

Karnes City Independent School District Gifted and Talented Plan

2020-2021



Karnes City Independent School District's Gifted and Talented Program

This comprehensive manual includes district policies and procedures reflective of state guidelines for gifted and talented students. In accordance with the Fidelity of Services on the Texas State Plan, this manual provides information for all Gifted and Talented programs, services, assessments, and communication which is accessible to parents, community, and students. An external program evaluation is performed annually to review and update any needs areas of the program. During the program evaluation, feedback is collected from various stakeholders including parents, G/T identified students, teachers, and administrators.

The intent of this Gifted and Talented Handbook is to:

- Inform the public about the Karnes City ISD Gifted and Talented Program
- Communicate the K-12 identification procedures
- Provide a K-12 vertically aligned instructional framework and service design plan
- Reflect Karnes City ISD's compliance with the Texas State Plan for the Education of Gifted/Talented Students
- Share framework for accountability and program evaluation

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I. Definition and Goal

A. Definition

§ 29.121. DEFINITION: In this subchapter, the state of Texas defines “gifted and talented student” by the following: "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 as passed by the 74th Legislature of the State of Texas. Effective September 1, 1995.*)

B. Goal

Karnes City Independent School District (KCISD), is in accordance with the State goal for the Gifted and Talented(G/T) Program:

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 have participated in services for gifted students will have produced products and performances of professional quality as part of their program services.

II. Student Identification Process

Texas State Plan Says....

In accordance with Student Assessment standard 2.1 under the Accountability column states, “Written policies on student identification for gifted/talented services are approved by the district board or trustees and disseminated to all parents (19 TAC §89.1). (TEA, 2019, page 10) [https://tea.texas.gov/Academics/Special_Student_Populations/Gifted and Talented Education/Gifted Talented Education/](https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/)

The identification process consists of three steps:

- 1) Refer students for the program; and
- 2) Screening of students using appropriate instruments; and
- 3) The Campus Selection Committee and gifted and talented staff shall evaluate each referred student according to the established criteria and shall identify these students for whom placement in the gifted/talented program is the most appropriate educational setting.

A. Referral Process

Texas State Plan Says....

In accordance with Student Assessment standard 2.14 under the Accountability column states, “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 (19TAC §89.1(1)). (TEA, 2019, page 11)

A student may be referred for the KCISD Gifted and Talented program by anyone familiar with the student’s abilities, including parents, teachers, peers, community members or self. The district will offer an awareness session prior to the referral period for families to receive an overview of the assessment procedures and services for gifted/talented students. As part of the awareness session, the district will post information, including a start and close date, for referrals. Referral forms are provided at the awareness session and are also available in each campus office and on the KCISD web site. Completed forms should be returned to the student’s campus. All students referred for the program are included in the assessment process. A student who has been referred and not selected for the program must wait one full academic year before a new referral can be made.

The awareness session and the general referral process will be held in the fall of each school year. An effort is made to secure referrals of students from diverse backgrounds, including economically disadvantaged, those with special needs, and historically underrepresented groups.

No student is discriminated against in the identification process because of sex, race, creed, ethnic origin, religious preference, or disabilities.

Documentation of all recommendations is on file with the campus G/T contact person, usually the campus counselor.

B. Screening Procedures

Texas State Plan Says....

In accordance with Student Assessment standard 2.15 under the Accountability column states, “Assessment opportunities for gifted/talented identification are made available to students at least once per school year” (TEA, 2019, page 12)

[https://tea.texas.gov/Academics/Special Student Populations/Gifted and Talented Education/Gifted Talented Education/](https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/)

All Kindergarten students are screened in the fall. Kindergarten students who show clear indications, from the screening process, of potential to excel in general intellectual ability will be assessed early in the spring semester along with all students grades 1-12 who have been referred.

A "Permission to Test" form is sent to the parent/guardian of each student selected/referred for testing.

Karnes City ISD follows the Texas State Plan for the Gifted and Talented by using a minimum of three identification criteria at kindergarten and a minimum of three identification criteria that includes both qualitative and quantitative measures in grades K-12.

In order to ensure the KCISD assessment process is equitable and fair as possible, both quantitative and qualitative assessment instruments will be used. Assessment instruments may include but are not limited to the following:

1. Subject matter aptitude tests
2. General intellectual ability tests
3. Teacher and Parent Rating Scales
4. Creative Potential
5. Student products/performances

Students who have special needs shall be assessed in an appropriate manner. The special education staff will provide consultation.

Students will be assessed in a language they understand or with nonverbal assessments.

C. Identification Process

Texas State Plan Says....

In accordance with Student Assessment standard 2.26 under the Accountability column states, "Final determination of students' needs for gifted/talented services is made by a committee of at least three (3) local district or campus educators who have received training in the nature and needs of gifted/talented students and who have met and reviewed the individual student data (19 TAC §89.1(4))" (TEA, 2019, page 13).

https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/

The purpose of identification is to determine which students will benefit from the services provided. Students are identified to receive G/T services in accordance with the district's written board-approved definition of giftedness.

Upon the completion of all testing, the campus G/T coordinator will score, collect, and record all data for all students referred to the KCISD G/T program. The data will be referred to the campus G/T selection committee.

The campus selection committee will be composed of at least three members from the following personnel: Campus G/T coordinator, G/T trained campus administrator, G/T trained campus counselor, minimum of two 30-hour G/T trained teachers.

Selection Committee Roles and Responsibilities:

- Setting Selection Committee Meeting Date
- Recording minutes of the meeting, to include but not limited to:
 - Attending members names and positions
 - Information pertaining to selection discussions
 - Listing of students who qualify for the G/T program and will be identified in PEIMS
- Comprehensive review of all student data collected

Selection is based upon a multiple criteria approach. A profile of the student's assessment will be used to help the committee determine identification. The Campus Selection Committee will utilize the data on the student profile and any other needed artifacts to determine if G/T services are appropriate.

Additional criteria may be used if a score for one of the criteria is unobtainable or a score for one of the criteria results in a distorted representation of the student's true abilities, as determined by the full Campus Selection Committee.

Specific reasons for waiving or additional criterion will be indicated under the comments section of the profile, which will be signed by all members of the Campus Selection Committee.

Final decision for selection of gifted and talented students rests with the campus selection committee as defined by State guidelines.

Notification to enter the program is sent to the parent/guardian of selected students. An affirmative reply will constitute enrollment and initiate services for that student in the gifted and talented program. Students identified in PEIMS as "G/T" will have "active" status unless furloughed or exited from the program.

Kindergarten students who qualify, will be identified and enrolled to begin receiving services by March 1st.

Parents or guardians of students who did not qualify receive notification and are given the opportunity to appeal the decision.

Whenever possible, referral procedures and forms for assessment of gifted/talented students are communicated in a language and form that the families understand. Campuses will provide an interpreter whenever possible.

III. Appeals Process

Texas State Plan Says....

In accordance with Student Assessment standard 2.13 under the Accountability column states, “Policy related to appeals allows parents, students, and educators to appeal placement decisions in a timely manner and to present new data, if appropriate” (TEA, 2019, page 11). https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/

The following procedures are to be used by all parents, staff, or community members requesting a review of Campus Selection Committee decisions or requesting a deviation from the written district guidelines.

1. The person initiating the appeal will submit a written request for review to the campus G/T coordinator or campus administrator within 10 working days of receiving notification. If the person initiating the appeal wishes to appear in person, the request should be indicated on the written request.
2. Campus administrator will schedule an appeal meeting to include the Campus Selection Committee and the District G/T Coordinator or Assistant Superintendent of Curriculum and Instruction.
3. The Appeals Committee will review identification process and all identification data.
4. The campus administrator will be communicated in writing to the person making the appeal within 10 working days after the meeting.

IV. Reassessment

KCISD does not require routine reassessments. If reassessment is determined to be needed, the reassessment will be based on a student’s performance in response to services in G/T. Reassessment will occur no more than once in elementary grades, once in middle grades, and once in high school grades.

V. Transfer Student Procedures

Texas State Plan Says....

In accordance with Fidelity of Services standard 2.13 under the Accountability column states, “Policy related to appeals allows parents, students, and educators to appeal placement decisions in a timely manner and to present new data, if appropriate” (TEA, 2019, page 11). https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/

When a student identified as gifted by a previous school district enrolls in KCISD, the selection committee shall review the student’s records and conduct assessment procedures when necessary to determine if placement in the District’s program for gifted and talented students is appropriate. If assessment is necessary, the student will be tested and placed within six weeks of transferring into the district.

VI. Furlough, Exiting, and Reentering Procedures

Texas State Plan Says....

In accordance with Fidelity of Services standard 2.10 and 2.12 under the Accountability column states, "Policy is adopted allowing student furlough (the opportunity for students to have a leave of absence from gifted/talented program services) for specific reasons and for a certain period of time without being exited."

(TEA, 2019, page 11).

"Policy related to exiting of students from gifted/talented services is based on multiple criteria including student performance in response to services. Exiting of a student is finalized by committee decision after consultation with parents and student regarding the student's educational needs." (TEA, 2019, page 11).

https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/

A furlough is a temporary leave of absence from G/T Services for specified reasons and for a certain period of time without being exited from services.

Students should be considered for exiting/furloughing from their assigned G/T program under the following conditions:

- 1) They have demonstrated over a substantial length of time (at least one semester) that they are not benefiting from the program; or
- 2) The student requests removal from the program; or
- 3) The student's parent/guardian requests that the student be removed from the program.

Grades should not be the sole criterion used when considering whether or not a student is benefiting from G/T services. The Campus Selection Committee is the only entity that can finalize a furlough or exit from the program. The decision will be based on multiple criteria.

The District shall monitor student performance in response to gifted and talented program services. If at any time the selection committee or a parent determines it is in the best interest of the student to furlough/exit the program, the committee shall meet with the parent and student before finalizing a furlough/exit decision. A student who has exited the gifted and talented program may be considered for reinstatement at the discretion of the campus G/T committee.

A student who has been exited, may be recommended for the G/T program after one full academic year. The identification process must be followed for the student to qualify for the program.

VII. Program Description and Design

Texas State Plan Says....

In accordance with Service Design standard 3.1 under the Accountability column states, “Identified gifted/talented students are assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas. Services are available during the school day as well as the entire school year. Parents are informed of these options (19 TAC §89.3(3))” (TEA, 2019, page 14).
https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/

Primary (Kindergarten -1 st)	Elementary (2 nd -5 th)	Junior High (6 th -8 th)	High School (9 th -12 th)
<p>Kindergarten and 1st grade teachers are 30-hour G/T trained, meaning all students will receive their G/T instruction in their classroom. Cluster grouping of G/T students is recommended.</p> <p>Curriculum: The Texas Performance Standards Projects and other authentic research experiences</p>	<p>Pull-Out Program Instruction at the elementary level is achieved through a pull-out program and students identified to receive G/T services are provided accelerated instruction in all four core areas. Instruction and activities will align to district G/T standards that support critical content standards in Language Arts, Social Studies, Mathematics, and Science.</p> <p>Curriculum: The Texas Performance Standards Projects and other authentic research experiences</p>	<p>Instruction at the middle school level is achieved through honors courses. Language Arts, Social Studies, Mathematics and/or Science classes. All options follow grade-level Texas Essential Knowledge and Skills (TEKs) but are academically advanced courses designed to challenge gifted and/or motivated students to understand the rigorous content.</p> <p>Curriculum: The Texas Performance Standards Projects and other authentic research experiences</p>	<p>Instruction at the high school level is achieved through the options of Dual Credit and honors courses in Math, DC English 3 and English 4, Science, and Social Studies. All options follow grade-level Texas Essential Knowledge and Skills (TEKs) but are academically advanced courses designed to challenge gifted and/or motivated students to understand the rigorous content.</p> <p>Curriculum: The Texas Performance Standards Projects and other authentic research experiences</p>

Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research. The district will host a yearly showcase event allowing audiences to observe and or participate in the students culminating

research/projects. Specialists and advocates for gifted students are consulted in the development of program.

VIII. Student Evaluation

Evaluation of student progress at each campus level is done every nine weeks grades 1-12. Kindergarten will begin March 1st. The student progress report is completed and placed in the student's GT folder and a copy is sent home.

IX. Family and Community Involvement

Texas State Plan Says....

In accordance with Family/Community Involvement standard 6.2 and 6.8 under the Accountability column states, "Input from family and community representatives on gifted/talented identification and assessment procedures is invited annually." (TEA, 2019, page 20).

"The effectiveness of gifted/talented services is evaluated annually, shared with the board of trustees, and the data is used to modify and update district and campus improvement plans. Parents are included in the evaluation process and outcomes in the evaluation and the findings are shared with parents

(TEC §11.251-11.253)." (TEA, 2019, page 20).

https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/

Maintaining on-going communication with parents and community members involved in the gifted and talented program is required.

Family and Community is accomplished, but not limited to the following:

- Parents and community members are informed at an annual awareness meeting about identification procedures and encouraged to refer students for the program.
- G/T progress reports are provided to parents every nine weeks grading period.
- Parent and Family Trainings through ESC 20
- Year-end G/T Showcase
- Annual Program Evaluation
 - Student Assessment
 - Service Design
 - Curriculum and Instruction
 - Professional Development
 - Family-community Involvement

X. Teacher Competencies and Staff Development

Teachers who provide instruction and services that are a part of the program for gifted/talented students are required to have a minimum of 30 hours of training that includes nature and needs of the gifted/talented students, assessing student needs, and curriculum and instruction for gifted students or they could hold an endorsement in gifted and talented education. Teachers are encouraged to pursue advanced degrees or obtain additional professional development in their teaching discipline. Teachers who provide instruction and services that are a part of the program for gifted students are required to take a minimum of six hours annually of training in gifted education. Administrators and counselors who have authority for program decisions require a minimum of six hours of training that includes nature and needs of gifted/talented students and program options.

Teachers are responsible to keep the originals of their certificates as part of their permanent career documentation. If attendance and/or credit cannot be proven with documentation, there will be no waivers or exemptions granted. The course will have to be retaken.

Teachers who provide instruction and services that are a part of the program for gifted and talented students will provide a needs assessment for staff development in areas of strategies and delivery of curriculum. Staff development will be offered district and campus wide to provide for these needs.

Staff development areas may include:

- Differentiated instruction
- Enrichment instruction
- Social-emotional development of gifted learner
- Local GT training sessions

