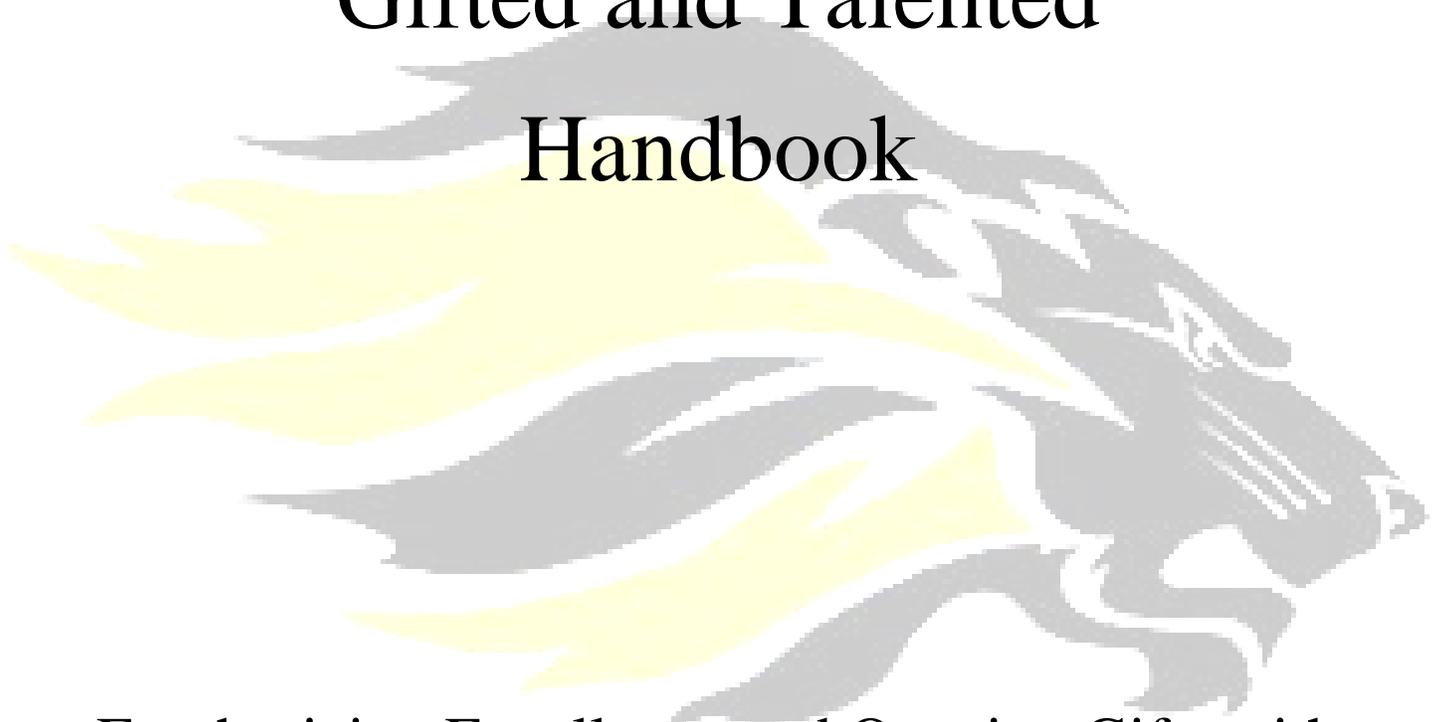


Kaufman ISD

Gifted and Talented

Handbook



Emphasizing Excellence and Opening Gifts with
Tomorrow Inside

Updated February 2017

Kaufman I.S.D.
Gifted/Talented Program
Grades K-12

Definition of a Gifted and Talented Student

The Texas State Plan and Guidelines for the Education of the Gifted/Talented defines the gifted student as a child or youth who performs 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 intellectual, creative, or artistic area;
- Possesses an unusual capacity for leadership; or
- Excels in a specific academic field.

District Mission Statement

The mission of Kaufman ISD is to provide extensive learning opportunities that ensure all students of our community become contributing members while developing skills to meet the challenges of our rapidly changing society.

District Philosophy of Gifted Education

We believe that every person is unique, and has the right to develop to the fullest of his/her potential. Therefore, we are committed to an educational program that recognizes the special value and needs of the individual student. Providing a continuum of learning experiences for gifted students who perform at a remarkable high level of accomplishment is an integral part of this commitment.

State Goal for Services of 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 reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who participated in services for gifted students will have produced products and performances of

professional quality as part of their program services. (From the [Texas State Plan from the Education of Gifted/Talented Students](#), Revised May 2009, Texas Education Agency)

District Program Goals

Kaufman ISD will use the [Texas State Plan for the Education of Gifted/Talented Students](#) as the guide for continuous improvement of the district G/T services.

- Kaufman ISD will implement an ongoing identification process of screening and selecting students based on multiple and specific criteria.
- Kaufman ISD will provide an array of appropriately challenging learning experiences that reinforce the strengths, needs and interest of gifted and talented students in each of the four core curricular areas.
- Personnel involved in the planning, development, and delivery of services to gifted students will have the knowledge and skills to enable them to offer appropriate options and curricula to meet student needs.

Gifted/Talented Program Description / Procedures

The Kaufman Independent School District seeks to identify those students who possess exceptional abilities and potential for accomplishment so outstanding that they require special gifted and talented programs to meet their educational needs. Through the procedure described below, an ongoing, comprehensive, and systematic review of all students will be made in an attempt to identify those students in need of gifted/talented services. The purpose of identification is to determine which students will benefit from the services provided in the district's program for gifted/talented students.

The procedures used to identify the gifted and talented children within the Kaufman Independent School District includes three main stages: (1) nomination, (2) screening, and (3) selection. The campus counselor will make both staff members and parents aware of the process through written communication, staff or parent meetings, individual conferences, and KISD Gifted and Talented web page.

There are three screening windows during the academic school year. The first is in September for newly enrolled students who meet the following criteria; new to district, previously identified as G/T, home-schooled, or private-schooled. The second window is for Kindergarten students and is from September to February. The last window is the open referral for students in grades 1-12. The last window begins in April and ends in May.

Step One: Nomination Process

1. Students may be nominated for the Gifted and Talented Program by any of the following:
 - [Parents](#)
 - Teachers (any teacher who is familiar with the student's capabilities)
 - Counselors
 - Administrators
 - [Any other interested parties who are familiar with the student's abilities](#)
2. Nominations by staff members may be submitted to the campus counselor. Parents can contact the campus counselor on their child's campus or the school office to request a nomination and permission to test form.

Step Two: Screening

During the screening process, relevant data is collected which shows the student's ability to perform or the potential to perform at the level of accomplishment that might indicate a student's need to be placed in the G/T Program. In accordance with the Texas State Plan for the Education of the Gifted and Talented, KISD uses both quantitative (objective) and qualitative (subjective) measures.

1. As soon as the student is nominated, the counselor will send home a Permission to Test Form and a Parent Inventory of Student Characteristics Form.
2. When the forms are returned, the counselor may then begin gathering data and administering the battery of tests if needed to develop the student profile.
3. Testing data must be collected for each student being screened for the program. Data is recorded on a Student Matrix for each student. Kaufman ISD uses both quantitative and qualitative measures to aid in the identification of gifted students. The Director of the Gifted/Talented Program will approve any quantitative measures. To qualify for entrance into the Kaufman Gifted/Talented Program, a student must meet or exceed the norms of the existing campus gifted students in that grade level.

Step Three: Selection Process

Decisions regarding placement of students in the KISD Gifted Program are made by a Campus/District Selection Committee. The committee will be composed of at least three

professional educators. Members of the committee may consist of a teacher representative, the school counselor, and a campus/district administrator. Committee members are required to have thirty hours of gifted training with a six-hour yearly update.

1. The Selection Committee reviews all information. The Selection Committee makes the decision to place the student or to decline to place the student in the KISD Gifted Program based on the information.
2. In order to qualify for placement, a student must meet or exceed the norms of the existing gifted students in that grade level.
3. When the Selection Committee has made a recommendation regarding placement, the campus counselor will notify the parents of the committee's decision. Notification will be made in writing and sent by mail to the parents. If the student qualifies for the Gifted Program, the district shall obtain written permission from the parents before a student is placed in the program.
4. Nominated kindergarten students are tested and identified by the end of February.

Furlough

The selection committee may place students who are unable to maintain satisfactory performance within the structure of the gifted and talented program on furlough. The purpose of such a furlough is to provide the student an opportunity to attain performance goals established by the selection committee. A student, parent, or gifted teacher may request a furlough from the G/T program if a student is facing extenuating circumstances or the G/T program no longer meets the child's needs.

A student may be furloughed for a period of time (not to exceed 1 year) deemed appropriate by the selection committee. At the end of the furlough, the student's progress shall be reassessed, and the student may re-enter the gifted program, be removed from the program, or be placed on another furlough.

Exit Procedure

Student performance in the program shall be monitored. A student can 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 student before honoring the request.

Re-Entry Procedure

A student, who exits the program, but not the district, may not be considered for re-entry to the Gifted Program until the next academic year. The student will be reassessed and must meet the criteria established for his/her current grade level.

A student who moves from and returns to the district within the same academic year remains eligible for that year. Students returning after a longer period of time must go through the normal re-screening process.

Transfer Students

Students transferring from another district shall be placed in Kaufman ISD Gifted and Talented Program for the remainder of the current school year. The District shall assess the student during the next annual screening period using the District's established identification criteria, and the selection committee shall determine if continued placement in the District's program for the gifted and talented students is appropriate.

Appeals Process

The appeals process allows for the reevaluation of a student for possible placement in the program. A parent may appeal a final decision of the Selection Committee regarding selection for or removal from the gifted program. Parents who wish to appeal the identification decision should contact the campus principal. Appeals shall be made first to the selection committee. Any subsequent appeals shall be made in accordance with FNG (LOCAL) policy.

Homework

In kindergarten through sixth grade, gifted students are responsible for the knowledge covered in the classroom during the pull-out sessions. However, they are not required to make up work such as worksheets or assignments missed in the classroom during the pullout session. Gifted students are expected to respond to their assignment from the pullout session with increasingly higher level of thinking and creativity. This usually means more time is required than is

available in the gifted class day. It is essential that assignments taken home be completed prior to the next gifted class day so the student is ready to proceed.

Special Activities

In the elementary grades, classroom teacher will make every effort to avoid scheduling special activities (i.e., field trips, guest speakers, tests) when the student attends the gifted and talented class, but all conflicts simply cannot be avoided. Adjustments will be made in schedules when appropriate at the intermediate level.

Program Evaluation

The gifted program shall be evaluated annually to determine if the goals and objectives of the Kaufman ISD Gifted/Talented Program are met. Evaluation information is on file at the campus and administration office.

Community Awareness

The District shall ensure that information about the District's gifted and talented program is available to parents and community members. They will be kept informed of district needs for the program and legislation related to the gifted. Parents and community members will be involved by serving on planning and evaluation committees. Involvement will also include nomination of students for program participation. Program information will be relayed through correspondence, news releases, presentations, and the KISD Gifted and Talented web page.

Kaufman ISD Gifted Programs

Gifted Programs

Elementary (K)

Gifted learners in Kindergarten are served in their classrooms. All teachers are trained in gifted and talented education.

Elementary (1-6)

Gifted learners on the elementary campuses are provided differentiated and enrichment activities, in classroom settings as well as pull-out classes by a GT Teacher. The pull-out classes focus STEAM Science, Technology, Engineering, Arts, and Mathematics

*Science, technology, engineering and mathematics (STEM) education often has been called a meta-discipline, "the creation of a discipline based on the integration of other disciplinary knowledge into a new 'whole'". This interdisciplinary bridging among discrete disciplines is now treated as an entity, known as STEM." Kaufman ISD takes this concept one step further to create "STEAM" which includes Fine Arts.

*STEAM education offers students one of the best opportunities to make sense of the world holistically, rather than in bits and pieces. STEAM education removes the traditional barriers erected between the four disciplines, by integrating them into one cohesive teaching and learning paradigm.

*STEAM education is an interdisciplinary approach to learning where rigorous academic concepts are coupled with real-world lessons as students apply science, technology, engineering, arts, and mathematics in contexts that make connections between school, community, state, and world

Middle School (Grades 7-8)

Middle school students participate in Pre-Advanced Placement courses by trained teachers.

Pre-Advanced Placement English

Pre-Advanced Placement Math

Pre-Advanced Placement Science

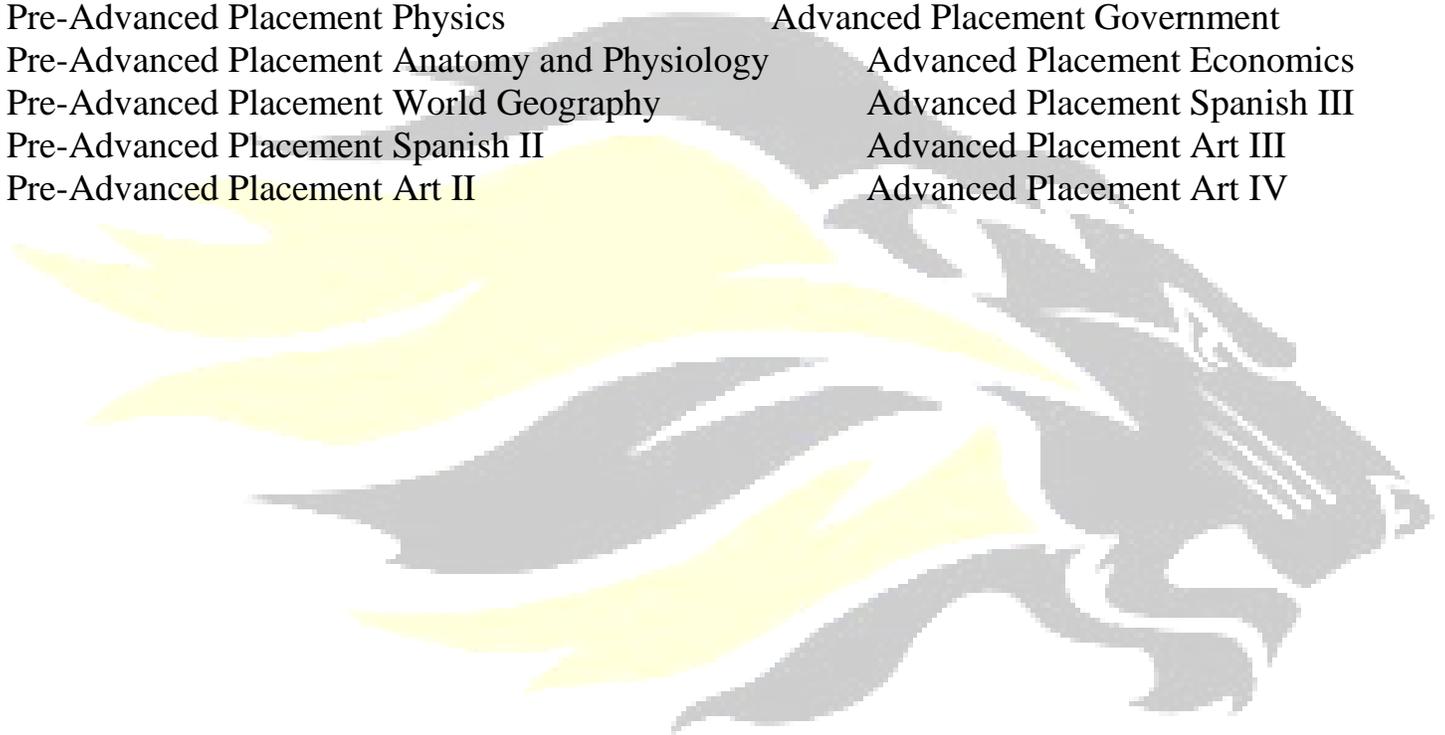
Pre-Advanced Placement Social Studies

High School (Grades 9-12)

The high school campuses provide trained teachers for their Pre-AP and AP courses.

Courses offered:

Pre-Advanced Placement English I	Advanced Placement English III
Pre-Advanced Placement English II	Advanced Placement English IV
Pre-Advanced Placement Geometry	Advanced Placement Calculus
Pre-Advanced Placement Algebra II	Advanced Placement Biology
Pre-Advanced Placement Pre-Calculus	Advanced Placement World History
Pre-Advanced Placement Biology	Advanced Placement U.S. History
Pre-Advanced Placement Chemistry	Advanced Placement European History
Pre-Advanced Placement Physics	Advanced Placement Government
Pre-Advanced Placement Anatomy and Physiology	Advanced Placement Economics
Pre-Advanced Placement World Geography	Advanced Placement Spanish III
Pre-Advanced Placement Spanish II	Advanced Placement Art III
Pre-Advanced Placement Art II	Advanced Placement Art IV



Kaufman ISD Gifted/Talented Professional Development

State Requirements

All teachers who work with identified gifted students must obtain gifted teaching certification by completing state and district required courses (30 clock hours) that include the following areas:

- Nature and Needs of Gifted and Talented Learners
- Identification and Assessment of Gifted and Talented Learners
- Social and Emotional Needs of Gifted and Talented Learners
- Instructional Strategies for Gifted and Talented Learners
- Differentiated Curriculum for Gifted and Talented Learners

Teachers are required to have completed the thirty hours (30) prior to their assignment or within one semester.

A teacher who has received gifted certification must receive six hours of training per year in one of the above categories to maintain certification.

All administrators and counselors will receive 6 hours of professional development that includes the nature and needs of gifted and talented students and program options for gifted students.

