

*K. A. P. E.*

*Kemp Academic Program of Enrichment*



Kemp Independent School District

Handbook for Gifted and Talented

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**KEMP INDEPENDENT SCHOOL DISTRICT**

**Vision**

Creating success in our students, our community, and our world

**Mission**

Kemp Independent School District will provide innovative educational opportunities so students achieve their potential.

## DEFINITION OF A GIFTED AND TALENTED STUDENT

A “gifted and talented student” is a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment. A “gifted and talented student” also

Exhibits high performance capability in an intellectual, creative, or artistic area  
Possesses an unusual capacity for leadership or  
Excels in a specific academic field

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

## TEXAS STATE PLAN FOR THE EDUCATION OF GIFTED/TALENTED STUDENTS

The State Plan is divided into five sections:

***Student Assessment***—Instruments and procedures used to assess students for program services measure diverse abilities and intelligences and provide students an opportunity to demonstrate their talents and strengths.

***Program Design***—A flexible system of viable program options that provide a learning continuum is developed throughout the district and reinforces the strengths, needs, and interests of gifted/talented students.

***Curriculum and Instruction***—Curriculum and instruction meet the needs of gifted students by modifying the depth, complexity, and pacing of the general school program.

***Professional Development***—All personnel involved in the planning, development, and delivery of services to gifted students have knowledge to enable them to offer appropriate options and curricula for gifted/talented students.

***Family-Community Involvement***—The district regularly encourages community and family participation in services designed for gifted/talented students.

## **DISTRICT RATIONALE FOR THE GIFTED AND TALENTED**

Kemp Independent School district provides a gifted and talented program for students in grades *kindergarten* through twelve according to the guidelines mandated by state law, Section 29.121-123 of the Texas Education Code.

Kemp Independent School District is committed to educate each child to his/her fullest potential and to recognize that each student has individual differences. Thus, Kemp ISD maintains a gifted and talented program that meets the unique social, emotional, and intellectual needs of gifted and talented students

Gifted and Talented students will

- Participate in unique opportunities to develop individual talents and to strengthen skills
- Develop a positive, realistic self-concept and a collaborative spirit in relationships with others
- Develop critical thinking skills in order to solve problems logically
- Demonstrate the ability to use creative problem solving strategies
- Recognize how change in and around their world affects their relationships
- Create original projects that reflect critical thinking skills as supplemental learning to regular classroom curriculum

### ***Program Accountability***

The Kemp ISD Gifted and Talented Program complies with accountability standards defined in *The Texas State Plan for the Education of the Gifted/Talented*. The district evaluates the gifted and talented program effectiveness annually and its findings are used to modify and update the district and campus improvement plans.

### ***Fiscal Responsibility***

Kemp ISD ensures that no more than 15% of state funds allocated for gifted/talented education are spent on indirect costs.

## **FIVE AREAS OF PROGRAM PERFORMANCE**

### **STUDENT ASSESSMENT**

The Kemp ISD Gifted and Talented Program is based on general intellectual ability, defined as general intelligence and aptitudes or abilities to reason, perceive, and understand. Assessment of students for the Gifted and Talented Program includes multiple measures of general intellectual ability. Assessment tools may include but may not be limited to SAGES-2, Naglieri Nonverbal Ability Test, Slocumb-Payne Teacher Perception Inventory, Gifted and Talented Evaluation Scale, Kaufman Brief Intelligence Test. Based on a review of information gathered during the assessment process, the selection committee recommends placement for students whose data reflect that program placement is the most appropriate educational setting. The committee reviews each student's profile, which is identified by number rather than name, and makes a decision regarding placement based on committee consensus.

All populations of the district have access to assessment and services offered as part of the program for gifted students regardless of gender, ethnicity, economic positions, language proficiency, or disability.

#### ***IDENTIFICATION***

The identification process consists of three steps:

- Nomination
- Screening
- Selection

Typically, only a small group of students, approximately 5%, is identified as gifted/talented and is placed in the Gifted and Talented Program.

#### **1. NOMINATION**

Nominations are accepted at least once a year at the elementary grades and once a semester at the secondary level.

Nomination process is advertised by each campus by using two or more of the following methods: letter sent home with student, announcement in newsletter, notice on district website, campus meeting, or other form of communication deemed effective by the campus principal.

Students may be nominated by teachers, parents, other professional personnel, themselves.

Nomination forms must be completed by the person who nominates the child; however, parents must give consent that the student be tested and evaluated.

## 2. SCREENING

Students seeking admission to the GT Program are assessed on multiple and specific criteria and on objective and subjective information. Assessment is consistent with the Texas Plan for the Education of Gifted and Talented Students.

Screening includes teacher observation, standardized tests, and tests of intellectual and productive abilities.

### K-2 Screening

Nominations open the third week of January. Nomination forms are sent and then permission to screen forms are sent after nomination forms are received. In accordance with 19 TAC, Chapter 89, Subchapter A, Kindergarten students will be identified and served by March 1.

### Grades 3-5 Screening

Nominations open the third week of January. Students are screened during the spring identification period for placement in the gifted and talented program in the fall of the following academic year.

### Grades 6-8 Screening

Nominations open in October in the fall semester and February in the spring semester. Screening will then be completed following the nomination process.

### Grades 9-12 Screening

Nominations open in October in the fall semester and February in the spring semester. Screening will then be completed following the nomination process.

## 3. SELECTION

Based on the following: The Gifted and Talented Selection Committee composed of at least three professional educators—building principal, Campus GT teacher(s), and campus counselor—evaluates each nominated student according to the district criteria. Those students who score 90% or higher in at least one of the assessed areas—intellectual, creative, or artistic; unusual capacity for leadership; or in a specific academic field—and for whom gifted program placement is the most appropriate educational setting will be selected for K.A.P. E.

Parents and students are notified in writing of the *committee's* decision, and written parental consent will be obtained before a student is placed in the Kemp Academic Program of Enrichment (K.A.P. E.).

## **APPEALS**

Appeal to the decisions of Kemp ISD Gifted and Talented Committee may be made within 7 days of the notification of placement or non-placement in the GT Program. Appeals must be made in writing by presenting additional information to the committee not previously seen by the committee. The Kemp ISD GT Committee decisions are final.

## **CONTINUANCE PROCEDURES**

Students identified as gifted and placed in K.A. P. E. will be reviewed annually by the program teacher. These students will continue in the gifted and talented program in subsequent years without having to “re-qualify.” However, if the teacher has determined upon examining the student’s performance that the gifted and talented program no longer meets the needs of the student, the student will be reviewed according to EXIT procedures.

## **PROBATION**

Students may be placed on a six-week probation at the request of the student, student’s parent, classroom teacher, or GT teacher. Reasons for probation may include excessive absences, inability to cope with classroom pressures related to participation in the GT class, quality of work below the GT standards, underachievement and/or lack of motivation or task commitment. A parent conference is scheduled to discuss the probation. While the student is on probation, she/he stays in the GT program and continues to participate in GT activities. At the end of the probationary period, the student is removed from probation, placed on furlough, or exited from the GT Program.

## **FURLOUGHS**

Students who are unable to maintain satisfactory performance within the structure of the gifted program may be placed on furlough by the selection committee for specified reason and for up to one year. During furlough, the student will not attend GT classes but will remain in the GT Program. The purpose of a furlough is to provide the student an opportunity to attain performance goals established by the selection committee. The request for a furlough may be initiated by a school administrator, teacher, school counselor, parent, or the student. At the end of the furlough, the student’s progress shall be reassessed, and the student may reenter the GT classes or be removed from the program. The committee may consider extenuating circumstances. Students are allowed one furlough for each campus level.

## **EXITING THE PROGRAM**

Student performance in the GT Program is monitored and assessed. A GT student may be exited from the program when the student does not perform at expected standards in the program and the selection committee determines being exited is in the best interest of the student. Before a student is exited from the program, a conference will be held with the student’s parent to explain the exit procedures.



A student may be exited from the GT Program under the following guidelines:

- Repeated failure to complete assigned work
- Substantial difficulty in understanding work that other students do independently (without parental or tutorial assistance)
- Consistent pattern of low grades (C's, D's, or F's) over 6 weeks
- Behavioral concerns, emotional needs, distractions, etc.

If a teacher or parent requests a student be exited, the student may not re-enter the GT Program during that school year. In order to re-enter the GT Program, the student must re-qualify.

### **FORMER GT STUDENTS**

If a GT student in good standing leaves the school district and returns within one calendar year, the student is eligible to re-enter the GT Program. If a GT student leaves the school district for more than one year, the student must be screened during the next scheduled screening period for re-entry into the GT Program.

### **STUDENT NEW TO THE DISTRICT**

Students entering Kemp ISD who have not been previously identified at GT by another district must wait until the next scheduled screening period to be considered for the GT Program.

### **TRANSFER STUDENTS**

Students transferring into Kemp ISD may be placed in the GT Program upon receipt of the appropriate information from the student's previous district and if the transfer student meets the same identification criteria as students nominated within the district.

## **PROGRAM DESIGN**

The Kemp Independent School District Gifted and Talented Program provides opportunities for students to explore their own unique abilities, develop high creative and cognitive thinking processes, make a positive contribution to their own education and to society, and fulfill their learning potential.

Students are given opportunities to work together as a group, with other students, and independently. Gifted students may also participate in credit by examination, AP classes, early high school graduation, dual/concurrent enrollment, independent studies, and the Distinguished Achievement Program.

Kemp ISD is a member of and participates in the Region 10, ESC, Advanced Academics shared services. Belonging to this group provides opportunities for teacher training, administrator training, parent involvement, program development and evaluation support, student activities, and enrichment programs.

### GT Program and Courses

Pull-out—  
Cluster Grouping  
Accelerated Program

## **CURRICULUM AND INSTRUCTION**

GT teachers implement curriculum instruction that meets the needs of gifted students by modifying the depth, complexity, and pacing of the general school program. Teachers provide students the opportunity to develop tools for further learning through critical and creative thinking, oral and written communication, and guided and independent research.

At the elementary level, students will participate in the Texas Performance Standards. Project-based learning will be a focus in the GT classes. Seventh and eighth grade students will be involved in the Model United Nations. At the high school, GT students may take accelerated classes such as calculus and AP and dual credit courses. GT students may also take independent study courses that meet their needs.

## **PROFESSIONAL DEVELOPMENT**

Teachers who provide instruction and services as part of the GT Program will complete the 5-module, 30 hours of staff development that includes nature and needs of GT students, assessment of student needs, and curriculum and instruction for gifted students (required by 19 TAC 89.2). Teachers without the required training who are a part of the GT program will be required to complete the training. In addition, teachers are provided the 6-hour update training each year. The district provides opportunities for both GT teachers and regular education teachers to attend workshops, seminars, and conferences to enhance their ability to serve identified students.

Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs and program options for GT students [19 TAC 89.2 (4)].

### **FAMILY-COMMUNITY INVOLVEMENT**

Information about the Kemp ISD Gifted and Talented Program is available to parents and community members to encourage the opportunity to develop an understanding of and support for the program. Families are advised of written policies on identification procedures and learning opportunities through student handbooks, district policy, newsletters, meetings, website, or other appropriate methods.

The district encourages community and family participation in services designed for GT students, and products and achievements of gifted students are shared with the community through presentations, newspaper articles, newsletter articles, public displays, and other appropriate measures.

Kemp ISD  
K.A. P. E. Gifted and Talented Program  
Forms

## **K. A. P. E.**

### **Characteristics of a Gifted Learner**

Asks the questions  
Is highly curious  
Is mentally and physically involved  
Has wild, silly ideas  
Plays around, yet tests well  
Discusses in detail, elaborates  
Beyond the group  
Shows strong feelings and opinions  
Already knows  
1-2 repetitions for mastery  
Constructs abstractions  
Prefers adults  
Draws inferences  
Initiates projects  
Is intense creates a new design  
Enjoys learning  
Manipulates information  
Inventor  
Good guesser  
Thrives on complexity  
Is keenly observant  
Is highly self-critical  
Often shows leadership  
Has common sense—with uncommon understanding  
Has outstanding vocabulary, is verbally fluent

**K. A. P. E.**  
**Nomination/Referral Form**

Please complete the following information and return to the student's local campus:

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Campus: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Teacher: \_\_\_\_\_  
(Homeroom Teacher for Elementary Level/Specific Subject Area Teacher for Secondary Level)

Nomination for (circle the appropriate program):

Primary      Intermediate      Junior High      High School

Person Making Referral: \_\_\_\_\_

Relationship to Student: \_\_\_\_\_

Comments Concerning Nomination: \_\_\_\_\_

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**K. A. P. E.**

**Parent Permission for Testing**

Student: \_\_\_\_\_

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

School: \_\_\_\_\_

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

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

Program: \_\_\_\_\_

Dear Parent(s) or Guardian(s):

Kemp Independent School District is in the process of screening students for the Kemp Academic Program of Enrichment for Gifted and Talented. It is necessary to analyze different types of information when deciding on the best program placement for any student. In order to determine the best educational setting for your child, additional testing may need to be administered.

In order for the district to proceed with further testing, your permission is needed by the appropriate personnel. Please complete the following information and return it to the person and location listed below.

\_\_\_\_\_  
\_\_\_\_\_

If you have any further questions, please contact the campus counselor.

- Yes, I give my permission for diagnostic testing.
- No, I do not give my permission for additional testing.

\_\_\_\_\_  
Signature of Parent or Guardian

\_\_\_\_\_  
Date

Address \_\_\_\_\_

Telephone Number(s): Home: \_\_\_\_\_

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

Cell: \_\_\_\_\_

**K. A. P. E.**

**Out-of-District Transfer Form**

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
School

\_\_\_\_\_ has been served in the Kemp Academic Program of Enrichment for Gifted and Talented. Students are selected on the basis test data, student performance, and teacher/parent input. If you need further information on this student, please contact me.

Available test data and/or comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Gifted/Talented Coordinator

\_\_\_\_\_  
School



**K. A. P. E.**

**Request for Furlough Form**

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
School

I request that consideration be given to furlough \_\_\_\_\_  
(name of student)

From the Kemp ISD Academic Program of Enrichment on the basis of the following reason:

\_\_\_\_\_  
\_\_\_\_\_

Request made by (please circle): Student Parent Teacher Other \_\_\_\_\_

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

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

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The selection committee recommends that \_\_\_\_\_ be furloughed  
from the Kemp Academic Program of Enrichment (K.A. P. E.) for a period of \_\_\_\_\_  
on the basis of the following  
reasons: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Gifted Teacher

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

\_\_\_\_\_  
Other

\_\_\_\_\_  
Date

# K. A. P. E.

## Request for Reentry from Furlough Form

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
School

I request that consideration be given to reenter \_\_\_\_\_ in the  
Kemp ISD Gifted and Talented Program (K.A. P. E.) on the basis of the following reasons:

\_\_\_\_\_  
\_\_\_\_\_.

Request made by (please circle): Student    Parent    Teacher    Other \_\_\_\_\_

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

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

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The selection committee recommends that \_\_\_\_\_ be  
granted/denied reentry to the Kemp Academic Program of Enrichment on the basis of the  
following reasons:

\_\_\_\_\_  
\_\_\_\_\_.

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Gifted Teacher

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

\_\_\_\_\_  
Other

\_\_\_\_\_  
Date

**K. A. P. E.**  
**Request for Exit Form**

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
School

I request that consideration be given to exit \_\_\_\_\_ from Kemp Academic Program of Enrichment on the basis of the following reasons: \_\_\_\_\_

\_\_\_\_\_

Request made by (please circle): Student    Parent    Teacher    Other \_\_\_\_\_

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

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

~~The selection committee recommends that \_\_\_\_\_ be dismissed from the Kemp Academic Program Enrichment of \_\_\_\_\_ on the basis of the following reasons:~~

\_\_\_\_\_  
\_\_\_\_\_.

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Gifted Teacher

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

\_\_\_\_\_  
Other

\_\_\_\_\_  
Date

**K. A. P. E.**

**Notification of Exit Form**

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
School

The request for \_\_\_\_\_ to be exited from the Kemp Academic Program of Enrichment has been approved. Please encourage your child to continue pursuing high academic standards. We will be glad to assist in any way we can.

\_\_\_\_\_  
Gifted/Talented Coordinator Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

**Kemp Independent School District  
Kemp Academic Program of Enrichment (K.A. P. E.)  
Gifted and Talented Program**

**New Student Information Form**

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
School

\_\_\_\_\_  
School Address

\_\_\_\_\_  
City

\_\_\_\_\_ has recently enrolled in Kemp ISD and has indicated participation in your Gifted and Talented Program.

Please respond to the following:

The student was a participant in your G/T program.    \_\_\_Yes    \_\_\_No

If yes, please send all tests and other pertinent data relevant to the G/T program to:

*Place Campus information here:*

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
G/T Coordinator Signature