

Gifted and Talented

Parent Handbook



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Table of Contents

IDENTIFICATION AND SELECTION PROCEDURES3

TRANSITIONS.....4

PROGRAM DESCRIPTION5

CURRICULUM AND INSTRUCTION.....6

A BRIGHT CHILD, A GIFTED LEARNER...7



IDENTIFICATION AND SELECTION PROCEDURES

Identifying students for the KISD Gifted and Talented (GT) program is accomplished through a comprehensive identification process consisting of three steps: referral, screening, and selection.

Referral

Students may be referred for the GT program by anyone, to include the students themselves. English and Spanish referral forms are available on all campuses and digitally on the district's GT web page. ([English](#)) ([Spanish](#)) Guardians will be notified when the student referral has been received. A guardian has the option to withdraw his/her child from the GT identification process. Written guardian permission is required before screening/testing begins. No student may be denied consideration for the GT program.

Please ensure guardians are aware that if a student qualifies, a class change may be necessary if the current teacher is not GT certified.

Screening

Qualitative and quantitative data are collected through three or more measures and used to determine whether a student needs GT services. The following assessments are used:

The Naglieri Nonverbal Ability Test 3rd Edition – NNAT 3 is an age-normed test that uses visual analogies to provide information about students' information processing abilities. The NNAT 3 uses progressive matrices to allow for a culturally neutral evaluation of students' nonverbal reasoning and general problem-solving abilities regardless of the individual student's primary language, education, culture or socioeconomic background.

Measures of Academic Progress Test – The MAP assessment is a nationally-normed standardized test of student achievement and is aligned to both state and national standards. It identifies what the student knows and can do.

Student interview – The interview is designed to provide insight into student interests, skills, vocabulary, and task commitment.

Students may be assessed only once during a twelve-month period.

Selection

A District GT Selection Committee, composed of at least three district educators trained in the nature and needs of gifted learners, reviews the student assessment/screening profiles. Using an established student profile criterion, students who qualify to receive GT services are identified. The campus GT coordinator then informs the guardian of the results

of the identification process. **Students who qualify for GT will receive services starting from the date of qualification.**

If a student does not qualify for GT, the Campus GT Coordinator sends a “no” letter to the guardians. This is followed up with a phone call or conference.

Appeal Process

After the District Selection Committee reviews the student’s testing results, a letter will be sent to the guardian. If a guardian desires to appeal the selection committee’s decision, he/she initiates the appeal by contacting the Campus GT Coordinator. A written appeal is required and must be submitted to the campus GT coordinator within 10 business days from the date on the selection letter. Additional assessment data and/or student information may be gathered and reviewed for a final selection decision.

PARTICIPATION IN THE GIFTED AND TALENTED PROGRAM IS VOLUNTARY AND REQUIRES WRITTEN GUARDIAN PERMISSION TO PARTICIPATE.

TRANSITIONS

Furlough Procedures

A furlough allows a student to take a “leave of absence” from the program for specified reasons and for a designated period of time without being exited.

- A furlough may be granted at the request of the student and/or guardian.
- The campus GT coordinator meets with the student and guardian to discuss the advisability of a furlough.
- A “Request for GT Furlough” form must be completed and must specify the beginning and ending date of the furlough. The furlough form must be completed in its entirety and sent to the district GT coordinator.
- A furlough can be for no longer than one school year and no shorter than one semester.
- At the end of the furlough, the student must re-enter the program or exit the GT program.

Some examples of furlough justification include:

- Long-term illness which affects a student’s performance and participation in the GT classroom
- A home or family crisis which affects a student’s performance and participation in the GT classroom
- An unavoidable schedule conflict
- Placement in DAEP

Some examples furloughs may not be granted include:

- A student does not like a particular teacher and/or classmate
- A student prefers another teacher other than the GT teacher
- A student does not want to attend GT class because his friends are not in that class

If, after the furlough period, the student and family do not want the student returned to active status, guardian must conference with the Campus GT Coordinator about exit procedures.

Exit Procedures

The Campus GT Coordinator schedules a conference if an exit from the program is being considered. At the conference, the student, guardian, GT teacher(s), and campus GT coordinator discuss the areas of concern and develop a plan for improvement. Exiting a student is considered only when the improvement strategies fail to make a significant difference in the student's success. A probationary period may be part of the improvement plan.

State guidelines specify that NO SINGLE criterion may be used to determine exit from the GT program. If the improvement plan is not successful and/or the GT teacher(s), guardian, and campus GT coordinator agree that continued program participation would not benefit the student, the campus GT coordinator will submit the signed exit form to the District GT Coordinator for consideration.

A student who exits the GT program may apply for re-admittance no earlier than one year from his/her exit date. The student must have a full re-evaluation and qualify for re-admittance.

Transfer Procedures

Students transferring from a GT program in another district or another state must provide documentation of GT qualification and participation.

Killeen ISD will initially honor GT placement based on received educational assessments for military students. This placement does not preclude KISD from performing subsequent evaluations to ensure appropriate placement of the student.

PROGRAM DESCRIPTION

Elementary Service Model

Killeen ISD serves the K-5th grade GT students in an inclusive classroom model. The inclusion model places GT students in a regular classroom with a teacher who has had a minimum of 30 hours of professional learning in gifted education. Each year, the GT teacher

must receive 6 additional hours of gifted education training. GT students may or may not be placed in the same classroom; however, they are provided opportunities to work with other GT students. There may also be occasions in which GT students are selected to work on differentiated learning tasks and activities in alternate settings.

Secondary Service Model

GT students in grades 6-12 are served in subject-specific classes including honors, AP, and dual credit courses. Students are placed in the appropriate course with a highly qualified teacher who has professional development in honors, AP, dual credit instruction as well as the minimum of 30 hours of professional learning in gifted education. Each year, the GT teacher must receive an additional 6 hours of gifted education training.

CURRICULUM AND INSTRUCTION

There are two essential components of the KISD Gifted and Talented Curriculum: differentiation of the core curriculum and the Texas Performance Standards Project.

The Texas Performance Standards Project (TPSP) is a statewide standards and assessment system used to capture the high levels of achievement of gifted/talented students. The goal of TPSP is for students to create work that reflects the professional quality that the Texas State Plan for the Education of Gifted/Talented Students requires. Student projects are TEKS- based and focus on the core content areas of English language arts, mathematics, science, and social studies with interdisciplinary connections. Students who successfully complete a project will demonstrate a deep understanding of at least one area of study in one of these disciplines.

- One student-selected project is to be completed each school year.
- The project is presented by the student in May.
- Projects are scored by teachers and students using the six TPSP scoring dimensions:
 1. Content and Knowledge Skills
 2. Analysis and Synthesis
 3. Multiple Perspectives
 4. Research
 5. Communication
 6. Presentation of Learning

Guardian Involvement

Guardian involvement is an important component of the KISD Gifted and Talented Program. Each campus will provide a guardian orientation at the beginning of the year. Throughout the year, guardian meetings and events will showcase student work.



A BRIGHT CHILD...

- knows the answers
- is interested
- is attentive
- has good ideas
- words hard
- answers the questions
- top group
- listens with interest
- learns with ease
- 6-8 repetitions for mastery
- understands ideas
- enjoys peers
- grasps the meaning
- completes assignments
- is receptive
- copies accurately
- enjoys school
- absorbs information
- technician
- good memorizer
- enjoys sequential presentation
- is alert
- is pleased with own learning

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 feeling 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