from the Gifted and Talented district coordinator.

## **ASSESSMENT:**

Data collected through both qualitative and quantitative measures against the criteria approved by the Board to determine an individual’s eligibility for the program. Assessment tools may include, but are not limited to, the following: achievement tests, aptitude tests, creativity tests, behavior checklists completed by teachers or parents, student/parent conferences, and available student work products.

## **IDENTIFICATION CRITERIA:**

Members of the identification committee for Borger ISD will be composed of at least three professional educators who have received training in the nature and needs of gifted students, as required by law. This committee will evaluate each nominated and tested student according to the established 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.

Identification is based upon both qualitative and quantitative measures. Alternate Pathway measures will be used as needed and should be declared BEFORE testing begins.

The G/T coordinator will schedule an identification committee meeting after all testing is completed and recorded on coded profiles. The committee will review the students’ profiles and determine the eligibility of the referred and tested students. Selection will be made of students for whom placement in the gifted and talented program is the most appropriate educational setting. Parents will be notified of the student’s status.

### **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. The committee will review prior assessments and placement/reassessment measures will be determined by the selection committee. Parents will be contacted with notification regarding placement or reassessment.

### **ENTRANCE INTO THE BISD PEAK PROGRAM:**

A student in BISD who qualifies for the PEAK Program will be serviced at the appropriate level for entry once parent permission has been obtained.

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.

### **EXIT AND FURLOUGH PROCEDURES:**

Student performance in the PEAK Program shall be monitored. A student shall be removed from the program at any time the selection committee determines that it is in the student's best interest. If a student or parent requests removal from the program, the G/T Coordinator and counselor shall meet with the parent and student before honoring the request. The decision for exiting PEAK is based on the following data: teacher recommendation based on observation of student behavior, performance, health concerns, and lack of commitment in the program, counselor recommendations based on interviews and observations, parental and/or student request for withdrawal from the program.

Students may be granted furloughs or time-outs for a variety of reasons depending on the circumstances at the time. All data is reviewed, and a decision is made by the committee. At this time a re-entry plan will be formulated, and a timeline established, if applicable. Forms for both furloughs and exits must be filled out to document decisions made by all parties involved and kept on file. Parents receive a copy. When the student successfully completes the criteria for re-entry, he/she will return to the appropriate level PEAK Program for services.

If a student exits PEAK voluntarily, he/she may not reenter the program for one full semester. At that time the G/T Coordinator and counselor will meet with the parent to discuss reentry procedures.



### **REASSESSMENT:**

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 not perform routine reassessments once identified as gifted and talented.

### **APPEALS:**

A parent or professional staff member who wishes to appeal an identification/selection decision made by the selection committee shall do so in accordance with the following:

Once the decision of the selection committee has been mailed, an appeal may be made within 15 days to the campus principal. The selection procedures and the individual student's information will be reviewed by the gifted/talented coordinator and the counselor with the person filing the appeal.

In order to appeal a placement decision, a letter of appeal shall be submitted to the gifted/talented coordinator. This letter shall include a statement of the problem, any pertinent explanation or information, and whether the person desires to appear in person. After receiving the letter of appeal, the gifted/talented coordinator will schedule a meeting of the appeals committee and will notify the person filing the appeal of the time and place of the meeting. The committee shall consist of the gifted/talented director, the gifted/talented coordinator, the campus principal and counselor and any other personnel deemed necessary.

Within 5 school days after the meeting the appeals committee will respond in writing to the person filing the appeal stating its decision. An explanation of the decision shall be included in the response.

Parents or students may appeal any final decision of the selection committee regarding selection for or removal from the gifted/talented program. Appeals shall be made first to the selection committee. Any subsequent appeals shall be made in accordance with the Borger Independent School District Policies FNG(LOCAL), beginning at Level Two.

### **PROGRAM EVALUATION:**

The District shall annually evaluate the effectiveness of the District's gifted program. The results of the evaluation shall be used to modify and update the District Campus Improvement plan. 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.

### **COMMUNITY AWARENESS:**

Borger Independent School District shall ensure that information about the District's gifted and talented program (PEAK) is available to parents and community members. Opportunities should be provided to develop understanding and support for the program through parent meetings, social media outlets, and volunteer opportunities.

### **LEARNING OPPORTUNITIES:**

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

- 
1. Instruction and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently.
  2. A continuum of learning experiences that leads to the development of advanced-level products and performances.
  3. In-school, and when possible, out-of-school options relevant to the student's area of strength that are available during the school year.
  4. Opportunities are provided to accelerate in areas of student strengths.
  5. Students are provided opportunities to participate in Pre-AP & AP Courses, dual/concurrent enrollment, correspondence courses, distance learning, accelerated summer programs, and/or the Distinguished Achievement Program (DAP).
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## **REQUIRED PROFESSIONAL DEVELOPMENT: (Faculty)**

A minimum of thirty (30) clock hours of professional learning that includes ***nature and needs*** of gifted/talented students, ***identification and assessment*** of gifted/ talented students, and ***curriculum and instruction*** for gifted/talented students is required for teachers who provide instruction and services that are a part of the district's defined gifted/talented services. Teachers are required to have completed the thirty (30) hours of professional learning prior to their assignment to the district's gifted/talented services (19 TAC §89.2(1)).

Teachers who provide instruction and services that are a part of the district's defined gifted/ talented services receive a minimum of six (6) hours annually of professional development in gifted/talented education that is related to state teacher gifted/talented education standards (19 TAC §89.2(3) and TAC §233.1).

Teachers without required training who are assigned to provide instruction and services that are part of the district's defined gifted/talented services are required to complete the thirty (30) hour training within one semester (19 TAC §89.2(2)).

Teachers as well as administrators who have supervisory duties for service decisions are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students and service options for gifted/ talented students (19 TAC §89.2(4)).

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## The Gifted Child vs. the Bright Child (By: Janice Szabos)

### A Side-by-Side Comparison

The following table of characteristics is a guideline for helping make the distinction between a child who is bright and a high achieving learner in the classroom from one who is gifted and has a special ability for gathering and processing information about the world around them. The gifted child may demonstrate qualities from the bright child list and also be identified by characteristics of the gifted child list. For example, s/he knows the answers AND asks the questions. Please note that no child will display all of the characteristics listed below nor will they display a characteristic all of the time. This table is used merely as a guide in helping to determine giftedness.

#### **The Bright Child**

Knows the answers  
Is interested  
Is attentive  
Has good ideas  
Works hard  
Answers the questions  
Is in the top group  
Listens with interest  
Learns with ease  
Needs 6 to 8 repetitions for mastery

Understands ideas  
Enjoys peers

Grasps the meaning  
Completes assignments  
Is receptive  
Copies accurately  
Enjoys school  
Absorbs information  
Technical  
Good at memorizing

Enjoys straight-forward, sequential presentations  
Is alert  
Is pleased with own learning

#### **The Gifted Child**

Asks the questions  
Is highly curious  
Is mentally and physically involved  
Has wild, silly, creative ideas  
Plays around, yet tests well  
Discusses in detail, elaborates  
Is beyond the top group  
Shows strong feelings and opinions  
Already knows  
Needs 1 to 2 repetitions for mastery

Constructs abstractions  
Prefers the company of adults or older children  
Draws inferences  
Initiates projects  
Is intense  
Creates new ideas  
Enjoys learning  
Manipulates information  
Inventor  
Makes connections and accurate guesses  
Thrives on complexity

Is keenly observant  
Can be highly self-critical

Traits of Giftedness as Manifested in Various Groups			
Intellectual	Academic Fields	Creativity	Leadership
<ul style="list-style-type: none"> <li>Has an extensive and detailed memory, particularly in an area of interest</li> <li>Has vocabulary advanced for age—precocious language</li> <li>Has communication skills advanced for age and is able to express ideas and feelings</li> <li>Asks intelligent questions.</li> <li>Is able to identify the important characteristics of new concepts, problems</li> <li>Learns information quickly</li> <li>Uses logic in arriving at common sense answers</li> <li>Has a broad base of knowledge—a large quantity of information.</li> <li>Understands abstract ideas and complex concepts</li> <li>Uses analogical thinking, problem solving, or reasoning</li> <li>Observes relationships and sees connections</li> <li>Finds and solves difficult and unusual problems</li> <li>Understands principles, forms generalizations, and uses them in new situations</li> <li>Wants to learn and is curious</li> <li>Works conscientiously and has a high degree of concentration in areas of interest</li> <li>Understands and uses various symbol systems.</li> <li>Is reflective about learning</li> </ul>	<ul style="list-style-type: none"> <li>Has an intense, sustained interest in field</li> <li>Has hobbies/collections related to field</li> <li>Attracted toward cognitive complexity, enjoys solving complex problems</li> <li>Prefers classes/careers in the academic field</li> <li>Is highly self-motivated, persistent</li> <li>Has a broad base of knowledge</li> <li>Reads widely in an academic field</li> <li>Learns information quickly</li> <li>Has an inquisitive nature, asks good questions</li> <li>Examines and recalls details</li> <li>Recognizes critical elements and details in learning concepts</li> <li>Analyzes problems and considers alternatives</li> <li>Understands abstract ideas and concepts</li> <li>Uses vocabulary beyond grade level</li> <li>Verbalizes complex concepts and processes</li> <li>Visualizes images and translates into other forms—written, spoken, symbolic—music notation, numbers, letters</li> <li>Sees connections and relationships in a field and generalizes to other situations, applications</li> </ul>	<ul style="list-style-type: none"> <li>Prefers complexity and open-endedness</li> <li>Contributes new concepts, methods, products, or performances</li> <li>Has extreme fluency of thoughts and a large number of ideas</li> <li>Is observant and pays attention to detail</li> <li>Uses unique solutions to problems, improvises</li> <li>Challenges existing ideas and products</li> <li>Connects disparate ideas</li> <li>Is constantly asking questions</li> <li>Criticizes constructively</li> <li>Is a risk taker, confident</li> <li>Is attracted to the novel, complex, and mysterious</li> <li>Is a nonconformist, uninhibited in expression, adventurous, able to resist group pressure</li> <li>Accepts disorder</li> <li>Tolerates ambiguity; delays closure</li> <li>Is persistent and task committed in area of interest</li> <li>Has a sense of humor.</li> <li>Is intellectually playful</li> <li>Is aware of own creativity</li> <li>Is emotionally sensitive; sensitive to beauty</li> <li>Is intuitive</li> <li>Is reflective about personal creative process</li> </ul>	<ul style="list-style-type: none"> <li>Moves the group toward its goals</li> <li>Builds group unity and pride</li> <li>Strives to be an effective communicator</li> <li>Maintains the highest standards of honesty and integrity</li> <li>Insists on excellence and truth</li> <li>Is courageous</li> <li>Maintains a sense of fairness at all times</li> <li>Listens to followers and other leaders</li> <li>Sets examples for others to follow</li> <li>Shares information openly with others</li> <li>Makes every minute count</li> <li>Helps others achieve greatness</li> <li>Makes sound decisions based on the good of others</li> <li>Solves problems with vigor and vision</li> <li>Maintains a high level of responsibility</li> </ul>

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## RESOURCES AND LINKS OF INTEREST:

The Texas State Plan for Gifted and Talented:  
[https://tea.texas.gov/Academics/Special\\_Student\\_Populations/Gifted and Talented Education](https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education)

Texas Association for the Gifted and Talented  
<https://www.txgifted.org/>

National Association for Gifted Children  
<https://www.nagc.org/>

Hoagies' Gifted Educational Page  
<https://www.hoagiesgifted.org/>

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**TO: BISD Teachers, PEAK Parents, Administrators**

**FROM: PEAK District Coordinator**

**SUBJECT: Student Expectations**

This note is information on expectations of PEAK students upon return to their regular classrooms. Please read carefully and call if you have any questions.

### **ABSENCE FROM THE PEAK CLASSROOM**

Once a student is identified to participate in the PEAK program and permission from the parents has been obtained, the student is to attend the class regularly. **PEAK IS NOT AN OPTIONAL CLASS.** It is not the student's decision to attend or not attend depending on what is going on in the regular classroom that day. There may be special circumstances when a student must be absent. In those individual cases, the regular classroom teacher should notify the PEAK teacher in advance. Students should attend PEAK the same way they attend all other classes.

### **ABSENCE FROM THE REGULAR CLASSROOM**

Students who have qualified for the PEAK program have demonstrated the potential for superior thinking and creative ability and have a real need for extended and enriched curriculum. Therefore, the program is based on differentiated curriculum rather than providing more work for the PEAK students. Students who spend time in the PEAK resource room have completed work in exchange for the work in the regular classroom. **NO STUDENT SHOULD BE PENALIZED FOR PARTICIPATING IN THE PEAK PROGRAM.** The following guidelines have been established for students and their classroom teachers regarding MAKE-UP classwork for PEAK students:

1. PEAK students will be responsible for concepts covered while out of the classroom and will be expected to inquire as to what **NEW** material was covered.
2. If there is a reading assignment necessary for participation in the next day's class, the teacher is requested to give it to the PEAK student the day before they go to the gifted resource room.
3. In order for PEAK students to have the full benefit of the classroom instruction and feel they are not being required to produce additional work, written make-up work for PEAK students should be avoided for the day they attend the gifted resource room **UNLESS** it is a test for a grade to be recorded for the six weeks.



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:

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.

*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 a district have access to assessment and, if identified, to services provided for the gifted/talented program.
4. Provisions for final selection of students to be made by a committee of at least three local district educators who have received training in the nature and needs of gifted students.
5. Provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.

*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:

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

**19 TAC 89.3**

**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**

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

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3. Data and procedures designed to ensure that students from all populations in a district have access to assessment and, if identified, to services provided for the gifted/talented program.
4. Provisions for final selection of students to be made by a committee of at least three local district educators who have received training in the nature and needs of gifted students.
5. Provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.

*19 TAC 89.1*

<b>Reassessment</b>	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.
<b>Transfer Students</b>	<p>When a student identified as gifted by a previous school district enrolls in the District, the selection committee shall review the student's records and conduct assessment procedures when necessary to determine if placement in the District's program for gifted and talented students is appropriate.</p> <p>[See FDD(LEGAL) for information regarding transfer students and the Interstate Compact on Educational Opportunities for Military Children]</p>
<b>Furloughs</b>	<p>The District may place on a furlough any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted and talented program. A furlough may be initiated by the District, the parent, or the student.</p> <p>In accordance with the Board-approved program, a furlough shall be granted for specified reasons and for a specified period of time. At the end of a furlough, the student may reenter the gifted and talented program, be placed on another furlough, or be exited from the program.</p>
<b>Exit Provisions</b>	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.
<b>Appeals</b>	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.
<b>Program Evaluation</b>	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.

Borger ISD  
117901

SPECIAL PROGRAMS  
GIFTED AND TALENTED STUDENTS

EHBB  
(LOCAL)

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.

DATE ISSUED: 11/5/2019  
UPDATE 114  
EHBB(LOCAL)-A

ADOPTED:

3 of 3



## Glossary

Term	Definition
<b>Acceleration</b>	<p>Acceleration is an academic intervention that matches the level, complexity, and pace of the curriculum with the readiness and motivation of the student. It involves mastering knowledge and skills at a rate faster or at an age earlier than the norm.</p> <p>From <i>A Nation Deceived</i>—Colangelo, N., Assouline, S., &amp; Gross, M. U. M. (2004). <i>A nation deceived: How schools hold back America's brightest students</i> (Vol. 1). Iowa City: University of Iowa, Connie Belin &amp; Jacqueline N. Blank International Center for Gifted Education and Talent Development</p>
<b>Area of Giftedness</b>	the specific set of abilities in which a student performs or shows potential to perform at a remarkably high level of accomplishment
<b>Array of Learning Experiences</b>	a menu of challenging activities or opportunities that fit the unique interests and abilities of advanced-level students
<b>Artistically Gifted</b>	possessing outstanding ability in the visual and/or performing arts
<b>Complexity</b>	extension of content in, between, and across disciplines through the study of themes, problems, and issues; seeing relationships between and among ideas in/within the topic, discipline, and disciplines; examining relationships in, between, and across disciplines over time and from multiple points of view
<b>Concurrent Enrollment</b>	the practice of enrolling in a college or university to earn college or university credit while in high school
<b>Continuum of Learning Experiences</b>	articulated intellectual, artistic, creative, and/or leadership activities and opportunities that build upon one another each year a student is in school
<b>Creatively Gifted</b>	possessing outstanding imagination, thinking ability, innovative or creative reasoning ability, ability in problem solving, and/or high attainment in original or creative thinking
<b>Credit by Exam (CBE)</b>	method in which a student may receive credit for a subject/course or accelerate through a grade by taking one or more exams
<b>Depth</b>	exploration of content within a discipline to include analyzing from the concrete to the abstract, the familiar to the unfamiliar, the known to the unknown; exploring the discipline by going beyond facts and concepts into generalizations, principles, theories, laws; investigating the layers of experience within a discipline through details, patterns, trends, unanswered questions, and/or ethical considerations
<b>Differentiation</b>	modification of curriculum and instruction according to content, pacing, process, and/or product to meet unique student needs in the classroom
<b>Diversity</b>	the presence of difference between individuals and among groups including but not limited to age, socioeconomics, education, race and ethnicity, gender, sexual orientation, culture, and religious beliefs

<b>Term</b>	<b>Definition</b>
<b>Dual Credit</b>	an opportunity for a student to earn high school credit for successful completion of a college course
<b>Flexible Pacing</b>	Flexible pacing is defined as placing students at an appropriate instructional level and allowing them to move forward in the curriculum as they master content and skills. Flexible pacing is achieved by such methods as continuous progress, compacted course, advanced level courses, grade skipping, early entrance, concurrent or dual enrollment, and credit by examination.
<b>Foundation Curricular Areas</b>	English language arts/reading, mathematics, science, and social studies
<b>Furlough</b>	a leave of absence from program services
<b>Gifted in Leadership</b>	possessing the natural ability to influence others; possessing skills in interpersonal relationships demonstrated, for example, by outstanding ability in such activities as student government
<b>Gifted in Specific Academic Fields</b>	possessing superior ability or potential in a specific course of study such as English language arts/reading, mathematics, science, or social studies
<b>Gifted/Talented Services</b>	services and activities not ordinarily provided by the school that are specifically designed to fully develop the capabilities of students who give evidence of high achievement or capability in areas such as intellectual, creative, artistic, or leadership capacity
<b>Independent Study</b>	self-directed learning strategy where the teacher acts as guide or facilitator, and the student plays a more active role in designing and managing his or her own learning
<b>Intellectually Gifted</b>	possessing superior intelligence, with potential or demonstrated accomplishments in several fields of study; ability to perform complex mental tasks
<b>Mentor</b>	an individual who shares his or her expertise with a student of similar career or field-of-study aspirations
<b>Qualitative Measures</b>	performance indicators that cannot be recorded numerically and that include observations, anecdotal records, checklists, interviews, student products, performances, etc.
<b>Quantitative Measures</b>	performance indicators that can be expressed in terms of definite numbers or amounts such as scores on achievement tests
<b>Texas Performance Standards Project (TPSP)</b>	statewide standards and assessment system which includes instructional materials designed to provide assistance as districts achieve the state goal for gifted/talented students (complete information at <a href="http://www.texaspsp.org/">http://www.texaspsp.org/</a> )
<b>Twice-Exceptional</b>	<p>A “twice-exceptional learner” is a child or youth who performs at—or shows the potential for performing at—a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:</p> <ol style="list-style-type: none"> <li>1. exhibits high performance capability in an intellectual, creative, or artistic area;</li> <li>2. possesses an unusual capacity for leadership; or</li> <li>3. excels in a specific academic field (<a href="#">TEC 29.121</a>)</li> </ol> <p>and who also gives evidence of one or more disabilities as defined by federal or state eligibility criteria.</p>