

**BRADY  
INDEPENDENT  
SCHOOL  
DISTRICT**

*Gifted and Talented Program*

**Effective: January 2016**

# **BRADY INDEPENDENT SCHOOL DISTRICT**

## **GIFTED EDUCATION PROGRAM**

### **Kindergarten-12<sup>th</sup> Grade**

#### **I. Program Philosophy:**

It is the intention of the Brady ISD to provide a program of quality, equity and accountability for academically talented students in compliance with state and local requirements.

The gifted/talented program for the Brady ISD is designed to meet the needs of those children who are identified as having superior intellectual abilities or potential for outstanding academic achievement. It is acknowledged at the onset that these children are found in all races, socioeconomic groups, and at all levels of society. It is incumbent upon the school system to meet these students' special needs and prepare these students to deal with the challenges of a rapidly changing society. It shall be the philosophy of the Brady ISD to provide opportunity within the educational program for each individual to develop to the fullest of his/her capacity.

#### **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. exhibit 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.

#### **II. State Goal:**

Students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High School graduates who have participated in services for gifted students will have produced products and performances of professional quality as part of their program services.

### **III. District Program Goals**

- A. Gifted and Talented students will seek original solutions to problems which constructively reflect HIGHER THINKING PROCESSES.
- 1) Develop analogical thinking.
  - 2) Develop logic and critical thinking.
  - 3) Be able to apply component skills in complex thinking processes such as problem solving, decision-making, and critical thinking.
  - 4) Understand differences between divergent and convergent thinking.
  - 5) Practice and apply basic principles of creative problem solving.
  - 6) Recognize and use planning as a vital element of the creative process.
  - 7) Recognize aspects of creative thinking to include originality, elaboration, and evaluation.
- B. Gifted and Talented students will develop an UNDERSTANDING OF SELF AND OTHERS.
- 1) Become aware of and cope more successfully with their giftedness in relation to themselves and others.
  - 2) Exchange ideas with peers and others as a means of intellectual and self development.
- C. Gifted and talented students will achieve commended status in area(s) of identified strengths on the state assessment.

### **IV. Local Application**

This program will be implemented on all campuses in the district. The only requirement imposed by the district is that the students identified as Gifted/Talented will receive differentiated instruction. A variety of instructional models will be implemented to facilitate instruction. These models include both resource room and in-class differentiation.

The district will serve any identified students in grades kindergarten through five in a pull-out program. Identified students in grades 6 through 8 will participate in an advanced studies G/T program. An array of services will be provided to identified G/T students in grades 9-12.

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:

- 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 school year.
- 4) Opportunities to accelerate in areas of strength.

## **V. Referral**

Under requirements provided by TEA, students may be referred for the gifted and talented program by teachers, counselors, or parents. Students at the secondary level may self-nominate. A meeting will be held to inform parents of nomination, identification, placement, and program procedures at each campus. The nominations or requests will be made on a form provided by the district. Written consent shall be obtained 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.

## **VI. Identification Timeline**

All kindergarten students will be identified and served by March 1 of each year.

Parent requests for student screening will be done from November 1 through December 1.

Testing and placement for students in grades 1-12 will occur throughout the school year.

## **VII. Identification/Assessment**

Student participation will be based upon criteria provided by the state and by local policy. These criteria will include the following:

- 1) Teacher observation
- 2) Parent observation form
- 3) Abilities test
- 4) Achievement test
- 5) Student Product/Performance (optional)
- 6) Other Optional Criteria

Students of limited English proficiency (LEP) will be tested in their native language upon request. ESC Region XV will assist in providing this service.

## **VIII. Student Selection**

Each campus will establish a selection committee composed of at least three campus educators who have received training in the nature and needs of gifted students. The responsibility of this committee is to ensure that selections will be made by state and local guidelines. The committee will meet annually to review data regarding each nominated student and will make a decision about student placement in the G/T education program.

Parents will be notified regarding the committee's placement decision. Notifications to parents will be the responsibility of the individual campus. The district shall obtain written permission of the student's and the parents before a student is placed in a gifted program.

## **IX. Curriculum**

**An array of learning opportunities** in Grades K-12 emphasizes content in the four core academic areas and is commensurate with the abilities of G/T students. Parents are informed of these opportunities. **Flexible grouping** program options offer G/T students opportunities to work together as a group (3 or more) to work with other students, and to work independently during the school day, as well as the entire school year. **A continuum of learning experiences** is provided that leads to the development of advanced-level products and/or performances. **Opportunities** are provided to accelerate in areas of student strengths. Student progress in the G/T program shall be monitored annually.

## **X. Transfer Policy**

It shall be the policy of the Brady ISD that students transferring into the district, with documentation of being identified Gifted/Talented, shall submit their records to the selection committee for review to determine whether placement in the district's program for gifted and talented students is appropriate. The student will be given a 6-week probationary period to gather and process this information. If the transfer student's records are limited or not available, the student will be required to go through the annual district placement process.

## **XI. Student Furlough**

Students who are unable to maintain satisfactory performance within the structure of the gifted and talented program may be placed on furlough by the campus G/T committee. The purpose of such a furlough is to provide the student an opportunity to attain performance goals established by the selection committee. A furlough also may be granted at the request of the student and/or parent.

A student may be furloughed for one six weeks for Brady Elementary, Brady Middle School and Brady High School. At the end of the furlough, the student's progress shall be reassessed, and the student may re-enter the gifted program, be removed from the program, or be placed on another furlough. Reinstatement into the gifted program may occur through the regular application process. All furloughs must be approved by the campus G/T selection committee. Parent involvement will be a necessary part of the furlough process.

## **XII. Student Exit**

Student performance in the program shall be monitored. A student shall be removed from the program at any time the selection committee determines it is in the student's best interest. If a student or parent requests removal from the program, the District shall honor that request. The committee will have signed formal documentation upon student exit from the program. Reinstatement may only be accomplished through the annual identification process.

## **XIII. Reinstatement**

Reinstatement may be accomplished by a request to the selection committee to review the student's status. A review of the student identification profile and the student review form used for exit/furlough will determine whether the student may resume participation in the program. The request for review can be made by teachers, counselors, and parents. Students at the secondary level may also request a review. If the committee does not feel that the student should be reinstated, a teacher, parent or student may request reassessment or nominate the student for the GT program.

## **XIV. Reassessment**

The District shall reassess students to determine appropriate program placement when a student moves from the elementary level to the middle school/junior high school and from the middle or junior high school level to high school.

## **XV. Appeals**

Parents or students may appeal any final decision of the selection committee regarding selection for or removal from the gifted program. Appeals shall be made first to the selection committee in written form. Any subsequent appeals shall be made in accordance with FNG (LOCAL) beginning at Level Two.

## **XVI. Evaluation**

The gifted program shall be evaluated periodically, and evaluation information shall be shared with Board members, administrators, teachers, counselors, students in the gifted and talented program, and the community.

The evaluation procedure designed to be used by the Brady ISD may include the following:

- 1) Parent Survey
- 2) Student Survey
- 3) School Personnel Survey
- 4) Student performance assessment may include using the Texas Performance Standards

## **XVII. Professional Development for Teachers/30 Clock Hours**

Prior to assignment in the classroom, teachers who provide instruction and services that are a part of the program for gifted students have a minimum of 30 clock hours of staff development that includes nature and needs of G/T students, assessing student needs, and curriculum and instruction for gifted students or, in extenuating circumstances, a plan on file showing how that teacher will receive the 30 clock hours within one semester.

## **XVIII. Community Awareness**

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

Information may be shared with parents and community through the following:

- Local media/newspaper and radio
- District Website
- Facebook
- Weekly News
- Campus Newsletters