

BRAZOS INDEPENDENT SCHOOL DISTRICT

GIFTED AND TALENTED HANDBOOK



Philosophy/Purpose:

Brazos ISD embraces the philosophy/purpose of providing “an education in relation to each child’s ability to learn.” The gifted and talented students are a group of students whose learning styles and thinking dimensions demand extra experiences, which are outside the educational norm. Therefore, the Brazos ISD gifted program attempts to ensure each student of alternatives which teach, challenge, and expand his knowledge while stressing the development of an independent learner who can question, apply, and generate information.

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.

Brazos ISD Goals for the Gifted and Talented Student

The student will:

- Experience a variety of research methods and products
- Generate independent, authentic research methods and products
- Generate, send, and receive verbal and non-verbal messages
- Demonstrate the ability to communicate effectively in appropriate ways to authentic audiences

- Create questions, not just answers
- Learn autonomously
- Solve problems in innovative ways
- Take educational and academic risks

Texas goal for Gifted and Talented Students”

“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.”

Identification of Gifted and Talented Students:

Nominations

Nominations of students for the gifted and talented program may be made by administrators, teachers, counselors, or parents in writing and given to the campus counselor. All students who are nominated will be considered for assessment and evaluation by district personnel trained in the practice of gifted and talented education. Assessment and evaluation of nominated students include data from multiple sources, both qualitative and quantitative. December is the official nomination period of the year. Nominations must be received by the last school day of December in order to be considered for screening during the current school year. Students nominated before the December deadline will be screened during January and February to determine eligibility for the following year.

Identification Process

Students in grade K-12 shall be assessed, and if identified, provided gifted & talented services. Identification criteria for nominated students will include the student’s achievement test scores, intellectual ability tests, teacher and parent inventory scores, and assessments based on creative thinking. Please contact your student’s campus counselor for questions concerning the gifted and talented process.

Notification

Parents of nominated students will be notified in writing by the end of March as to the results of the GT evaluation which will be implemented the next school year for qualifying students. Participation in any program or services provided for gifted students is voluntary. Appeals Parents must appeal in writing to the campus counselor within ten school days as indicated on the notification letter. After the request for an appeal, the GT committee will respond with their decision in writing to the person making the appeal within ten school days of the meeting. Should a person want to appeal the placement decision of the GT committee, and he/she has followed the campus appeal procedures, a letter of appeal should be submitted to the coordinator of gifted and talented.

Transfer Students:

Students transferring into BISD shall be placed in the GT program with appropriate information of previous GT placement in the sending district for the remainder of the school year. If the transfer student's records are limited or not available, the student will be required to go through the district screening process. The student will be screened according to BISD standards to determine continued placement in the GT program.

Services

Grades K-5

Students in K-5 will be serviced within the classroom, PAWTime and/or pull out programs. The delivery of services is dependent on student schedules and number of identified gifted and talented students in each grade level.

Grades 6-8

GT student will be provided services during the Advisory period biweekly by a GT certified/trained staff member. Students will be given an opportunity to research a topic of interest to them to present in a media outlet of their choosing. They are allowed to work on the project at home, during free time or during class when time allows. The student's progress will be monitored weekly and feedback will be provided. Students will be required to present at least one project per semester.

Grades 9-12

Gifted and talented students are served through Honors courses, Dual Credit (high school and college credit) classes and AP classes, which are designed to accelerate, provide greater depth, and expand the basic objectives of the subject matter. Gifted students are served Honors classes in: English I, II, Biology, Chemistry I, Anatomy & Physiology, Physics I, Geometry, Algebra II, Pre-Calculus, U.S History, World Geography, World History, Spanish III, Dual credit courses are offered through an approved college and AP classes: Calculus and Statistics. Through the PAP, AP and Dual Credit these advanced classes, critical analysis, research skills, cognitive development, creativity, and academic aptitude will be nurtured. See the BHS student handbook or contact the counselors or principal who will answer questions about eligibility requirements and program services.

Furlough

The selection committee may place students on furlough who are unable to maintain satisfactory performance or choose not to participate in specific subject areas within the structure of the gifted and talented program. A student may be furloughed for a period of time not to exceed one school year. If a student does not return for readmission to the GT program at the end of the furlough period, the student will be exited from the program. The exited student may apply for admission to the GT program again at any time in the future, at which time the application will be processed following standard screening and placement procedures

Program Evaluation

The gifted program shall be evaluated annually in the form of program evaluation questionnaires. Teachers, students, and parents involved in the BISD gifted and talented program will complete the questionnaires. Information gained from the evaluation shall be shared with board members, administrators, teachers, counselors, students in the gifted and talented program, and the community.

Curriculum

BISD Gifted and Talented Program expands and/or extends the BISD district curriculum. In grades K-12, GT trained classroom teachers help GT students master these skills in the foundation curricular areas and add depth, breadth, and complexity to the curriculum by modifying content, process, and products. In K-12, students are provided opportunities for acceleration in areas of exceptional strength. Progression through the years provides the advanced learner the academic skills in the following areas: research, analysis, organization, critical thinking, and presentation knowledge and skills. These skills help to prepare students for higher education and productivity as a citizen of the United States.

Professional Development

All teachers offering services to G/T Program students in the foundation curricular areas will have received the required training as stipulated in the Texas State Plan for Gifted Education:

- Foundational 30 hour G/T Training in the three strands as mandated by state law
- Annual 6 hour G/T Update Training as mandated by state law

All administrators and counselors who have decision-making authority for gifted programs have completed 6 hours of training in Nature and Needs of G/T students and Service Options for the G/T student.

Community Awareness

The district shall ensure that information about the BISD 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. A gifted and talented program meeting will be held annually in the spring to evaluate the Gifted and Talented Program. Information about the Gifted and Talented Program will be provided on the District Website. Gifted and Talented handbooks are also available upon request.

What does the Differentiated Curriculum for the Gifted and Talented Student at BISD look like?

Depth and Complexity Overview

Content for gifted learners is differentiated through the elements of depth, complexity, and pacing. If students are given the opportunity to explore their content with more depth and complexity, their products and performances should reflect this learning.

The Texas Performance Standards Project is one tool to help students create advanced products.

Depth—Exploration of content within a discipline. Teachers *and* students dig deeper into the curriculum. The deeper students go with a subject, the broader it gets.

Depth allows exploration of the discipline by going past facts and concepts into generalizations, principles, theories, and laws.

Students investigate the layers of experience within a discipline utilizing the following elements of depth:

- Know and use the language of the discipline.
- Use details to elaborate in the discipline.
- Look for patterns in the discipline.
- Look for trends in the discipline (forces that shape a body of knowledge).
- Identify the unanswered questions of the discipline.
- Identify and explain the rules of how information/events are organized in the discipline
- Be sensitive to the ethical considerations in the problem/issue/discipline.
- Look at big ideas that can be supported by the evidence from a body of knowledge.

Complexity—Examining a big idea, issue/problem, or topic for greater breadth of understanding.

Elements of Complexity

- Look at ideas/information over time— past, present, and future.
- Look at ideas/information from different points of view.
- Look for connections among/between ideas/information/disciplines.

Gifted and Talented Contacts:

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