



Brady Independent School District
Gifted and Talented Services Contacts

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Gifted and Talented Program Philosophy and Overview

District 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 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 a goal to provide services to students in all races, socioeconomic groups, and at all levels of society. It is important 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 of a Gifted Learner

A gifted and talented learner 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 excels in a specific academic field.

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.

District Program Goal and Objectives

Students who receive gifted and talented services will demonstrate skills in self-directed learning, thinking, research, and communication through the development of innovative products and performances that reflect individuality, creativity and are advanced in relation to students of similar age, experience, or environment. Students will participate in inquiry-based, project-based, or problem-based research such as the Texas Performance Standards Project (TPSP). Gifted and talented learners will gain awareness of social and emotional needs of a gifted learner and acquire coping strategies to better manage those needs.

Student Identification and Assessment

Identification Process

Brady ISD Board of Trustees approved the Gifted and Talented program's identification, procedures, and processes for students in kindergarten through twelfth grades. These procedures meet State requirements (§29.121 & TAC 89.1). They are designed to ensure the identification of any student who demonstrates a need for the most effective educational placement under the established guidelines. BISD assures that all populations have access to the assessment. If identified, services will be offered as part of the Gifted and Talented program. Any enrolled BISD student is eligible for referral, assessment, and placement in the G/T program if an educational need is demonstrated.

Referral for Services

Under requirements provided by TEA, students may be referred for the gifted and talented program by teachers, counselors, parents, or other interested persons. Students at the secondary level may self-refer. A meeting will be held to inform parents of referral, identification, placement, and program procedures at each campus. The referrals 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.

The annual referral deadline is part of the public notification. Failure to return the signed consent form by the published date terminates the referral process. If a parent chooses not to have his/her child assessed, this information is documented, and there is no further action required. A special effort is made to secure referrals of special needs, culturally diverse, and economically disadvantaged students. Annually, the district shall ensure that G/T referral procedures are published and available to parents and community members via the district web/social media sites, and email/letters.

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 form
- 2) Slocumb-Payne inventory
- 2) Parent observation form
- 3) Cognitive abilities test
- 4) Achievement academic test
- 5) Student product/portfolio (optional)
- 6) Other optional criteria for students of limited English proficiency (LEP) will be tested in their native language upon request.

Kindergarten Screening

Under the state plan, all enrolled Kindergarten students are to be screened for gifted and talented services. Kindergarten students are eligible for assessment in the sixth month of their Kindergarten year. They will be screened, assessed, and receive services by March. All Kindergarten students are screened for potentiality of services through Kingore observations and planned experiences, academic performances, and observations of gifted and talented traits.

Assessment Timeline

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| Kindergarten Screening | August - January |
| Referral Process | November - January |
| Formal Assessment | January - March |
| Kindergarten eligible for assessment and service based on screening process | March |
| Service of Identified Students | Services for those identified begin upon written permission granted by a parent/guardian |

Determination of Services

The campus Gifted and Talented Committee considers each student referred. 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. Those serving on the committee must have the required 30 hour training. 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 student referred and will make a decision about student placement in the Gifted and Talented program. The student's strengths and weaknesses are identified in his or her assessment portfolio. The percentiles and scores from the assessment instruments are included as a profile for the referred student. A student qualifies for G/T services if the majority of the profile evidence falls within the high and superior range, and it is determined to be the most effective educational placement. The Slocumb-Payne Teacher Perception Inventory provides additional information for economically disadvantaged students and English learners. Parents will be notified regarding the committee's placement decision. Notifications to parents will be the responsibility of the individual campus. To participate in the Gifted and Talented program, a signed parent permission form must be on file.

Reassessment

Annual reassessment is unnecessary as long as G/T services are ongoing for an identified student. If there is any concern regarding the performance or placement of a student, the G/T coordinator or counselor contacts the parent and confers regarding available options. These include counseling, requesting a furlough, or exiting the student from the G/T program. In response to the student performance, reassessment may only occur once in elementary grades, once in middle school, and once in high school.

Students who do not qualify for services may be referred again to be assessed for GT services. Children gain new knowledge and maturity each year which affects assessment and not qualifying for services in no way reflects a student's ability to perform academically.

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.

Transfer of Students

All students who have participated in Gifted and Talented programs before attending school in Brady ISD are temporarily placed in the G/T program. A qualification decision is determined within thirty school days of receiving the student's G/T assessment results. If the transferred data is insufficient, BISD assesses the student during the next assessment window. If the transferring student's data is sufficient and the student is performing satisfactorily in the district G/T program, no further testing is needed. The parents are informed within thirty days. If the student does not perform well in the G/T program, the student is assessed following BISD policies and procedures.

Furlough

A furlough is a temporary “leave of absence” from the Gifted and Talented program to meet the individual needs of an identified student. Anyone may request a furlough (parent, student, teacher, or administrator). Furloughs are submitted to the G/T Coordinator and reviewed with the G/T Committee to determine what is best for the student. The time furloughed will be determined by the committee. At the end of a furlough, the student will re-enter G/T class or the committee may reconvene to determine a furlough extension or removal from the program.

A furlough does not indicate a permanent exit from G/T services. A furlough is utilized for a variety of reasons such as over-commitment, family concerns, serious illness, or any other conditions inhibiting the student’s performance. A furlough may also be used before a formal exit of G/T services. Furloughs may not be used as a disciplinary action. A furlough can be a time determined by the committee not to exceed a six weeks grading period.

Exiting Process

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.

Program Design and Services

Delivery

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.

Curriculum

A continuum of learning experiences is provided that leads to the development of advanced-level products and/or performances including TPSP, Texas Performance Standards Project, or other forms of inquiry-based, project based, or problem-based projects. Opportunities are provided to accelerate in areas of student strengths. Student progress in the G/T program shall be monitored annually. Certified G/T teachers provide differentiated instruction to identified students. Each campus and teacher documents the instructional options and grouping arrangements utilized. Individual teacher lesson plans support the documentation. During the academic year, parents receive notification of relevant in-school and out-of-school G/T opportunities.

Professional Learning

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.

Staff responsible for G/T services must provide annual 6 hour update professional development. All administrators and counselors must have a six hour GT training specifically for their role.

Family and Community Involvement

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.

Furthermore, they have opportunities to participate in a G/T Association and receive resources for parenting a gifted child.

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

- District and campus websites
- Newsletters
- Progress reports
- Media
- Parent meetings
- GT Expo

Evaluation

Brady ISD Board of Trustees annually evaluate the effectiveness of the Gifted and Talented program. Evaluations may include the following: data analysis, surveys, written documents, PEIMS/AEIS reports, and parent/student/teacher surveys. To improve the G/T program, BISD conducts a systematic evaluation. The district improvement plan and the campus improvement plans use the evaluation's data to strengthen the G/T program. Identified gifted and talented students' parents receive information regarding the G/T program through parental information awareness meetings held annually at the beginning of the academic year as well as orientation in January.