

KODIAK ISLAND BOROUGH SCHOOL DISTRICT GIFTED & TALENTED PROGRAM



What is GT?

Students with gifts and talents perform—or have the capability to perform—at higher levels compared to others of the same age, experience, and environment in one or more domains. They require modifications to their educational experiences to learn and realize their potential. Students with gifts and talents may:

- Come from all racial, ethnic, and cultural populations, as well as all economic strata.
- Require sufficient access to appropriate learning opportunities to realize their potential.
- Have learning and processing disorders that require specialized intervention and accommodation.
- Need additional support and guidance to develop socially and emotionally as well as in their areas of talent.

ELIGIBILITY INFORMATION



Ways that a student may be evaluated for GT services through KIBSD:

Gifted Characteristics: A parent or teacher may complete a referral based on student observations. The student may then be further evaluated with a cognitive assessment.

Achievement Data: Students that meet specific national percentiles on the MAP assessment may be further evaluated with a cognitive assessment.

Cognitive Data: Students that meet specific national percentiles on the CogAT assessment may be eligible for gifted services through KIBSD.

Student Transfer: Plans from other districts using valid cognitive testing will be recognized.

Social/Emotional Issues of GT Students

Because gifted children demonstrate greater maturity in some domains over others, they may at times be at greater risk for social-emotional difficulties. This may include heightened awareness, anxiety, perfectionism, stress, issues with peer relationships, and concerns with identity and fit. Parents, adults, and caregivers need to help shape a strong framework for social-emotional health.

Keep in mind:

- A child gifted in one area does not mean he or she is gifted in all areas.
- Giftedness can lead to the masking and misunderstanding of signs of other problems.
- Adults need to model balance and set the tone to reduce stress/anxiety in the gifted child's life.
- We should teach children strategies and provide tools for dealing with the ebb and flow of life.

Learn more



RANGE OF SERVICES

- Weekly Pullout Meetings
- Individual Learning
- Small Group Learning
- Off Campus Learning Opportunities
- Regular Classroom Accommodations
- Grouping with students of similar abilities
- Acceleration or grade advancement
- Other Services When Needed



MEET OUR Program Teachers



John Malloy

Elementary
GT Teacher

John has been teaching upper elementary and early middle school students since 1999. He has taught within KIBSD for 19 years. Making learning fun and engaging for his students is his passion. John is a firm believer in active learning and is known for a very lively and interactive classroom. To John, teaching is about presenting concepts, information, and materials to students in ways that they each can make sense of using their own life experience.

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Mitch Davis

Secondary
GT Teacher

Having worked as an educator since 2006 in both traditional and alternative settings, Mitch firmly believes that all students have the right to feel safe and welcome at school. Mitch has taught a range of subjects, including English, history, and government, and has consistently found that students learn best when they are producing the work. Project-based learning helps students work through problems and dig deep to find solutions and learn from their experiences. He is excited to provide meaningful, relevant learning experiences for the students here at KIBSD.

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PARENT RESOURCES

District Website at www.kibsd.org/gt

Making Great Kids Greater by *Dorothy A. Sick*

Gifted Kids Survival Guide: A Teen Handbook by *Judy Galbraith and Jim Delisle*

The Gifted Kids Survival Guide for ages 10 and under by *Judy Galbraith, M.A.*

The Survival Guide for Parents of Gifted Kids by *Sally Yahnke Walker*



National Association of
Gifted Children Website
www.nagc.org