

# **Gifted/Talented Program Grades K-12**

**Program Descriptions, and  
Administrative Procedures  
Fall, 2007**



**Beeville Independent School District  
Beeville, Texas**

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# BEEVILLE INDEPENDENT SCHOOL DISTRICT

## Gifted/Talented Program

### PHILOSOPHY

The Beeville Independent School District is committed to the principle that every individual should be given the opportunity to achieve to his/her fullest potential. Students of high intellectual ability should be involved in educational programs that develop their unique talents, interests, and needs. Tomorrow's talent and leadership now rest with the home, school, and society in the latent abilities of the child. Our entire society benefits when such abilities are nurtured.

### DEFINITION

Gifted children are those who by virtue of outstanding abilities are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.

Gifted children include those with demonstrated achievement and/or potential ability in:

1. General intellectual ability
2. Specific academic aptitude
3. Creative or productive thinking

It can generally be assumed that, using these identifying criteria, gifted students will encompass approximately three to five percent of the school population.

### GOALS FOR GIFTED STUDENTS

1. To provide a program of enriched and extended educational experiences for appropriately identified gifted children.
2. To provide opportunities for gifted students to learn in a challenging environment that stimulates and develops creativity, personal growth, reasoning ability, and communication skills.
3. To foster in the gifted child a sense of responsibility for self-discipline in the developing areas of individual abilities and interests.

### CURRICULUM STATEMENT

Beeville ISD's program for K-12 gifted students assures an array of learning opportunities that are commensurate with the abilities of gifted/talented students, and that emphasize content in the four (4) core academic areas. The program provides a comprehensively planned curriculum that is qualitatively different in order to build upon and extend the characteristics that make the children different from non-gifted students. These studies allow for both vertical (acceleration) and horizontal (depth in a topic) movement that is educationally relevant. The program stresses higher-level thinking skills such as inquiry, problem solving, and creative thinking. In addition, development of self-direction, risk-taking, curiosity, imagination, and interpersonal relations are emphasized. The program framework allows for individual projects and peer-group interaction.

# **PROGRAM DESCRIPTIONS**

## **Stepping Stones-Kindergarten**

The gifted/talented program for kindergarten students is conducted at the Hampton-Moreno-Dugat Early Childhood Center campus. It is a pull-out program that provides enriched and extended educational experiences for identified gifted students. Instruction emphasizes content from the four core academic areas and includes teaching strategies that incorporate the developmentally appropriate design presently in use at the kindergarten campus. Units of study emphasize developing higher cognitive skills, responsibility, personal growth, and other gifted/talented program goals for student development. Classes are held once a week beginning no later than March 1<sup>st</sup> each year.

## **Pathways-Grades 1-5**

The gifted and talented program for grades one through four is conducted at each elementary campus. It is a daily pull-out program that provides enriched and extended educational experiences.

Instruction involves broad based themes of study (influence, change, time, structure, etc.) across the four core academic areas in a series of activities that eventuate in an individual or group product. Emphasis is on using these areas of study as a means of developing higher cognitive skills, creative thinking skills, responsibility, personal growth, and other gifted/talented program goals for student development. Emphasis is on the cognitive as well as the affective needs of the students. Adjustments in program structure are made periodically if student interest or future developments suggest such changes for program effectiveness.

## **Horizons-Grades 6**

Horizons is the gifted/talented pull-out program at Moreno Middle School. One hour sessions are provided on a daily rotating schedule. Instruction involves thematic units of study across the four core academic areas in a series of activities that will eventuate in an individual or group product. Emphasis is on using these areas of study as a means of developing higher cognitive skills, critical and creative thinking skills, responsibility, personal growth, and other gifted/talented program goals for student development. Adjustments in the program structure are made periodically if student interest or future developments suggest such changes for program effectiveness.

## **Grades 7-8**

Gifted and talented students at the middle school are provided services through the preAP classes in the four core academic areas. Seventh and eighth grade GT students may enroll in preAP classes in English/Language Arts, math, science, and social studies. Eighth grade GT students may also take preAP Spanish I and Algebra I for high school credit. GT students must take one preAP/GT class and may take as many as four for seventh grade and five for eighth grade.

## Grades 9-12

The high school gifted/talented program involves the use of a teacher/mentor to supervise activities for identified G/T students. Program opportunities may include:

1. Advanced Placement (AP), or Pre-AP classes in the four core areas of language arts, mathematics, science and social studies are offered.
2. Independent Study and Mentorship: On a selected topic a student would engage in intensive or extensive independent research to develop individual interest and original work.
3. A number of dual credit courses are offered to students through a partnership with Coastal Bend College.
4. Students are given the opportunity to receive credit for courses by credit by exam.
5. Advanced Placement (AP) classes are also offered for credit in Spanish and fine arts.
6. Through articulation agreements with Coastal Bend College and Delmar College, students are given the opportunity to receive college credit for certain career and technology courses.

## Student Identification and Selection Procedures

### Nomination Stage

The purpose of the nomination stage is to assure that students who might benefit from program services are given careful consideration by the G/T Admission and Review Committee.

- A. Open Nomination Form:** Annually nominations may be made through the use of the Open Nomination Form. Nominators may be any person familiar with the student's abilities, potential, performance, and/or past records. Because the support of teachers and parents is critical to the success and acceptance of any gifted/talented program, it is strongly recommended that they be asked to submit nominations. The following people may submit nominations:

Teachers who have, or have had, the student in class.

Parents, both to nominate their own children and others they know.

Students, both to nominate themselves and their peers.

Other school personnel who have had close personal contact with and knowledge of the student.

Other persons who may have relevant data to contribute on a particular student.

Community members who may nominate students on the basis of personal knowledge of abilities and interests (e.g., Boy Scout/Girl Scout leaders, 4-H leaders, etc.).

- B. Test Scores:** Students whose scores fall in the top five percent on an approved district administered ability, achievement, and/or criterion referenced exam.

## Screening I

The G/T Admission and Review Committees will review the following data collected by the G/T teachers:

- A. Kindergarten** – All students participate in Screening I.
  - 1. Open Nomination/Parent Checklist
  - 2. Non-verbal Ability Test
  - 3. Kingore Observation Inventory
  - 4. Planned Experiences/Portfolios
  
- B. Grades 1-5**
  - 1. Verbal/Non-Verbal Test
  - 2. Non-Verbal Test – All second grade students participate in this part of Screening I.
  - 3. Grades
  
- C. Grades 6-12**
  - 1. TAKS/Achievement Test Scores
  - 2. Grades
  - 3. Verbal and/or Non-verbal Ability Test

## Screening II

K-12 Screening II will consist of a creativity test. Students in grades 9-12 will participate in an interview with portfolio, following a prescribed procedure.

All Screening I/Screening II criteria will be transferred to a Case Study Matrix to facilitate final selection. There is no set cutoff on the matrix.

## Selection

Final selection for placement in the program will be made by one of the G/T Admission and Review Committees. Placement will be based upon the preponderance of evidence gathered in the screening process. Multiple criteria will be considered for placement, with no criterion receiving more weight than another.

The committee will have the following two options when determining placement status:

Full status - Both subjective and objective data indicate potential giftedness.

Monitored status - Inconsistencies appear in subjective and/or objective data; however, potential is indicated. The candidate will be placed in the G/T program and receive full services for a period of time.

Written confirmation of the committee's decision will be mailed to the candidate's parents. This notification for kindergarten will be mailed no later than March 1 of each year. This notification for grades 1 to 12 will be mailed no later than June 1 of each year.

## Placement of Transfer Students

The G/T Admission and Review Committee will meet to consider placement of any student who transfers into the BISD from a gifted program in another school or of any transfer student nominated for

the G/T program. All available data from the former school will be considered. The student must meet BISD Student Identification and Selection Procedures to be named to the program.

The G/T Admission and Review Committee will then decide on admission of the transfer student in the same way they admit other students into the gifted program.

Note: All nominated students who live within the BISD boundaries, whether attending private or public school will be tested each spring. Students from outside the BISD boundaries who enroll after spring identification may be tested at the beginning of the fall or spring semester.

### **Appeals**

Parents may appeal a committee decision within ten working days of receipt of written notification of the student's status. The parent appeal may be in writing or may be personally presented to the committee. The committee may delay action pending further consideration of the parent input.

### **Status Changes**

Students may be removed from the gifted program at any time by parent request.

The performance of a student admitted to the program on monitored status will be reviewed by the Admission and Review Committee as appropriate. Parents will be consulted prior to the committee meeting if the student performance indicates that he/she is not benefiting from the gifted program (lack of interest, poor grades, personal problems, behavior problems, etc.).

A student on full status may also be moved to monitored status by the committee if his/her performance indicates that the gifted program may not be the appropriate placement.

A student on full or monitored status may be placed on probation by the committee for a specified time period if he/she is experiencing difficulties in his/her regular classes. Parents and teachers will be encouraged to help a student deal with problems so that he/she can be successful both in the gifted program and in regular classes.

In no case will a student be removed from the gifted program because of a single criterion. The committee will consider all relevant factors before removing a student from the program. If that decision is made, the committee will work with the parents and student to place the student in the most appropriate classes, based on the student's strengths and weaknesses.

A student who is experiencing problems that interfere with performance in the gifted program, such as health or family crisis, may request a leave of absence from the program. At the end of the stated time period, or when the problem has been resolved, the student may return to the gifted program at the most convenient time for student and teacher.

A student in the gifted program who may need to exit the program temporarily and is granted a furlough must re-enter the program at the end of twelve months or two semesters or they will be exited from the program.

However, a student whose parents withdraw him/her from the program or who is removed because of lack of performance must reapply for the program if he/she later decides he/she would like to participate again. In such cases, the G/T Admission and Review Committee may use its own discretion in accepting previous test data on the student. Up-to-date test scores and grades may need to be examined.

In all cases reentry into the G/T program is not automatic. The G/T Admission and Review Committee will consider appropriate factors. These may include grade level, prior performance in a G/T program, graduation requirements, course request/availability, and performance level in present classes.

Any other factors deemed pertinent will also be reviewed.

## Kindergarten

### Timeline

<u>Timeline</u>	<u>Identification Procedures/Criteria</u>	<u>Persons Responsible</u>
Aug.-May	Student Portfolio (on-going)	Classroom Teacher
	<b>Screening I</b>	
Nov.	Open Nomination/Parent Checklist	Classroom Teacher
	Non-verbal Ability Test	G/T Teacher(s)
	Kingore Observation Inventory	Classroom Teacher
	Planned Experiences/Portfolios	Classroom Teacher
Dec.	Preliminary Identification of Students	Admission and Review Committee
	<b>Screening II</b>	
Jan.	Test of Creative Thinking	G/T Teacher(s)
Feb.	Identify Students - Placement/Non-Placement	Admission and Review Committee
	Program begins no later than March 1	

# Grades 1-5

## Timeline

<u>Timeline</u>	<u>Identification Procedures/Criteria</u>	<u>Persons Responsible</u>
End 4th six weeks	Disseminate information on Screening I and accept nominations	G/T Teacher
	<b>Screening I</b>	
April	Verbal and/or Non-verbal Ability Test Non-verbal Test Grades - Language art, math, science, and social studies	G/T Teacher
	<b>Screening II</b>	
May	Test of Creative Thinking	G/T Teacher
May	Selection by June 1	Admission and Review Committee
August	Program begins	G/T Teacher



# Grades 6-12

## Timeline

<u>Timeline</u>	<u>Identification Procedures/Criteria</u>	<u>Person(s) Responsible</u>
By end of 4th six weeks	Disseminate information on Screening I and accept nominations	G/T Contact
	<b>Screening I</b>	
February- March	TAKS or Achievement Test Scores in Rdg. Non-verbal Ability Test Grades	G/T Contact
	<b>Screening II</b>	
March- April	Test of Creative Thinking	G/T Contact
April- May	Selection by June 1	Admission and Review Committee
August	Program begins	G/T Contact