



Kaufman ISD
Gifted and Talented
Guidelines

Preparation ★ Purpose ★ Pride

Overview of the Kaufman ISD Gifted and Talented Program

District Mission Statement

KISD will provide identified gifted students to become lifelong learners committed to academic excellence, integrity, responsible citizenship and service to others.

District Philosophy of Gifted Education

The Kaufman ISD is committed to an educational program which recognizes the unique value, needs, and talents of the individual student. A program for academically excellent students is an integral part of this commitment. The G/T program in Kaufman ISD exists for the students who are capable and ready to learn at the levels of depth and complexity necessary to master the Texas Essential Knowledge and Skills for their appropriate grade levels. Its guiding characteristic is the provision of differentiated and independent studies which meet both cognitive and affective needs. The ultimate goal of the program is to provide experiences whereby the students will be challenged academically, socially, and emotionally to achieve their greatest potential to manage change and to have a sense of responsibility for self, school, community, and society.

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 April 2019 Texas Education Agency) (Texas Education Code §29.121)*

State Definition of a Gifted and Talented Student

“Gifted and talented student” means 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 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. *(Texas Education Code §29.121) (EHBB Legal)*

Gifted/Talented Identification 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 website and social media.

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 October to December. The last window, January- March, is the open referral for students in grades 1-12. Secondary (6-12) students are assessed on request.

Teacher-, parent-, and self-nominations are accepted at all grade levels. Selection is based on a matrix score consisting of intelligence tests, achievement tests, learning, motivation, creativity, leadership, teacher inventory, parent inventory, benchmarks or STAAR scores, and grades. Some assessments that are used are: CogAT, ITBS, STAAR, Planned Experiences, and the Renzulli Scales

Nomination Process

1. Students may be nominated for the Gifted and Talented Program by any of the following:

- Parents/Self Nominations
- 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.

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.
4. 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. 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.

GT Decision-Making Committee

A committee is responsible for reviewing all of the data and information collected for the nominated students. The committee members are approved by the Director of Special Programs. These members are required to have completed the GT 30-hour foundation training or be certified by the SBOE and complete the annual 6-hour GT update requirement. Usually the members include a campus administrator, counselor, and teacher. The committee will make final GT placement or non-placement decisions for each student.

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 campus shall obtain written permission from the parents before a student is placed in the program.
5. Nominated kindergarten students are tested and identified by the end of February.

Reassessment

The District shall not perform routine reassessments for continuing placement in the KISD Gifted and Talented Program.

GT Appeals Process

If a parent or guardian feels the need to appeal the GT placement decision of the GT Decision-Making Committee, or if a parent, guardian, or staff member believes a student has been denied access to or removed from the program unfairly, the following steps may be taken.

Informal Process

Kaufman ISD encourages students and parents to discuss their concerns and complaints through informal conferences with the campus administrator. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Appeals

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. Appeals shall be made first to the selection committee. Any subsequent appeals shall be made in accordance with FNG (LOCAL) policy.

GT Transfer Students

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.

GT Furloughs and Exits

Furlough

A student identified and participating in the KISD GT Program will remain in the program unless he/she leaves the district, graduates from high school, or is furloughed or exited from the GT Program. A furlough is a temporary removal from the GT Program.

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

A GT exit is a permanent removal from the KISD GT Program.

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.

GT Curriculum and Instruction

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



The Texas State Plan for the Education of Gifted/Talented Students requires that districts/schools meet the curriculum needs of gifted students by providing the following options:

1. An array of appropriately challenging learning experiences in each of the four (4) foundation curricular areas in grades K-12, and parents are informed of the opportunities (19 TAC §89.3).

2. A continuum of learning experiences is provided that leads to the development of advanced-level products and/or learning performances such as those provided through the Texas Performance Standards Project (TPSP)... (19 TAC §89.3(2)).
3. Opportunities are provided to accelerate in areas of student strengths (19 TAC §89.3(4)).
4. Educators adapt and/or modify the core or standard curriculum to meet the needs of gifted/talented students and those with special needs such as twice-exceptional, highly gifted, and English learners.

Service Design

The Texas State Plan for the Education of Gifted/Talented Students, the legal document provided by the Texas Education agency requires that gifted students have opportunities to work independently, with other classmates, and with other gifted students during the school day and entire school year. Research confirms the more time identified GT students spend together in an enriched and/or accelerated environment, the higher their achievement.

Services for gifted and talented students are comprehensive, structured, and appropriately challenging, including options in the four (4) foundation curricular areas, arts, leadership, and creativity. The KISD program is based on the cluster-grouping model, where groups of three or more gifted students are assigned to a GT classroom teacher (elementary) or advanced coursework teacher (secondary) who have completed the state required gifted education training. The Kaufman ISD core curriculum areas are extended and enriched through content, process, and or product to allow students to attain optimum levels of learning.

KISD also provides a Pull-out program for K- 5th grade students. The GT certified teacher uses the Texas Performance Standards Project Curriculum. This coherent resource provides differentiated instruction to gifted and talented students. At each grade level, the TPSP provides guidelines for independent learning experiences and research projects that teachers can adapt and use with students. The projects are based on the Texas Essential Knowledge and Skills and focus on the foundation content areas of English language arts and reading, mathematics, science, and social studies with interdisciplinary connections. The pull-out classroom is located on the campus of Monday Elementary and students are transported to that location for instruction.

Other Elementary Opportunities for GT Students: Differentiated general education classroom, academic UIL, student council, community service projects, various clubs and interest activities, specific subject fairs (science, art, etc.), and enrichment experiences.

Gifted students in Jr. High and High School receive instruction through Honors, Advanced Placement and Dual College Credit classes.

Other Secondary Opportunities for GT students: Differentiated general education classroom, academic UIL, student council, community service projects, various clubs and interest activities,

specific subject fairs (science, art, etc.), enrichment experiences, selected field trips, art, band, choir, theater, National Honors Society, SAT and ACT preparation, and vocational field study.



Accelerated Instruction

Kaufman ISD will purchase examinations for acceleration that thoroughly test the essential knowledge and skills for each primary school grade level and for credit for secondary school academic subjects if needed. (*EHDC Legal*)

Special Activities

In the elementary grades, classroom teachers 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.

Homework

In kindergarten through fifth 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.

GT Professional Development

GT certification requires 30 hours of GT Foundation Training which includes the nature and needs of gifted learners and the assessment of gifted learners. In addition, teachers must receive a 6-hour gifted and talented annual update. Teachers without the required training who provide instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement within one semester.

Kaufman ISD
Initial 30-Hours GT Foundations Day 1 Training
Nature and Needs of Gifted Students

- I. Levels of Giftedness
 - A. IQ ranges
 - B. Asynchronous Development
- II. History of Gifted Education
 - A. Legal
 - B. Conceptual
- III. *The Texas State Plan for the Education of Gifted/Talented Students*
 - A. State Goal
 - B. Five Sections of the State Plan
 - C. In compliance/Recommended/Exemplary
- IV. Behaviors and Characteristics of Gifted Learners
- V. Social Emotional Needs of Gifted Learners
- VI. Service Options for Serving Gifted Learners

Initial 30-Hours GT Foundations Day 2 Training
Student Identification/Assessment of Gifted Students

- I. G/T Identification Process Overview
 - A. Guiding Principles for Student Identification
 - B. Barriers to Student Identification
- II. *The Texas State Plan for the Education of Gifted/Talented Students*
 - A. State Goal (Review)
 - B. Section 1: Student Assessment
- III. G/T Identification Process in Phases
 - A. Phase I: Referral
 - B. Phase II: Assessment
 - C. Phase III: Determination of Educational Need
- IV. Additional Required Elements of Written Identification Policies
 - A. Reassessment
 - B. Furlough
 - C. Exit
 - D. Transfer
 - E. Appeals

Day 3, 4, and 5 of the 30-Hours of Initial GT Foundations Training are online components.

Gifted and Talented Credit for Professional Development

The law says: “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.**”

There is state recommended content that should be included in the core areas for the 30 hour G/T foundational training. It is assumed that teachers who already have their 30 hours in the G/T core foundation will take a **six-hour update** every year. TEA suggests using the questions below to justify the G/T credit.

General Question to Ask...	More specific questions...
1. How does this training address the gifted and talented student?	Does the session description tell how this training relates to gifted students? Does the content of the session relate to at least one of the three core areas required by the state? <ul style="list-style-type: none"> ● Nature and Needs of the Gifted ● Assessment of the Gifted ● Curriculum for the Gifted
2. Is the presenter experienced in the gifted and talented area?	Has the presenter obtained the required 30 hours of G/T training? Has the presenter worked with gifted students? Will the presenter be able to relate this training to the gifted and talented classrooms today?
3. Is this training supported by research in gifted education?	Is there proof that the content of the training is supported by research in gifted education?
4. Will the instructional strategies presented in this training help teachers differentiate their curriculum for the gifted?	How do the strategies help the advanced or gifted student? Are there concrete examples presented in this training on how the strategies can be used with gifted students?
5. Will this training meet the Texas Association of Gifted and Talented requirements?	Does this training meet the criteria of professional organizations your district may utilize? Does the G/T program you are serving accept only specifically- endorsed trainings?

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. Information regarding the gifted and talented program is available on the district's Gifted and Talented website. Additionally program information will be relayed through correspondence, social media, and presentations.

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.

Considerations for Students Not Attending Public School

Students who reside in the Kaufman Independent School District who are of legal age to attend public school, but do not attend public school, may be referred, screened, and tested for Kaufman's Gifted and Talented Education Program under the following guidelines:

- Adherence to the referral, testing, and selection process timeline as outlined in the Kaufman ISD GT Plan.
- The testing and screening place, date, and time will be scheduled through the home campus to coincide with the place, date and time of the testing and screening of regularly enrolled students on the campus.
- The burden of transportation to and from the school for testing and program participation remains with the referring parent.
- Adherence to all other guidelines as stated in the Kaufman ISD Gifted and Talented Program and Policy.



Kaufman ISD GT Nomination Schedule

July 2021

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2022

S	M	T	W	T	F	S
						1
2	P	4	5	6	7	8
9	10	11	12	13	14	15
16	H	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Calendar Keys

- S** Staff Development
- W** Work Day/Student Holiday
- EX** Exchange Day / Student Holiday
- First & Last Day of School
- H** Student/Teacher Holiday
- P** Teacher Planning / Student Holiday
- ED** Early Dismissal
- || Beginning / End of Quarter
- Testing - First Administrations
- G** Graduation

August 2021

S	M	T	W	T	F	S
1	2	3	NT	S	S	7
8	S	S	S	S	W	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2022

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	P	22	23	24	25	26
27	28					

- GT Referral for New Students
- GT Nominations for Kindergarten
- Open Referral for 1st-12th

September 2021

S	M	T	W	T	F	S
			1	2	3	4
5	H	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

March 2022

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	H	H	H	H	H	19
20	21	22	23	24	25	26
27	28	29	30	31		

STAR
State of Texas Assessments
of Academic Readiness

First Time State Testing Dates

February 21- Apr 1	TELPAS Window
April 5	English I Grades 5 & 8 M ath
April 6	Grades 5 & 8 Reading
April 7	English 2
Mar 28 - Apr 22	STAAR Alt 2 Window
May 3-6	Alg I, Biology, US History
May 5	Grade 8 Science
May 6	Grade 8 Social Studies
May 10	Grades 3-8 M ath
May 11	Grades 3-8 Reading
May 12	Grades 5 Science
May 13	Make-up

October 2021

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	H	H	EX	EX	P	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2022

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	H	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

November 2021

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	EX	EX	H	H	H	27
28	29	30				

May 2022

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	G
20	21	22	23	24	ED	26
27	28	29	30	31		

December 2021

S	M	T	W	T	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	ED	18
19	H	H	H	H	H	25
26	H	H	H	H	H	

June 2022

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Kaufman ISD Gifted and Talented Program

Referral and Identification Process

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.

There are three referral 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 October to the last school day of December. The last window is the open referral for students in grades 1-12 (January- March). Kaufman ISD screens all Kindergarten, first, and third graders during the corresponding window. Secondary students are assessed on request.

Teacher-, parent-, and self-nominations are accepted at all grade levels. Selection is based on a matrix score consisting of intelligence tests, achievement tests, learning, motivation, creativity, leadership, teacher inventory, parent inventory, benchmarks or STAAR scores, and grades. Assessments that are used are: CogAT, ITBS, STAAR, and the Renzulli Scales. Planned Experiences, OSLAT, and the Stanford assessments are used in Kindergarten. Written parental consent for assessment is required.

Characteristics to look for when nominating a student

Intellectual	Academic Fields	Creativity	Affective
Has an extensive and detailed memory, particularly in the area of interest	Has an intense, sustained interest in field	Prefers complexity and open-endedness	Unusual emotional depth and intensity
Has vocabulary advanced for age	Has hobbies/collections related to field	Contributes new concepts, methods, products, or performances	Sensitive or empathy to the feelings of others
Has communication skills advanced for age and is able to express ideas and feelings	Attracted toward cognitive complexity, enjoys solving complex problems	Has extreme fluency of thoughts and a large number of ideas	High expectations of self and others
Asks intelligent questions	Is highly self-motivated, persistent	Is observant and pays attention to detail	Heightened self-awareness, accompanied by feelings of being different
Is able to identify the important characteristics of new concepts	Prefers classes/careers in the academic field	Uses unique solutions to problems, improvises	Easily wounded, need for emotional support
Learns information quickly	Broad base of knowledge	Challenges existing ideas and products	Advanced levels of moral judgment
Uses logic in arriving at common sense answers	Visualizes images and translates into other forms	Is a risk-taker, confident	Idealism and sense of justice
Has a broad base of knowledge- a large quantity of information	Uses vocabulary beyond grade level	Is attracted to the novel, complex, and mysterious	Behavioral
Understands abstract ideas and complex concepts	Recalls critical elements and details in learning concepts	Is a nonconformist, uninhibited inexpression, adventurous, able to resist group pressure	Insatiable curiosity Constantly questions Highly energetic-needs little sleep or down time
Uses analogical thinking, problem solving, or reasoning	Has an inquisitive nature	Accepts disorder	Impulsive, eager, spirited
Observes relationships and sees connections	Reads widely in academic field	Has a sense of humor	High levels of frustration
Finds and solves difficult and unusual problems	Verbalizes complex concepts and processes	Is emotionally sensitive; sensitive to beauty	Volatile temper, especially related to perceptions of failure
Wants to learn and is curious	Examines and recalls details	Is intuitive	Non-stop talking/chattering/or extremely introverted

Gifted and Talented Program
Nomination Form



Student Name:	Grade:
Campus:	

I am nominating this student to be assessed and considered for possible identification as a gifted student. I feel that this student's outstanding abilities warrant the necessity of advanced academics offerings for the fulfillment of his/her education needs.

Check the specific area(s) of giftedness as defined by the State of Texas in which you feel most identifies this student:

- General Intellectual Ability
- Specific Academic Aptitude: (Check all that apply: ___ELAR ___Math)
- Creative or Divergent Thinking
- Leadership
- Other: _____

In the space below, provide a written statement giving examples of how this student has exhibited traits, attitudes or behaviors that are evidence of giftedness.

Signature of Person Nominating student: _____ Date: _____

- Teacher Parent Community Member Peer Self

**Return this form to the campus the student attends.*