

"BISD WILL ENCOURAGE, EMPOWER AND EQUIP ALL
STUDENTS TO ACHIEVE THEIR FULL POTENTIAL."



BROWNSBORO

Independent School District

**PARENT HANDBOOK
FOR THE ACADEMICALLY
GIFTED AND TALENTED**

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STATE GOAL FOR SERVICES FOR GIFTED 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 are advanced in relation to students of similar age, experience, or environment and reflect individuality and creativity. 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.

-Texas State Plan for the Education of Gifted/Talented Students

BROWNSBORO INDEPENDENT SCHOOL DISTRICT'S DEFINITION OF GIFTED

A gifted/talented student is one 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.

Added by Acts 1995, 74th Leg., ch. 260, § 1, eff. May 30, 1995.

BROWNSBORO INDEPENDENT SCHOOL DISTRICT'S GOAL FOR THE GIFTED/TALENTED SERVICES

Brownsboro ISD will meet the needs of gifted and talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school. BISD will provide an articulated, sequential, gifted and talented curriculum that has been appropriately differentiated and linked meaningfully to the regular curriculum in the four core academic areas in grades K-12 and is commensurate with the abilities of gifted and talented students.

**PROGRAM GOALS
FOR THE GIFTED/TALENTED SERVICES K-12**

1. IDENTIFICATION - Identify students in grades K-12 who demonstrated an academic need for gifted services using the criteria established by the district, approved by the board, and in compliance with the state mandates.
2. SELF-DIRECTED LEARNERS - Develop the students' capacities to become self-directed and to be confident in their ability to research and process information and to create and communicate their findings as they produce and present advanced-level products or performances as well as products and performances of professional quality at the high school exit level.
3. COMPLEX THINKING SKILLS - Enhance and refine the abstract and complex thinking and reasoning of these students through more sophisticated creative and critical thinking activities as they reflect and refine their own thinking processes.
4. APPROPRIATE INSTRUCTIONAL STRATEGIES - Provide students with multiple opportunities to participate in learning experiences using advanced content (within the four core areas) which are defensibly differentiated in depth, complexity and range through modification to content and/or process and/or product. Students will be able to work independently, with groups of other gifted students, and with groups of non-gifted peers.

IDENTIFICATION PROCEDURES AND PROCESSES

K-12

Brownsboro Independent School District has board approval on the identification procedures and processes of students K-12 for the services of the Gifted/Talented Program. These procedures meet state requirements (§29.121 & TAC 89.1) and have been designed to ensure the identification of any student who demonstrates educational need for the services of the program under the established guidelines.

Texas Administrative Code §89.1: Student Assessment.

School districts shall develop written policies on student identification that are approved by the local board of trustees and disseminated to parents. The policies must:

- (1) Include 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 the Texas Education Code, §29.121;

- (2) Include assessment measures collected from multiple sources according to each area defined in the Texas State Plan for the Education of Gifted/Talented Students;
- (3) Include data and procedures designed to ensure that students from all populations in the district have access to the assessment process and, if identified as having significant educational need for advanced academics, services for the gifted/talented program;
- (4) Provide for final qualification 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; and
- (5) Include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.

District Identification Timeline:

Referral procedures published in campus student handbook and/or on district website	November
Referrals accepted from parents, teachers, community members, or other interested persons	December
Gifted/Talented committee meets on kindergarten assessments	February
Written parental permission for services obtained for identified students in grades K	February
Services begin for identified kindergarten students	Prior to March 1
Gifted/Talented committee meets on grade 1-12 assessments	May
Written parental permission for services obtained for identified students in grades 1-12	May
Services begin for identified students	August

REFERRAL PROCESS

Referrals can originate from teachers, counselors, parents, or other interested persons during the referral period. Students are nominated with a formal referral sheet to be given to the campus office. Written parent or guardian permission is required to assess a student. If a parent does not want his/her child to be assessed, this information will be documented. Conferences, if requested by the parent, teacher, or student, may be held with nominated students and their parent(s) or guardians to determine if the students are interested in the program.

ASSESSMENT PROCESS

All nominated students grades 1 – 12 shall be assessed each spring. Nominated kindergarten students shall be assessed in January and served by March 1. The assessment process shall ensure that students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities, are given fair consideration for the G/T program. The campus shall obtain written parental consent before special testing or individual assessment is conducted as part of the identification process.

A student profile is used to identify those students who perform, or show the potential for performing, at remarkably high levels of accomplishment relative to their age, peers, experience, or environment. The profile will reflect a total score based on student performance on a **minimum of three** (3) criteria used in the assessment. The criteria used will be a combination of **qualitative and quantitative** instruments (grades 1 – 12) and **may include** but is not limited to:

- (1) SAGES 2 Test for grades 1 - 8 that measures ability in language arts/ social studies, and mathematics/science,
- (2) KBIT 2 grades 1-12 or TONI 3,
- (3) Torrance Test of Creative Thinking for grades 1 - 12,
- (4) Behaviors Checklist,
- (5) A student portfolio grades K - 12 that includes at least three samples of the student's intellectual, creative, or artistic abilities,
- (6) Achievement scores on the STAAR Test grades 4 - 12, EOC grades 9-12, PSAT, SAT & ACT where applicable,
- (7) Other assessments as deemed appropriate by the campus G/T Selection Committee.

In kindergarten, the assessment will be accomplished by using a minimum of three criteria:

- (1) KBIT 2 or TONI 3,
- (3) Behaviors Checklist
- (4) a student portfolio that includes at least three samples of the student's intellectual, creative, or artistic abilities, or
- (5) classroom grades, and
- (6) other assessments as deemed appropriate by the campus G/T Selection Committee.

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. Written parent permission shall be obtained before any special testing or individual assessment is conducted as part of the screening or identification process.

KINDERGARTEN

Assessment of kindergarten students shall begin in January of the kindergarten year and services must begin by March 1 for identified students.

QUALIFICATION PROCESS

Selection

Final selection of students for G/T services shall be made by a campus G/T Selection Committee of at least three district or campus educators who have received training in the nature and needs of gifted students and have met and reviewed the individual student data. The committee shall ensure that fair consideration has been given to students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities. The campus designee shall maintain the profile/records data or profile selection forms with committee signatures for students who are identified and for those who do not qualify. For identified G/T students, the information shall be placed in their green folders within the permanent folders. For those who do not qualify, the information shall be placed in their permanent folders.

The campus Gifted/Talented Committee makes a professional judgment based on the recorded student profile total score. As the committee evaluates the data on the students nominated, the committee has three options:

- The profile score at this time indicates the student's educational needs would best be met by the Gifted/Talented program.
- The profile score indicates the student's educational needs would best be served with the services of the regular curriculum.
- Further information is requested for the committee to make a qualification decision.

Parent Notification

The parent(s) and or guardian of students shall be notified in writing upon selection of the student for the G/T program. Participation in any program or service provided for gifted students is voluntary. The district shall obtain written permission of the student and the parent(s) before a student is placed in the G/T program. The parent(s) shall also be informed of course offerings for G/T students.

ADDITIONAL POLICIES AND PROCEDURES

REASSESSMENT

The Brownsboro Independent School District shall not perform routine reassessments.

TRANSFER OF STUDENTS

When a student identified as gifted by a previous school district enrolls into the district, the student's G/T records shall be reviewed by the campus G/T Selection Committee to determine if placement in the district G/T program is appropriate. The campus G/T Selection Committee will make its determination within 30 days of receiving the enrolled student's transfer records and shall base its decision on the transferred records, observation reports of district teachers who instruct the student, and or other obtained information. The campus G/T Selection Committee may also choose to utilize the grade appropriate identification instruments to determine the student's appropriate placement.

FURLOUGH PROCEDURE

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. Students in grades K-12 must have parent permission for a furlough. In accordance with administrative regulations, 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 program, be placed on another furlough, or be exited from the program. A student or parent of a student who wishes to furlough must present the request in writing to the campus G/T Selection Committee using the district furlough form. The furlough form shall be placed in the student's green G/T folder for documentation. During the furlough time, the campus designee shall monitor the student's progress in the regular program and make him/her available for activities appropriate to his/her needs.

EXIT

The District shall monitor student performance in the program. If at any time the campus G/T Selection Committee determines it is in the best interest of the student and his or her educational needs, the campus G/T Selection Committee may exit a student from the program. If a student or parent requests removal from the program, the campus G/T Selection Committee shall meet with the parent and student before honoring the request. Students who wish to reenter the G/T program will be required to go through the district's G/T identification assessment.

APPEALS OF DISTRICT DECISIONS

Parents or students may appeal any final decision of the campus G/T Selection Committee regarding selection for or removal from the G/T program. Appeals shall first be made to the campus G/T Selection Committee. Any subsequent appeals shall be made in accordance with Board policy FNG(LOCAL) beginning at Level Two.

PROFESSIONAL DEVELOPMENT AND ONGOING TRAINING IN GIFTED EDUCATION

Brownsboro Independent School District is committed to providing its staff with appropriate and meaningful professional development which enables the staff to meet the unique and individual educational needs of all students including services for gifted/talented students. It is important that all staff who are responsible for formally servicing these students obtain appropriate training for educating the gifted child. The district will require at least the minimum hours of training as mandated by the state.

Teachers who teach in the G/T program and/or provide instruction and services that are part of the district's defined G/T services for G/T students shall have a minimum of 30 clock hours that include nature and needs, assessing student needs, and curriculum and instruction for gifted students. Decisions on who shall teach G/T classes should be made in the spring semester of the year prior to the assignment so that new G/T teachers can take the 30 required hours in the summer. In extenuating circumstances, a G/T teacher without the 30 hours may teach G/T classes but he/she shall meet with the campus principal and develop a plan to get the 30 hours during the first semester. The district shall pay the fees for the workshops. Teachers who provide G/T instruction must get 6 hours of G/T training each year to continue an assignment as a G/T teacher. The district shall pay the fees for G/T workshops for experienced teachers. All district administrators and counselors must have a minimum of 6 hours of professional development that includes nature and needs of G/T students. All professional development records shall be kept in each employee's permanent file in the Central Administration Office.

PROGRAM EVALUATION

Brownsboro ISD shall annually evaluate the effectiveness of the District's gifted 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.

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.

PROVISION OF STUDENT SERVICES

Brownsboro Independent School District offers a variety of learning experiences and opportunities for Gifted/Talented students in grades K-12 which meet the mandates of the Texas Administrative Code. These services include, but are not limited to, integrating Depth and Complexity into the curriculum, requiring advanced level products and performances, and allowing identified Gifted/Talented students the opportunity to work with other identified students.

PROGRAM DESIGN

The district's G/T program shall provide an array of learning opportunities that enable identified students opportunities to work together as a group, to work with other students, and to work independently. When only one student in a grade level at grades K-6 is identified as G/T, that student shall be served with identified students in the grade above or below him/her. The G/T program in grades K-6 shall be a pullout program. Students are pulled out of the regular classroom for 90-120 minutes a week for G/T classes on a regular basis. G/T students in grades K - 6 will not be penalized for assignments they miss while receiving regularly scheduled G/T services (e.g., pullout, enrichment, etc.). However, G/T students in grades K - 6 will be provided adequate time, per the BISD make up work policy, to make up missed work while attending G/T field trips during the instructional day. In grades 7-12, G/T students shall be served in their area(s) of strength through Pre-AP, AP classes, and/or dual credit courses and must receive differentiated instruction from a G/T trained teacher. The campus designee shall ensure that identified G/T students are informed of the options and opportunities available at their grade level.