

# **Broadus Independent School District**

**An Educational Program for the  
Gifted and Talented**

**Kindergarten – 12<sup>th</sup> Grade**

**School Board Approved (DATE)**

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**BROADDUS INDEPENDENT SCHOOL DISTRICT**  
**Gifted and Talented Program**  
**POLICIES AND PROCEDURES**

**Preface**

Broaddus Independent School District is committed to providing the curriculum to meet the needs of the gifted student. This document presents the official policies, processes, and procedures for organizing, operating, and evaluating the Gifted and Talented Program at Broaddus ISD. The appendices contain the instruments and forms that may be used to implement and maintain the program components.

**Definition of Gifted and Talented Students**

“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. [Texas Education Code (§29.121)]

**Philosophy / Rationale**

Broaddus Independent School District is committed to an education program that recognizes the unique value, needs, and talents of the individual student. A program for academically excellent students is an integral part of this commitment. This document presents the official policies, processes, and procedures for organizing, operating, and evaluating the Gifted and Talented Program at Broaddus ISD. The appendices contain the instruments and forms that will be used to implement and maintain the program components. The Gifted and Talented Program shall reinforce and be compatible with the other programs within the district

The guiding characteristic of the Gifted and Talented Program shall be to provide all students with the extensions for learning which afford them open circuits for exploring, experiencing, and expressing. This

qualitatively different program shall provide a framework into which many enriched and accelerated practices can be placed. The Gifted and Talented Program capitalizes on flexibility and adaptability, yet adds stability in adhering to the goals and objectives of continuous progress through the regular curriculum.

### **Program Goals**

The Broaddus Independent School District's belief is that the needs exhibited by a gifted and talented student be addressed. According to research and experience, gifted and talented students have needs which are not necessarily met through the regular curriculum. Broaddus ISD recognizes that deficiency and offers a comprehensive and differentiated gifted and talented program for those identified students who consistently excel academically, exhibit task commitment, and demonstrate high levels of creativity.

The goals of the Broaddus ISD Gifted Program include:

#### Research Skills

The students will develop an understanding and utilization of research, problem-solving, and organizational skills commensurate with their abilities in order to conduct independent research allowing for in-depth learning of selected topics.

#### Critical Thinking Skills

The students will demonstrate an increased development of skills in logical and critical thinking through the application of the higher level thought processes of analysis, synthesis, and evaluation when dealing with real life situation.

#### Affective Domain

The students will develop skills and attitudes needed to better understand themselves, to utilize their unique abilities in a productive manner, and to assist them in relating effectively to others.

#### Creative Thinking Skills

The students will increase their advanced abilities in the creative thinking skills to aid them in becoming divergent thinkers who challenge existing ideas and produce new ideas.

#### Written/Verbal Communication

The students will demonstrate improvement in their ability to express their advanced knowledge and abilities in written and verbal form in order to communicate their ideas effectively to others.

#### Leadership Skills

The students will demonstrate leadership and decision making ability by assuming responsibilities relating to their work and the activities on others in the Gifted and Talented Program.

### **Program Objectives**

The Broaddus Independent School District will:

- assure all students equal opportunities to be assessed, identified, and served in the Gifted and Talented program;
- utilize a differentiated program that will meet the diversified needs of the identified students;
- provide curriculum and instruction that meets the needs of gifted/talented students by modifying the depth, complexity, and pacing of the general school program;
- develop the skills for initiating, planning, and conducting independent research;
- provide opportunity for academically talented students to associate with and share with peers of similar intellectual abilities;
- encourage community and family participation in services designed for gifted/talented students.

### **Program Description**

The Broaddus Independent School District Gifted and Talented Program is designed for students who are identified as gifted and talented according to Broaddus ISD's identification procedure.

Emphasis will be placed on providing a learning environment and activities that foster the development of higher order thinking skills, creative thinking skills, problem solving skills, and communication skills. Students will be exposed to experiences and information that are outside the bounds of the regular curriculum and will be encouraged to develop advanced level products and performances. In addition, each student will be assisted in the development of a healthy self-concept and relationship with peers.

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. challenging learning experiences that emphasize content from the four (4) core academic areas;
2. instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently; (Chapter §89.3.1)
3. a continuum of learning experiences that leads to the development of advanced-level products and performances. (Chapter §89.3.2)
4. opportunities to accelerate in areas of strength. (Chapter §89.3.4)

### **Identification**

Identification and selection for the gifted and talented program will be determined through a process of three steps:

1. Nomination
2. Assessment
3. Selection

### **Nominations**

Nominations will be obtained by one of the following:

1. Completion of the referral form by parents, guardian, grandparent, peer, district personnel, self or other community member.
2. Kindergarten students will be nominated at the beginning of the second semester.
3. Nominations of students in other grades will be accepted at any time during the school year.

The principal, counselor, and/or teaching staff will be responsible for disseminating and collecting the nomination forms. A list and dates of nominations will be maintained and considered by the assessment committee.

### **Assessment**

Assessment will be conducted on each student nominated for the gifted and talented program. Written parental consent shall be obtained before any special testing or individual assessment is conducted as part of the assessment and identification process.

Criteria used in the screening process may include but not be limited to, a variety of the following:

- |                      |                      |
|----------------------|----------------------|
| a. Ability Test      | e. Student Product   |
| b. Achievement Test  | f. Student Interview |
| c. Teacher Inventory |                      |
| d. Parent Inventory  |                      |

Kindergarten students will be assessed and served by March 1.

A student that has been assessed and does not qualify will be eligible for reassessment in one calendar year.

A selection committee, composed of at least three professional educators who have received training in the nature and needs of gifted learners, shall evaluate each nominated student according to the established criteria and shall select those students for whom gifted program placement is the most appropriate educational setting.

## **Furloughs**

Students who are unable to maintain satisfactory performance within the structure of the gifted and talented program may be placed on furlough by the selection 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 a period of time deemed appropriate by the selection committee. At the end of the furlough and the student may re-enter the gifted program, be removed from the program, or be placed on another furlough.

## **Reassessment**

The district shall not perform routine reassessments.

## **Exiting**

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 selection committee shall meet with the parent and/or student before honoring the request. A conference shall be held with the student and the parent as soon as the selection committee perceives a problem that could necessitate exit from the program. The data and results of the conference should be recorded and placed in the student's file. If the student does not meet conditions agreed upon in the conference, exit will be recommended. Students exiting by self or parent request may re-enter the gifted and talented program only by completing the formal identification process according to district procedures.

A student may exit the gifted and talented program by a formal meeting of the selection committee. Approval for exiting the gifted and talented program may be based on one or more of the following data:

- teacher recommendations and/or administrator recommendation to the selection committee is based on observations of performance or products;
- counselor recommendation to the selection committee based on interviews, observations, or developmental data on file;
- parental request for withdrawal from the gifted and talented program;
- student request, with parental permission, for withdrawal from the gifted and talented program;
- evidence of personal/social stress or student behavior which prevents self-satisfying student performance.

## **Transfer Students**

When a student identified as gifted by a previous school district transfers into the District, the student's records shall be reviewed by the selection committee. If identification and placement is confirmed, then the district shall accept the student into the district's gifted and talented program.

## **Appeals**

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

## **Parent and Community Involvement**

Broaddus Independent School District believes that education of the academically talented requires a strong partnership between parents, community, and teachers and seeks to promote the active involvement and support of parents and community through the following measures:

- Parent and community involvement will be encouraged through newsletters and/or meetings.
- Information concerning the G/T program will be published in the local media and/or on the district's website.
- Identification procedures will be printed in the student handbook.
- Parents and community members will participate in the identification process by nominating prospective students for the G/T program.

## **Program Evaluation**

The gifted program shall be evaluated annually, and evaluation information shall be made available to Board members, administrators, teachers, counselors, students in the gifted and talented program, and the community.

## **Professional Development**

Staff members who work with students in the gifted and talented program will be encouraged to attend professional conferences and workshops for the purpose of improving competencies in instructional strategies and program development.

Broaddus ISD shall ensure that:

- A minimum of thirty (30) clock hours of professional development that includes nature and needs of gifted/talented students, identification and assessment of gifted/talented students' needs, 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 development prior to their assignment to the district's gifted/talented services (19 TAC §89.2(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 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 education standards (19 TAC §89.2(3) and TAC §233.1).
- Administrators and counselors who have authority 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)).

### **Curriculum**

The curriculum for gifted and talented students consists of the content to be learned and the processes that make learning possible. Curriculum for the academically talented must be differentiated from that in the regular classroom and congruent with the characteristics of gifted children.

The curriculum will be based on the following guidelines:

- Texas Essential Knowledge and Skills (TEKS)
- Individual needs, abilities, and interests
- Activities that emphasize the development of thinking skills rather than mere accumulation of knowledge
- Development of oral and written communication skills
- Development of higher order thinking skills
- Divergent and creative thinking skills
- Active involvement of the learner
- Development of independent and self-directed learning skills
- Development of problem solving skills, including investigation and exploration of real problems
- Development of a healthy self-concept and relationship with peers

The district shall provide an array of learning opportunities for gifted and talented students and shall inform parents of the opportunities.

They shall include:

- Challenging learning experiences that emphasize content from the four (4) core academic areas.
- Instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently
- A continuum of learning experiences that leads to the development of advanced-level products and performances
- Opportunities to accelerate in areas of strength

### **Program Design**

The content of curricula for the gifted and talented should focus on and be organized to include elaborate, complex, and in-depth study of major ideas, problems, and themes across the curriculum.

- Should allow for the development and application of skills to enable students to re-conceptualize existing knowledge and generate new ideas.
- Should enable students to explore constantly information and develop the attitude that knowledge is worth pursuing in an open work place.
- Should encourage exposure to selection, and use of specialized resources.
- Should promote self-initiated and self-directed learning after the instruction.
- Should provide for the understanding of one's relationship to persons, society, nature, and culture.
- Should stress higher-level thinking skills, creativity, and excellence in performance.

## **Broadus Elementary School**

## **Broadus High School**

### **Organizational Plan**

#### **1. School Board:**

- Approves all policies regarding the gifted and talented program.

#### **2. Superintendent:**

- Approves and recommends all policies regarding the plan for gifted and talented education
- Approves selection of program personnel
- Makes notification regarding revision of program policies and procedures.

#### **3. Principals:**

- Evaluate program and staff
- Collect appeals and recommendations for program improvement
- Provide information about the gifted and talented program to new students
- Serve on the Selection Committee
- Make recommendations for selection of program personnel.

#### **4. Gifted and Talented Faculty:**

- Evaluate program
- Develop curriculum providing opportunity for cognitive and affective growth
- Provide instruction for students in the Gifted and Talented Program
- Evaluate students and determine academic growth
- Attend workshops, seminars, and/or conferences for professional growth
- Communicate information to students and parents
- Select materials for the program.

#### **5. G/T Coordinator**

- Provide assistance in assessment
- Serve on the Selection Committee
- Provide Staff with Needs Assessment instrument
- Assist teachers with students' development of a healthy self-concept and relationship with peers
- Maintain students' files and records
- Procure records for transfer students