

KENNEDALE ISD
2021-2022
**GIFTED & TALENTED
HANDBOOK**



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MISSION STATEMENT

KISD Mission Statement

The mission of the Kennedale Independent School District is to provide a diverse, engaging, and safe environment where all stakeholders are responsible and accountable for student success.

GT Program Mission Statement

The mission of the Gifted and Talented (GT) program is to foster progressive educational opportunities through partnerships with students and families, innovative instructional practices, and enriched learning experiences. KISD is committed to addressing the unique intellectual, social, emotional, and creative needs of all students.

Julie Vu, Ph.D.

Assistant Superintendent
Curriculum & Student Services

Andrea Volding

Director of Instructional Services

Denell Dickey

Instructional Programs Coordinator

Campus Coordinators

Erika Wendt

James F. Delaney Elementary

Kristi Murrell and Erika Wendt

R. F. Patterson Elementary

Kristi Murrell

James A. Arthur Intermediate

Sarah Chrystie

Kennedale Junior High

Jarrel Hyde, M.Ed.

Assistant Principal/ Dean of Students
Kennedale High School

TEXAS GOALS for SERVICES

Students who participate in services designed for gifted/talented 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/talented 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 - April 2019)

GIFTED and TALENTED STUDENTS

A gifted/talented student is a child or youth 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. A gifted/talented student also:

- exhibits high performance capability in an intellectual, creative, or artistic area;
- possesses an unusual capacity for leadership; or
- excels in a specific academic field.

(Texas Education Code §29.121)

ENSURING EQUITY

The Gifted and Talented State Plan (2019) states:

- 2.24 Access to assessment and, if needed, gifted/talented services is available to all populations of the district (19 TAC §89.1(3)).
- 2.25 The population of the gifted/talented services program is closely reflective of the population of the total district and/or campus.

Kennedale ISD supports equitable representation in the GT program and is committed to providing GT screening opportunities to students from a variety of linguistic, cultural, and socio-economic backgrounds. The district will utilize mid-year universal screener data to identify the top 5% of K-6 students to participate in our GT screening process annually. Students who receive behavioral and/or academic accommodations will be evaluated according to their documented 504, IEP, or LPAC committee recommendations.

IDENTIFICATION & ASSESSMENT PROCEDURES

Identification & Qualifying Criteria

Students are referred for services by parent, teacher, counselors or other interested parties. Referral information is available on the district website and may also be requested via the campus GT Coordinators. Prior to assessment, referrals are reviewed by a screening committee. This committee may include the principals, assistant principals, counselors, and campus interventionists. The screening committee determines whether the student profile meets district guidelines for continued evaluation. Students are assessed using three or more evaluation instruments, including both quantitative and qualitative measures. Written parental consent must be obtained prior to assessment.

Referrals

Per KISD Board Policy EHBB (LOCAL), criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students from all populations, including students with special needs, economically disadvantaged, and students with disabilities. Teachers, counselors, and parents may refer a student for GT screening. Referrals are accepted throughout the year. Identification will be based upon review input from teachers, input from parents, and evaluation data.

The identification, screening, and evaluation process takes place throughout the year with notification to parents regarding qualification taking place in the spring.

Screening

Kindergarten – Grade 6th

Students must meet at least two of the following criteria to proceed with further assessment:

- Meet or exceed one grade level above in math and/or reading as determined by MAP universal screener;
- Meet or exceed a score of 3.0 on the Renzulli Motivation Scale

Grade 2 – District-wide Screening

All students enrolled in second grade will participate in the CogAT screener. CogAT Screener takes place every spring. Students who score 124 or higher will proceed with GT identification assessments. The district guidelines for identification assessment and placement are listed below.

Identification Assessment & Placement

Students are assessed using multiple instruments including:

- Cognitive Abilities Test (CogAT)
- Naglieri Nonverbal Ability Test (NNAT)
- Test of Nonverbal Intelligence (TONI)

A student who scores 93rd percentile or a Student Ability Index score of 124 on two of four measures is automatically admitted into the program.

Students will be assessed no more than once a year.

Additionally, if a student scores 93rd percentile or a Student Ability Index score of 124 on one of four measures, additional subjective assessment tools including creativity tests, behavioral checklists completed by teachers and parents, conferences, and portfolios of work products may be considered for eligibility.

Admission

The GT Identification Committee is to be comprised of a minimum of three professional educators who have completed (30) hours of GT training and are current with their annual six hour GT training update. Parents and students shall be notified in writing regarding the results of the identification assessment. Written parental consent is required prior to placement in the GT program. The parent consent form is located in the *KISD Gifted & Talented Google Drive*.

The campus GT Coordinator will create and maintain a GT documentation file for identified students (see Appendix A for list of required documentation). The campus GT Coordinator will sign off on files when all documentation is complete, and files will be placed in the student cumulative file. Assessment documents for students not identified are kept for a minimum of five years.

Transfer Students

When a student is identified as GT by a previous school district and transfers to Kennedale ISD, he/she will be referred for services automatically. The student will be evaluated using Kennedale ISD district criteria within 30 days of enrollment. The campus GT Coordinator will compare previous testing documentation to the Kennedale ISD identification criteria. If the student documentation aligns, the student is admitted into the GT program. If the documentation partially aligns or does not meet the district criteria, the campus GT Coordinator will reevaluate the student in part or in whole. The campus GT Coordinator will make a final determination whether previous district assessments meet local identification criteria. If previous district assessments do not meet KISD criteria the student will be evaluated through the district identification process.

Furlough/Leave of Absence

Students who demonstrate possible inappropriate placement, either based on behavior and/or academic performance, may be placed on furlough as determined by the GT Identification Committee. A furlough is provided to allow a student the opportunity to attain performance goals set by the GT Identification Committee. Furloughs are granted at the request of the parent or classroom teacher. The GT Identification Committee will determine the length of a furlough; however, furlough shall not exceed one year. Upon completion of a furlough the student's progress shall be reevaluated. Based on the evaluation of student progress, the student will be readmitted to the gifted program or exited from the program.

Exit Provisions

If it is determined that gifted services do not meet the needs or are not in the best interest of the student, the student will be removed from the program. The GT Identification Committee will use multiple criteria, including student performance data, to make a final decision on removal from the GT program. If a parent requests removal, the GT Identification Committee shall meet with the parent before honoring the request.

If a teacher recommends a student be placed on furlough or exit the program, the teacher must complete the *GT Furlough & Leave of Absence Form* and submit to the GT Coordinator and GT Identification Committee. The committee shall consider the following pieces of documentation in their decision-making process:

- Communication with parents / guardians of student alerting them of the possible inappropriate placement in a particular GT class or gifted service
- Evidence of frustration, anxiety, anger, etc.
- Evidence of the child's inability to produce expected work

Appeals

A parent may appeal any final decision of the GT Identification Committee regarding the selection of or the removal from the GT program. Appeals shall be made first to the GT Identification Committee. Any subsequent appeals shall be made in accordance with FNG (LOCAL).

Program Evaluation

The effectiveness of the GT Program shall be evaluated by Kennedale ISD's Gifted and Talented Advisory Committee (GTAC) each year. The goal of GTAC is to ensure continuous improvement through an annual review of quantitative and qualitative program data, including student feedback. This committee will be composed of a variety of stakeholders, including administrators, teachers, parents, and community members. A program evaluation will be conducted and shared with the KISD School Board annually.

Community Awareness

Kennedale ISD shall ensure that information about the GT program is available to parents and community members. Information regarding the program will be available through the district websites, campus awareness sessions, district and campus newsletters, KISD GT Showcase, student presentations, and social media. Sharing this information widely creates an opportunity to cultivate an understanding of and support for the GT program.

GT Report Card (K-6)

Campus GT Coordinators will complete the GT Report Card for each student enrolled in the program. Report cards will be sent home every grading period with district report cards.

SERVICE DESIGN

KINDERGARTEN

Identified students remain in assigned classes and are served by the GT-trained kindergarten teacher. Students will participate in Challenge Lab as described below.

GRADES 1-6

Identified students will be serviced through Cluster Grouping and Challenge Lab.

Cluster Grouping

Cluster Grouping will provide services for GT students in the general education setting. Identified gifted students are grouped in a classroom with teachers who have 30 hours of professional development in GT education and have maintained their 6-hour update. Clustered students will be served in the 4 core areas using GT aligned materials/strategies. The GT student in a regular class will work both individually and in a group with other gifted students. Teachers work with the students to ensure accelerated instruction, advanced learning opportunities, and student progress monitoring.

Challenge Lab

The campus GT coordinator provides students specialized instruction through the Challenge Lab. Identified GT students meet with the Challenge Lab teacher in grade-level Study Groups for at least 120 minutes every 2 weeks. These classes provide learning opportunities in intellectual, creative/artistic, leadership, and multi-disciplinary fields. The campus GT Coordinator is responsible for utilizing the GT Curriculum provided by the Texas Performance Standards Project (TPSP) to support

students in creating products students will present in the Annual Gifted & Talented Showcase.

Twice Exceptionality

The term “twice-exceptional” is used to describe gifted children who demonstrate characteristics of gifted students with the potential for high achievement and also show evidence of one or more disabilities as defined by federal or state eligibility criteria. Twice exceptional students who are in our special education, dyslexia, and dysgraphia programs may receive pull out services to target specific learning disabilities in addition to gifted and talented services.

Services for Twice Exceptional Students

When pull out services for twice exceptional students overlap, conflict, or interfere with student progress due to missed Tier 1 instruction, pull out services that target foundational skills needed for long term success (e.g. dyslexia, dysgraphia, speech therapy) will be prioritized for a period of time as recommended by the program-specific guidelines. Parents of twice exceptional students will be offered an opportunity for their student to receive differentiated support from a GT certified teacher within the classroom and/or reduced minutes for gifted and talented pull out services while students are being served in more than one program.

GT Showcase

The Annual GT Showcase is coordinated on the campus level each year. Students will have the opportunity to present advanced level products at a campus showcase each spring. Community members and stakeholders are invited to attend the showcase.

Classwork and Projects

Students are expected to turn in classwork and projects on time unless they have made special arrangements with the teacher in advance. Students who have excused absences will be allowed to turn in missed assignments within five school days without penalty. Students who are failing classwork, have excessive absences, or are unable to meet minimum requirements in their cluster group classroom will be recommended for furlough/leave of absence.

Missed Class Assignments

Students are responsible for mastering the concepts covered in their core content classes. However, they are not responsible for any assignments missed while attending Challenge Lab. Students will not be penalized nor will they be required to make up missed assignments.

GRADES 7-12

GT Course Offerings

GT students at our secondary campuses are served through our advanced course options, including AP and Honors courses as well as courses offered by institutions of higher education through CTE and concurrent enrollment. Students may also earn advanced credit through Independent Study and acceleration through Credit by Exam. GT students must be enrolled in at least one GT-coded course section each semester.

If a student chooses not to enroll in a GT course offering, the student may apply for a leave of absence for one semester. A leave of absence may be granted for a variety of extenuating circumstances, including unique family circumstances, illness, emotional issues, or anything that would inhibit a student's performance while receiving GT services. A leave of absence must be approved by the school counselor, GT campus coordinator, and campus administrator. The student's parent or guardian must also be notified. Once a leave of absence has been granted, the counselor shall complete the form and place it inside the student file. The *GT Furlough & Leave of Absence Form* can be found in the *KISD Gifted & Talented Google Drive*.

After returning from a leave of absence, the student must enroll in at least one GT-coded course or be placed on furlough for one semester. The school counselor will complete the furlough form and place it inside the student file. The student will be coded in PEIMS as furloughed for GT services. The student's parent or guardian must also be notified. Once the furlough term expires, the student will either 1) enroll in one GT course offering to remain in the program or 2) complete the furlough process and exit the GT program. An exit letter will be sent home to parents for notification. Once a student has exited from the program, they may not reenter the GT program without a full screening and reevaluation. The *GT Exit Letter* can be found in the *KISD Gifted & Talented Google Drive*.

PROFESSIONAL DEVELOPMENT

Required Professional Development

Teachers working with identified GT students are required to have 30 hours of gifted and talented staff development, along with an annual 6-hour update. Texas law requires that educators providing services to gifted/talented students have the following qualifications as stated in the [Texas Administrative Code §89.2](#):

TAC §89.2: Professional Development

School districts shall ensure that:

- (1) prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students;
- (2) teachers without training required in paragraph (1) of this section who provide instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement within one semester;
- (3) teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education; and
- (4) administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

KISD Professional Development

Kennedale ISD will offer 30-hour training and 6-hour updates each summer for district personnel. Teachers may also earn these hours through KISD-approved trainings with external vendors, including ESC 11. All trainings must be approved by the district GT Specialist before they may be used to fulfill the GT staff development requirement. All K-12 teachers need to obtain 6 hours annually of Gifted & Talented professional development. All K-6 teachers and 7-12 Honors, AP, and CTE teachers need to obtain 30-hours of Gifted & Talented professional development initially, and maintain a 6-hour annual update. Secondary teachers may use APSI to obtain Gifted & Talented hours, but must have the Nature & Needs credit and Identification & Assessment credit as part of their 30-hours.

Certificates

Teachers should submit documentation of GT hours to their campus GT Coordinator no later than the first Monday in August. If a teacher is unable to complete their required training by the first Monday in August, they must submit a professional development plan for obtaining the required hours to their campus GT Coordinator and campus principal.

**Kennedale Gifted and Talented Program
2021-2022
Acknowledgment Form**

I acknowledge that I have received a copy of the KISD Gifted and Talented Program handbook.

Parent Signature

Date