



**Kenedy Independent School District  
Gifted and Talented Handbook  
2023-2024**

## Nondiscrimination

*Kenedy ISD does not discriminate on the basis of race, religion, color, national origin, economic status, sex, or disability in providing education services, activities, and programs, including vocational programs in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section of the Rehabilitation Act of 1973, as amended.*

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## **PHILOSOPHY**

The mission of Kenedy Independent School District is to provide a unique educational experience where all students excel academically, physically, and socially in a safe and nurturing learning environment that encourages respect and responsibility and prepares students to be confident, life-long learners, and productive citizens. To fulfill this mission, instruction must be of the highest quality, equity must be maintained for all students, and educators shall be accountable for results.

Based on this mission for all students, programs for the gifted/talented students should be geared toward the potential of such students. The gifted/talented program should encourage these students toward maximizing their reasoning and performance abilities while incorporating both creative thinking and problem solving. The program should provide a variety of experiences for students that enable them to understand learning and knowledge within and among themselves.

These beliefs should shape the development of an exemplary program for students whose needs are different from those of other students.

## **PROGRAM DESIGN**

### **Definition of Gifted/Talented**

Kenedy ISD defines gifted and talented as any child or youth in grades K-12 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 exhibits high performance capability in general intellectual ability.

### **Description of GIFTED/TALENTED Students' Services**

At Kenedy ISD we are committed to meeting the needs of all students, including this special population. Services for gifted/talented students are comprehensive, structured, sequenced and appropriately challenging, including options in the four foundation curricula areas which are English Language Arts and Reading (ELAR), Math, Science and Social Studies. The services described below address the advanced academic needs of gifted and talented students in general Intellectual Ability. We are committed to placing gifted and talented students in classes that meet their needs academically.

At Kenedy ISD, gifted/talented students are ensured opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire year as a direct result of gifted/talented service options. Parents are informed of these options.

Kenedy ISD will provide flexible grouping patterns and independent investigations are provided in at least one of the four foundation curriculum areas.

Whenever possible, Kenedy ISD will provide out-of-school options relevant to the students' areas of strength. At Kenedy ISD, acceleration and flexible pacing is employed, allowing students to learn at the pace and level appropriate for their abilities and skills, and are actively

facilitated by district administrators, counselors and teachers through Kenedy ISD G/T 9-Weeks Student Monitoring Log.

Kenedy ISD has in place local board policies that enable students to participate in dual/concurrent enrollment, distance learning opportunities, and accelerated summer programs if available.

Kenedy ISD local board policies have in place policies that are consistent with State Board of Education rules on credit by examination and early high school graduation opportunities.

## **PROGRAM OPTIONS**

Kenedy ISD provides the following types of services at the various levels.

### **Elementary School**

In Kenedy ISD, identified students in grades K-5 are served in the pullout program. During the school year, the GT teacher will implement the curriculum, which can include but is not limited to the Texas Performance Standards Project ([www.texaspsp.org](http://www.texaspsp.org)). It will be used as an option for their research for the independent study projects.

### **Middle School**

In the Middle School, students in grades 6-8 are served in their core and elective classes. During the school year, the GT teacher will implement the curriculum, which includes the Texas Performance Standards Project ([www.texaspsp.org](http://www.texaspsp.org)). It will be used as an option for their research for the independent study projects.

### **High School**

In Kenedy ISD, High School students in grades 9-12 are served in their core and elective classes or pull-out program. During the school year, the GT teacher will implement the curriculum, which includes the Texas Performance Standards Project ([www.texaspsp.org](http://www.texaspsp.org)). It will be used as an option for their research for the independent study projects.

### **Out of School Options**

Information concerning special opportunities(i.e. summer camps, community programs, volunteer opportunities, etc.) is available and disseminated to parents and community members through the Kenedy ISD website [www.kenedyisd.com](http://www.kenedyisd.com) , posting of flyers on school campus and/or through flyers sent home with students as they are provided by the organization sponsoring the event. For questions pertaining to special opportunities, please contact your child's campus counselor or office staff at 830-583-4100.

## **IDENTIFICATION AND ASSESSMENT**

### **IDENTIFICATION PROCEDURES AND PROCESSES**

Kenedy Independent School District written policies on student identification for gifted/talented

services, procedures and processes are approved by the district board of trustees and disseminated to all parents. Students in grades K-12 shall be assessed and, if identified, provided gifted/talented services. These procedures meet state requirements (§29.121 & TAC 89.1) and ensure the most effective educational placement for the student.

### **KENEDY ISD IDENTIFICATION TIMELINE**

Awareness session for families providing overview of the assessment procedures and services	September
Referral procedures published in local newspaper and on district website	October
Referrals accepted from parents, teachers, community members	October
Assessments conducted after written parental permission obtained	November/December
Gifted/Talented committee meets to review assessments	December/January
Written parental permission for services obtained for identified students Acceptance letters sent	December/January
Orientation provided for parents of students who are identified as gifted/talented and provided gifted/talented services	January
Services begin for newly identified students	February March 10th Deadline

### **Communicate the Process to Parents and Community**

KISD ensures referral procedures for assessment of gifted/talented students are communicated to families in a language and form that the families understand or a translator or interpreter is provided.

KISD ensures referral forms for assessment of gifted/talented students are provided to families in a language and form that the families understand, or a translator or interpreter is provided to the extent possible.

KISD ensures families and staff are informed of individual student assessment results and placement decisions as well as given opportunities to schedule conferences to discuss assessment data.

KISD will ensure an awareness session that provides an overview of the assessment procedures and services for gifted/talented students is offered for families by the district and/or campus prior to the referral period.

KISD will ensure all family meetings are offered in a language families can understand or a translator or interpreter is provided to the extent possible.

### **Referral Process**

KISD ensures provisions for ongoing identification of students who perform or show potential for performing at remarkably high levels of accomplishment in each area of giftedness served by the district are included in board-approved policy.

### **Assessment**

KISD ensures assessment opportunities for gifted/talented identification are made available to students at least once per school year. (See Kenedy ISD Identification Timeline)

KISD ensures data collected from multiple sources for each area of giftedness served by the district are included in the assessment process for gifted/talented services (19 TAC 89.1(2)). The assessment process allows for student exceptionalities to the extent possible.

### **Assessment Process**

Students are assessed in languages they understand or with nonverbal assessments. A student profile is used to identify those students who perform, or show the potential for performing, at remarkably high levels of accomplishment relative to their age, peers, experience, or environment. The profile will reflect a minimum of three, (3) criteria used in the assessment. The criteria used will be a combination of qualitative and quantitative instruments:

- School Abilities Test -the Naglieri Nonverbal Ability Test (NNAT3),
- Iowa Achievement Test
- Teacher Rating Scales-District Developed for Elementary and the Purdue Scales in the 4 core areas for Secondary,
- And a district developed Parent Ratings Scale

Kindergarten: All kindergarten students are automatically considered for gifted/talented and other advanced level series. All kindergarten students will be screened using the Naglieri Nonverbal Ability Test (NNAT3). The top five percent will be tested for gifted/talented services.

At the kindergarten level, as many criteria as possible, and at least three (3), are used to assess students who perform at remarkably high levels of accomplishment relative to age peers.

Grades 1-12: In grades 1-12, qualitative and quantitative data are collected through three (3) or more measures and used to determine whether a student needs gifted/talented services.

### **Determination of Placement**

Based on a review of information gathered during the assessment process, Kenedy ISD students whose data reflect that gifted/talented services will be the most effective way to meet their identified educational needs are recommended by the District G/T committee for gifted/talented

services.

KISD ensures a balanced examination process is conducted and used by the selection committee in making identification decisions.

## **QUALIFICATION PROCESS**

The student profile identifies the student's strengths and weaknesses. The percentiles and/or scores from the assessment instruments are plotted on the student profile. Each student's profile is individually evaluated by the Gifted/Talented Committee. A student clearly qualifies for Gifted/Talented services if the majority of the evidence on the profile falls within the High and/or Superior ranges on the profile. The decision is based on the committee's observation of the preponderance of the evidence on the student's profile and most effective educational placement.

### **Gifted/Talented Committee**

Kenedy ISD Gifted/Talented District Committee consists of at least one Gifted/Talented teacher from each campus, Executive Director of Instructional Services and/or Director of Instructional Services, one campus principal or campus assistant principal from each campus, one campus counselor from each campus and at least one teacher from each campus. The Kenedy ISD District Gifted/Talented Committee serves both elementary and secondary campuses and the district. All committee members have been trained in Nature and Needs of gifted students and the Administrators have had Nature and Needs for Administrators and counselors as prescribed in Law and Rule. The Gifted/Talented Committee makes a professional judgement based on the recorded student profile data and most effective educational placement. As the committee evaluates the data on the student, the committee has three options:

- The preponderance of profile data indicates the student exhibits that the most effective educational placement would be the Gifted/Talented program.
- There is insufficient evidence in the documentation at this time indicating the student's educational placement would best be met by the Gifted/Talented program. The preponderance of evidence indicates the student's most effective educational placement would best be served with the services of the regular curriculum.
- Further information is requested for the committee to make a qualification decision.

Once the identification process is complete, parents or guardians are notified of the Gifted/Talented Committee's decision via U.S. Mail in a timely manner. Parents of all screened students may request a conference to examine their child's assessment results.

### **Appeals Process for Identification**

KISD policy related to appeals allows parents, students, and educators to appeal placement decisions in a timely manner and to present new data, if appropriate. A parent, student or staff member may appeal an identification decision by contacting the campus Gifted/Talented Teacher

for a personal conference to look over the screening process records on your child. Appeals shall be made first to the selection committee. Any subsequent appeals shall be made in accordance with FNG (LOCAL) beginning at Level Two.

### **Student Progress/Performance**

KISD ensures student progress/performance in response to gifted/talented services is periodically assessed using standards in the areas served and identified in the written plan. Results are communicated to parents or guardians. KISD students served in the Gifted/Talented program will receive a Gifted/Talented 9-Weeks student Monitoring Log at the end of each nine weeks grading period. At each campus, the gifted/talented teacher(s) will be responsible for completing and sending the log. Additional TPSP formative assessment rubric will be sent home as a monitor of student progress.

### **DISTRICT/CAMPUS PROCEDURES**

KISD ensures provisions regarding transfer students, furloughs, reassessment, exiting of students from program services, and appeals of district decisions regarding program placement are included in board approved policy (19 TAC 89.1(5)).

#### **Reassessment**

KISD will not perform routine reassessments and if happens, will be in response to performance of the student in the gifted/talented program. If reassessment occurs at all, it is no more than once in elementary grades, once in middle school grades, and once in high school.

#### **Furlough**

A furlough, or temporary "leave of absence," from receiving Gifted/Talented (G/T) services is designed to meet the individual needs of an identified student. A furlough shall be granted for specified reasons and for a specified period of time without being exited. Anyone may request a furlough: parent/guardian, student, teacher, or administrator. A furlough request form can be obtained from the counselor's office at the campus where the identified child is receiving services.

Please return the furlough request to the counselor's office. The principal will present the furlough request to the members of the District G/T committee for consideration. A student may be furloughed for a period of time deemed appropriate by the G/T committee. Furloughs are temporary and will not be longer than one semester.

At the end of the furlough, the student's progress shall be reassessed, and the student may begin receiving G/T services, exited from services, or be placed on another furlough. Furloughs can be granted for a variety of extenuating circumstances such as: family problems, illness, emotional problems, or anything that would inhibit a child's performance while receiving G/T services.



Furloughs will not be used as a disciplinary tool.

### **Transfers**

KISD policy ensures that transfer students are properly assessed and appropriately placed following notification of enrollment in the district. All students who have participated in gifted and talented programs prior to coming to Kenedy ISD will be placed into the Gifted/Talented Program once screening records are received from the student's previous district, and the records are examined.

When a gifted/talented student transfers to another district either in or out of Texas, KISD will ensure the district is provided with the student's assessment data.

### **Exiting**

KISD policy related to exiting of students from gifted/talented services is based on multiple criteria including student performance in response to services. Student performance in the program shall be monitored. If at any time the selection committee determines it is in the best interest of the student and is not the most effective educational placement, the committee may exit a student from the program after a furlough has been deemed ineffective. Exiting a student is finalized by committee decision after consultation with parents and the student regarding the student's educational needs. If a student or parent requests removal from the program, the selection committee shall meet with the parent and student before honoring the request. Once a student is exited, the student must go through the Gifted/Talented identification process to be readmitted to the program.

## **CURRICULUM AND INSTRUCTION**

KISD identified gifted/talented students are assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four foundation curricula areas. Services are available during the school day as well as the entire school year. Parents are informed of these options.

### **Learning Experiences**

KISD ensures information concerning special opportunities (i.e. contests, academic recognition, summer camps, community programs, volunteer opportunities, etc...) is available and disseminated to parents and community members through website postings and/or notices sent with students.

KISD provides opportunities for students to pursue areas of interest in selected disciplines through guided and independent research.

KISD participates in the Texas Performance Standards Project (TPSP), or other experiences that

result in the development of sophisticated products and/or performances that are targeted to an audience outside the classroom, and are part of the regular program of services.

### **Acceleration**

KISD provides opportunities to accelerate in areas of student strengths.

KISD provides flexible pacing which allows students to learn at the pace and level appropriate to their abilities and skills.

### **Curriculum Alignments**

KISD provides services for gifted/talented students that are comprehensive, structured, sequenced, and challenging, including options in foundation curricula areas.

KISD provides a continuum of learning experiences that lead to the development of advanced-level products and/or performance such as those provided through the Texas Performance Standards Project (TPSP).

### **Modifications/Accommodations**

KISD ensures flexible scheduling modifications are implemented in order to meet the identified needs of individual students.

KISD educators adapt and/or modify 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. Individual IEPs are reviewed during this process and teachers are aware of the individual needs of the students.

## **PROFESSIONAL LEARNING**

### **Requirements**

#### **School Board**

Region 3 will train Kenedy ISD School Board to ensure program accountability based on the Texas State Plan for the Education of Gifted/Talented students.

#### **Administrators**

KISD ensures teachers as well as administrators who have supervisory duties for service decisions are required to complete a minimum of six hours of professional development that includes nature and needs of gifted/talented students and service options for gifted/talented students.

#### **Counselors**

KISD counselors who work with gifted/talented students have completed a minimum of six hours of professional development that includes nature and needs of gifted/talented students,

service options for gifted/talented students, and social emotional learning.

### **District G/T Director/Curriculum Director**

The district G/T Director who has thirty (30) hours of professional learning in gifted/talented education and annual six (6) hour professional learning updates as required in 19 TAC 89.2(1) is assigned to coordinate district level services for gifted/talented students in grades K-12.

KISD's written plan for professional learning in the area of gifted/talented education is based on identified needs and is implemented and updated annually.

KISD ensures opportunities for professional development in the area of gifted/talented education are provided on a regular basis and information on them is disseminated to professionals in the district.

### **Teachers**

KISD will ensure a minimum of thirty clock hours of professional development learning that includes nature and needs of gifted/talented students, identification and assessment of gifted/talented students, and curriculum and instruction for gifted/talented students is required for teachers who provide instruction and services that are a part of the district's defined gifted/talented services. All core secondary teachers grades 9-12 are required to have completed thirty hours of professional learning prior to their assignment to the district's gifted/talented services (19 TAC 89.2(1)).

KISD teachers, without the required training, who are assigned to provide instruction and services that are part of the district's defined gifted/talented services are required to complete the thirty hour training within one semester (19 TAC 89.2(2)).

KISD teachers are encouraged to obtain additional professional development in their teaching discipline and/or in gifted/talented education.

KISD teachers who provide instruction and services that are a part of the district's defined gifted/talented services receive a minimum of six hours annually of professional development in gifted/talented education that is related to state teacher education standards (19TAC 89.2(3) and TAC 233.1).

Each year, KISD new teacher orientation will provide new teachers to the district an orientation to the district's gifted/talented identification process and the district's services for gifted/talented students.

KISD ensures teachers as well as administrators who have supervisory duties for service decisions and teachers are required to complete a minimum of six hours of professional development that includes nature and needs of gifted/talented students and service options for gifted/talented students (19 TAC 89.2(4)).

### **Professional Learning Accountability**

Professional development activities are evaluated and the results of the evaluation are used in making decisions regarding future professional development plans. KISD gifted/talented committee will be involved in planning, reviewing and/or conducting the district's gifted/talented training.

## **FAMILY AND COMMUNITY CONNECTIONS AND COMMUNICATIONS**

### **Dissemination of Information**

KISD gifted/talented plans are available at each campus and at the district office and on-line.

KISD provides an array of learning opportunities for gifted/talented students in grades K-12, and parents are informed of all gifted/talented services and opportunities.

### **Community/Family Input**

The KISD Gifted/Talented Advisory Committee consists of the district gifted/talented committee, 2 parents, and 1 community member.

The KISD District Gifted/Talented Advisory Committee will annually give recommendations regarding students who may need gifted/talented services. Input from family and community representatives on gifted/talented identification and assessment procedures is invited annually.

### **Family and Community Involvement**

Annually, KISD will hold a gifted/talented Product Fair. The Product Fair will be held in the spring. Gifted/Talented students from all campuses will unite in one central location to host a District Gifted/Talented Product Fair. A designated date, time and location of the event will be determined and information will be disseminated to parents and community members through the Kenedy ISD website [www.kenedyisd.com](http://www.kenedyisd.com), by school messenger and/or with flyers sent home with students. The community will be invited to attend.

After KISD identifies students and places students in the gifted/talented program, a parent orientation meeting will be held.

KISD District Advisory Committee will make recommendations for improvement on gifted/talented policies and procedures. The committee annually will participate in the gifted/talented evaluation process.

### **Parent Groups/Associations**

KISD encourages parent participation in a parent association.

### **G/T Program Comprehensive Guide**

The KISD Gifted/Talented District Plan is the comprehensive manual guide describing all gifted/talented programs, services, assessments, and communication which is accessible to parents, community and students including district gifted/talented contact information and can be accessed online at [www.kenedyisd.com](http://www.kenedyisd.com). Please feel free to contact the following:

- Karly Nichols: Gifted and Talented HS & District Coordinator 830-583-4100 ext. 1256
- Miah Jalufka: Gifted and Talented Middle School Coordinator 830-583-4100 ext. 1233
- Shelley Weilbacher: Gifted and Talented Elem. Coordinator 830-583-4100 ext. 1339
- Tim Casner: Director of Instructional Services 830-583-4100 ext. 1555
- Carl Straube: Director of Instructional Services 830-583-4100 ext. 1556
- John Smith: Kenedy Elementary School Principal 830-583-4100 ext. 1335
- Melissa Leza: Kenedy Elementary Assistant Principal 830-583-4100 ext. 1330
- Priscilla Torres: Kenedy Elementary School Counselor 830-583-4100 ext. 1334
- William Bailey: Kenedy Secondary Principal 830-583-4100 ext. 1220
- Tanya Castillo: Kenedy Secondary School Assistant Principal 830-583-4100 ext. 1213
- Feedee Langrehr: Kenedy Secondary Counselor 830-583-4100 ext. 1241

### **Evaluation of Services**

The District Directors of Instructional Services will gather information and compile a gifted/talented annual report that will be presented in the July board meeting. The outcomes and findings of the evaluation are shared with the parent through the district website, during our beginning of the year open house at each campus, or by request to the administration office. This data will be used to modify and update district and campus improvement plans.

The KISD gifted/talented annual report will serve as the evidence of continued service development.

Long range evaluation is based on evidence obtained through gifted/talented appropriate performance measures such as Texas Performance Standards Project (TPSP). The rubrics will be reviewed to find areas of need that will be reflected in the Campus Improvement Plan as well as the District Improvement Plan.

KISD campus principals and Directors of Instructional Services will establish guidelines for materials purchased/resources used to serve gifted/talented students and ensure that materials purchased/resources used are in compliance with gifted/talented differentiated learning.

KISD annual gifted/talented report will be reviewed and modified based on annual evaluation.

KISD gifted/talented report will be used to improve services to gifted/talented students in the district and campus improvement plans.

### **STANDARDS OF SERVICE COMPLIANCE AND FUNDING**

#### **Services and Policies**

KISD ensures that the District Gifted/Talented Plan is in compliance with the Texas State Plan for the Education of Gifted/Talented Students (19 TAC 89.5).

KISD gifted/talented District Advisory Committee will make recommendations for improvement on gifted/talented policies and procedures.

During administrative meetings, the development and delivery of curriculum of gifted/talented students will be a monthly agenda item.

### **Funding Compliance**

To the extent that state funding is provided for gifted/talented student education, local funding for gifted/talented education programs is used to supplement the state funding. KISD will include local funding to the extent necessary to ensure appropriate gifted/talented student education.

Funds used for programs and services must be determined effective and consistent with the standards set forth in this document.

KISD ensures effectiveness, consistency of compliance with District Gifted/Talented Plan.

### **Access to Services**

KISD ensures that all students have access to assessments and if needed, gifted/talented services are available to all populations of the district (19 TAC 89.1(3)).

In the spring after G/T Testing, the G/T District Committee will review the referrals made to the G/T program as well as the population of the G/T program. The Committee will make recommendations to ensure the population of the G/T program is moving toward equity in ethnicity as well as economic status of the district population.

### **Non Compliance Plan**

For any standard of service for which the district is out of compliance, KISD will create a written plan specifying actions and timelines for achieving compliance. The District Director of Instructional Services along with the campus administrators will create the Non-Compliance Plan. The District Director of Instructional Services along with the campus administrators will monitor the Non-Compliance Plan. KISD School Board will be provided with Non-Compliance Plan. The Non Compliance plan, if needed, will be part of the annual G/T board report.

# Kenedy ISD

## Public Announcement for G/T Referral

Kenedy ISD is beginning the referral process for Gifted/Talented (G/T) services for the \_\_\_\_\_ school year. We are committed to providing challenging learning experiences for students with exceptional intellectual and/or creative thinking abilities. A general information meeting about the district's G/T services and an overview of the characteristics of gifted and talented students will be held \_\_\_\_\_, at the \_\_\_\_\_.

Anyone wishing to refer a student attending Kenedy ISD in kindergarten through grade 12 can pick up or request a copy of the referral form at their school office after \_\_\_\_\_.

- This form must be returned to the school by \_\_\_\_\_
- Those unable to go by the school office should call and request a form to be sent to them.

# Kenedy ISD

## Gifted/Talented Referral Form

I, \_\_\_\_\_, as parent/ teacher/  
community member would like to refer

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for the Gifted/Talented assessment process. I believe this child has  
extraordinary high levels of intellectually &/or academic ability and that  
the most effective educational placement is the district gifted/talented  
services. I understand the district will make every effort to determine  
the most effective educational services based on the student's  
educational needs. The child is currently in grade \_\_\_\_\_.

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Name of Person Making Referral

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Signature of Person Making Referral

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Date of Referral



# Kenedy ISD

## Gifted and Talented - Permission to Test

Dear Parent/Guardian,

Your child, \_\_\_\_\_,  
has been referred for testing to see if he/she would benefit from Gifted and Talented Services for Kenedy ISD. To receive proper services, your child will need to be assessed. The Gifted/Talented Committee will look at numerous pieces of information before eligibility for services can be established. After the student is tested and the Gifted/Talented Committee has evaluated all information, the Committee will determine what is the most effective educational placement for your child based on your child's assessment data. You will receive written notification of the decision made by the committee.

Please return this form to your child's teacher by \_\_\_\_\_ if you would like the school to assess your child. Thank you for your cooperation.

Sincerely,

Kenedy ISD G/T Coordinator

Child's Name: \_\_\_\_\_

\_\_\_\_\_ Yes, I give my permission for you to assess my child for Gifted/Talented Services.

\_\_\_\_\_ No, I do not wish to have my child tested at this time.

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Kenedy ISD**  
**Parent Permission Form for G/T Services**

Student's Name: \_\_\_\_\_

Address: \_\_\_\_\_

Home/Cell phone: \_\_\_\_\_

Work phone: \_\_\_\_\_

Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_

*The KISD G/T committee has determined that the most effective educational placement for your child is in the G/T program. Before we can officially offer your child these services, we must have your written approval for your child to participate. Please complete this form and return it to school as soon as possible.*

**Please check the appropriate space:**

\_\_\_\_\_ YES, we give permission for our son/daughter to receive Gifted/Talented services.

\_\_\_\_\_ NO, we do not want our son/daughter to receive Gifted/Talented services.

Parent/Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_

# KENEDY ISD

## G/T Testing Results

To the parents/guardians of \_\_\_\_\_,

The purpose of this letter is to inform you about the results of Kenedy ISD's gifted/talented (G/T) screening. The committee reviewed quantitative and qualitative data collected on your child.

As defined by the Texas Education Code, a gifted and/or talented student is "a child who performs or shows the potential for performing at remarkably high levels of accomplishment when compared with others of the same age, experience, or environment." Our G/T services serve the needs of the academically advanced student in General Intellectual Ability in the four core areas: math, science, social studies, and English language arts and creativity.

At this time, our screening indicates that the most effective educational placement for \_\_\_\_\_ is not the KISD G/T program. As a parent, you have the right to appeal this decision. If you would like to discuss this decision further, please contact the campus Gifted/Talented teacher for a personal conference to look over the screening process records on your child.

Sincerely,

# Kenedy ISD

## Exit Committee Report

Date: \_\_\_\_\_

Student name: \_\_\_\_\_ Campus: \_\_\_\_\_

Grade level: \_\_\_\_\_ Person initiating request: \_\_\_\_\_

**List previous classroom/campus interventions for student:**

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**Furlough Date and Outcome:**

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Committee Decision \_\_\_\_\_ Exit granted \_\_\_\_\_ Exit denied \_\_\_\_\_ Additional Intervention(s)

Rationale for exit or denial: \_\_\_\_\_

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### Committee Members

\_\_\_\_\_  
Student

\_\_\_\_\_  
Parent(s)/Guardian(s)

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Principal/Counselor

\_\_\_\_\_  
Other (Specify)

\_\_\_\_\_  
Other (Specify)

# **Kenedy ISD**

## **G/T Furlough Policy**

A furlough, or temporary "leave of absence," from receiving Gifted/Talented (G/T) services is designed to meet the individual needs of an identified student. Anyone may request a furlough: parent/guardian, student, teacher, or administrator. A furlough request form can be obtained from the counselor's office at the campus where the identified child is receiving services.

Please return the furlough request to the counselor's office. The principal will present the furlough request to the members of the G/T committee for consideration. A student may be furloughed for a period of time deemed appropriate by the G/T committee. Furloughs are temporary and will not be longer than one semester.

At the end of the furlough, the student's progress shall be reassessed, and the student may begin receiving G/T services, exited from services, or be placed on another furlough. Furloughs can be granted for a variety of extenuating circumstances such as: family problems, illness, emotional problems, or anything that would inhibit a child's performance while receiving G/T services. Furloughs will not be used as a disciplinary tool.

**Kenedy ISD**  
**G/T Furlough Referral Form**

Date: \_\_\_\_\_

Requested by: \_\_\_\_\_

Check below if you have read and understand the Kenedy ISD Furlough policy.

Requested for (student's name): \_\_\_\_\_

\_\_\_\_\_ I have read and I understand the Kenedy ISD Furlough Policy.

Date: \_\_\_\_\_ Length of time requested: \_\_\_\_\_

Reason(s) for request: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Committee Decision \_\_\_\_\_ Furlough granted \_\_\_\_\_ Furlough denied \_\_\_\_\_

Date: \_\_\_\_\_ Length of time granted: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Committee Member

\_\_\_\_\_  
Committee Member

\_\_\_\_\_  
Committee Member

\_\_\_\_\_  
Committee Member

\_\_\_\_\_  
G/T Coordinator/Teacher

\_\_\_\_\_  
G/T Coordinator/Teacher

\_\_\_\_\_  
Principal/Counselor/Other (specify)

# Kenedy ISD

## G/T Services Parent Survey

Please take a few moments to complete and mail this anonymous survey in the self-addressed, stamped envelope provided.

Student's grade level: \_\_\_\_\_

Please check the answer that best represents your opinion in response to the following questions:

	Agree	Disagree	Don't Know
1. The G/T services my child receives have had a positive influence on my child's attitude toward school.			
2. My child's G/T teacher(s) understands the characteristics and needs of gifted children.			
3. My child's G/T teacher(s) adjusts assignments in order to meet his/her learning needs.			
4. The G/T services my child receives provide many opportunities for my child to work with other children who have similar interests and abilities.			
5. The G/T services my child receives provide learning opportunities that are challenging to my child.			
6. The G/T services my child receives provide many opportunities for my child to pursue his/her passions and develop new topics of his/her personal interest through independent learning.			
7. The amount of work my child completes in the G/T classroom is appropriate for their learning level.			
8. My child's G/T teacher provides assignments based on my child's learning needs that are different from what the other students are learning.			
9. The G/T services my child receives have been effective in improving my child's academic achievement.			
10. My child's G/T teacher communicates and collaborates with me about my child's learning needs.			
11. The G/T services my child receives overall have been very beneficial.			

**What aspects do you like about the G/T services Kenedy ISD provides?**

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**What should be done to improve G/T services provided by Kenedy ISD?**

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## KISD Gifted/Talented Student Survey

Please complete the following information by marking the appropriate box for each question. Return this form to your teacher as soon as possible.

	Most of the time	Sometimes	Not at all
1. In G/T, I am learning to solve problems.			
2. In G/T, it is okay to ask questions.			
3. The work I am expected to do in this class is challenging.			
4. I work on my own in G/T.			
5. In G/T, I can learn about topics that I'm interested in.			
6. In G/T, I can work at my own speed.			
7. In G/T, I understand why I did well or poorly.			
8. I am encouraged to talk about really unusual ideas.			
9. The G/T teacher(s) help(s) me outside of class time if I need it.			
10. I feel it is important to have at least part of the day only with other gifted students.			
11. In G/T, I learn about differences in people and what it means to be gifted.			
12. I have to do work in G/T and make up work I have missed in my regular class.			
13. The time I spend in G/T is time well spent.			

Name the last topic you researched. Did your teacher choose the topic?

What do you like best about G/T?

What do you like least about G/T?

## Kenedy ISD

### General Teacher Survey G/T Services Evaluation

Please complete the following information by marking the appropriate box for each question. Return this form to your principal as soon as possible.

	Yes	No	N/A
1. I know the district's criteria for selecting gifted students.			
2. I have referred one or more students to receive G/T services.			
3. I feel confident in my student referrals for gifted services.			
4. I have had the opportunity to conference with the G/T teacher(s) in regard to how identified students are enriched and challenged.			
5. More information is needed on recognizing and meeting the needs of gifted children.			
6. I can explain to parents or other members of the community the G/T services on my campus.			
7. I have observed gifted students sharing their products and performances.			
8. I understand the importance of differentiation in the regular classroom to meet the needs of gifted students.			
9. I provide the opportunity for eager students to share knowledge learned from activities with gifted services.			
10. My expectations change for the child who has been identified as being gifted.			
11. Information on gifted services is made available to all parents.			
12. Gifted services are viewed as an elitist program by other parents or the staff.			
13. Gifted services blend in with the overall mission of our campus.			

Please add any additional comments on ways we can improve our gifted services:

\_\_\_\_\_  
Teacher Name

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

# Kenedy Independent School District

## Gifted and Talented Student Progress Report

Name\_\_\_\_\_ Grade\_\_\_\_\_ Teacher\_\_\_\_\_

Criteria	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
<b>Creative Thinking Skills</b> Consistently and clearly communicates unique ideas. Exhibits ingenious, inventive, lively imagination.				
<b>Critical Thinking Skills</b> Clearly demonstrates the use of systematic, analytical approaches in making decisions.				
<b>Quality of Work</b> Consistently plans and uses time well, follows directions, defines the task, and evaluates all products for quality.				
<b>Problem Solving</b> Consistently recognizes the need for and uses systematic problem-solving techniques with competency and proficiency.				
<b>Risk Taking</b> Asks penetrating questions. Is thoughtful, analytical and curious. Explores topics in breadth and/or depth.				
<b>Interpersonal Relationships</b> Cooperates in all group settings. Respects other students' right to learn and recognizes their interests, needs, and feelings. Accepts evaluative input.				
<b>Self-Discipline</b> Exhibits appropriate behavior in most situations. Consistently demonstrates respect, responsibility and reliability.				
<b>Motivation</b> Consistently self-directed. Demonstrates outstanding effort, persistence and application on purposeful tasks.				

**E - Exceeds Expectations      M - Meets Expectations      N - Needs Improvement**

**1st Nine Weeks Comments:**

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Parent Signature\_\_\_\_\_ Date\_\_\_\_\_

**2nd Nine Weeks Comments:**

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Parent Signature\_\_\_\_\_ Date\_\_\_\_\_

**3rd Nine Weeks Comments:**

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Parent Signature\_\_\_\_\_ Date\_\_\_\_\_

**4th Nine Weeks Comments:**

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Parent Signature\_\_\_\_\_ Date\_\_\_\_\_

## **G/T Texas Performance Standards Project (TPSP) Lesson Plan Template**

Kenedy ISD teachers will assure that all the TEKS are being taught at all levels to all students, including the gifted. To extend the curriculum for the advanced student, teachers will use the following format to plan for advanced curriculum needs. This template was based on the Continuum of Learning Experiences Framework (COLEF) and the TEA state initiative The Texas Performance Standards Project for gifted students. Please refer to your grade level/content COLEF at <http://www.texaspsp.org/resources/colef.php>.

<b>Unit of Study:</b> <b>Length of time:</b>
<b>In what ways am I extending this unit to help students define a problem or topic and develop research questions?</b>
<b>In what ways am I extending this unit to review sources of information/data?</b>
<b>In what ways am I extending this unit to help students refine research questions?</b>
<b>In what ways am I extending this unit to help students gather information/data?</b>
<b>In what ways am I extending this unit to help students analyze and interpret data?</b> <b>Synthesis:</b> <b>Evaluate:</b> <b>Develop personal viewpoints:</b>
<b>In what ways am I ensuring students can share their findings through a product or presentation?</b>

# Kenedy ISD

## Documentation of Gifted/Talented Services

**Optional... may not want to use, BUT each campus/ district should have a standard way they document differentiation.**

Student Name \_\_\_\_\_ Grade/Subject \_\_\_\_\_

Teacher Name \_\_\_\_\_ Semester/Year \_\_\_\_\_

### Method(s) of Services:

<b>A) Depth &amp; Complexity (required)</b>	<b>B) Advanced Level Product/Performance (required)</b>
C) Choice of Product	D) Most Difficult First
E) Problem Based Learning	F) Tiered Assignment
G) Questioning/Bloom's Taxonomy	H) Creative Problem Solving
I) Inductive Thinking	J) Ability Grouping
K) Pre-Assessment	L) Other:

Directions to teacher: State mandates require gifted students to receive differentiation on a regular basis. Fill in the date and content, and then circle the letter of the differentiation technique used in the lesson. You may not need to document differentiation every time, depending on frequency. This form represents a sampling of what you do for this Gifted/Talented student and should last one semester.

Date	Lesson/Content													
		A	B	C	D	E	F	G	H	I	J	K	L	
		A	B	C	D	E	F	G	H	I	J	K	L	
		A	B	C	D	E	F	G	H	I	J	K	L	
		A	B	C	D	E	F	G	H	I	J	K	L	
		A	B	C	D	E	F	G	H	I	J	K	L	
		A	B	C	D	E	F	G	H	I	J	K	L	
		A	B	C	D	E	F	G	H	I	J	K	L	
		A	B	C	D	E	F	G	H	I	J	K	L	
		A	B	C	D	E	F	G	H	I	J	K	L	

# Habits of a Scholar

1. **Excellence** - Scholars take pride in their work and seek excellence in their finished products. They always try to go above the minimum requirements.
2. **Multiple Perspectives** - Scholars look beyond themselves and see how others view things. They understand that we do not have to agree and that it's okay that others see things differently.
3. **Pondering** - Scholars take time to develop their thoughts and take time for reflecting on what they have learned.
4. **Vision / Goals** - Scholars know that having a goal is key and that without a path, there can be no vision for the future.
5. **Preparation** - Scholars have their materials ready and are prepared mentally and physically with whatever is needed to learn.
6. **Curiosity** - Scholars always wonder. They are willing to ask questions and seek answers.
7. **Drive** - Scholars have a thirst for knowledge. They seek to do better, they strive to learn, and they try new things.
8. **Saving Ideas** - Scholars organize their learning and find ways to save their ideas: journals, binders, Google drive.
9. **Perseverance** - Scholars exercise their minds by trying challenging tasks and sticking to them, no matter how difficult.
10. **Resources** - Scholars look at multiple sources when learning.

# **Gifted and Talented Student Expectations**

## **I. Character**

To establish a physically, emotionally, and intellectually safe environment, gifted and talented students must uphold the utmost standard for how they interact with one another. Behaviors that disrupt the positive experience for other GT students will not be tolerated. Bullying, teasing, laughing at ideas/answers, excluding, dismissing, cyberbullying and other hurtful behaviors will be fully investigated and handled on a case-by-case basis.

If a GT student shows a pattern of negative character behaviors, interventions will be put in place to support the student's growth. However, should the pattern of behavior remain unchanged, the GT Committee shall determine whether probation or dismissal from the program is warranted.

## **II. Behavior and Conduct**

Discipline referrals are not acceptable for GT students, as they do not reflect the values and behavior expected of students in the gifted and talented program. Students make mistakes. However, a pattern of behaviors that breach the code of conduct may result in probation and/or dismissal from the GT program.

Discipline Referrals within one school year will be handled in the following manner:

- 1st Offense - Warning, conference with the GT teacher
- 2nd Offense - Student placed on a behavior plan of action, parent conference with the GT teacher and/or school administration
- 3rd Offense - Probation from the GT program. GT Committee will determine the length of time for probation
- 4th Offense - Mandatory removal from the GT program



Discipline Referrals results in Out of School Suspension will be handled in the following manner:

- 1st Offense - Student placed on a behavior plan of action, parent conference with the GT teacher and/or school administration, probation determined by the GT Committee.
- 2nd Offense - Mandatory removal from the GT program

Referrals resulting in place in the District Alternative Education Program (DAEP) will result in immediate removal from the GT program.

### **III. Class Performance**

GT teachers will monitor student grades at each progress report and nine week grading period (report card). If a student's grade(s) fall below a 70, the GT teacher will meet with the classroom teacher and schedule a parent conference to develop an academic plan of action for the student. This plan will include several supports designed to help improve the student's academic performance. Upon the completion of the plan of action period (either by the next progress report or report card), the GT Committee will determine whether the student should be placed on academic probation, continue the plan of action, or be dismissed from the gifted and talented program.

Failure to pass any STAAR test at the end of the academic year will result in a review by the GT Committee to determine whether a student will be placed on probation or be dismissed from the GT program.

**Student Name** \_\_\_\_\_

**Student Signature** \_\_\_\_\_

**Student Grade** \_\_\_\_\_ **Date** \_\_\_\_\_

**Parent Name** \_\_\_\_\_

**Parent Signature** \_\_\_\_\_