



Kemp **A**cademic **P**rogram of **E**nrichment

2022 – 2023
District Handbook



KEMP INDEPENDENT SCHOOL DISTRICT

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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 *Kindergarten* through twelfth grade 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:

- 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 classroom curriculum
- Participate in unique opportunities to develop individual talents and to strengthen skills

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.

STUDENT ASSESSMENT

Kemp ISD has written policies on student identification that are approved by the local board of trustees and disseminated to parents. The policies:

- (1) Include provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in the Texas Education Code, 29.121;
- (2) Include assessment measures collected from multiple sources according to each area defined in the Texas State Plan for Education of Gifted/Talented Students;
- (3) Include data and procedures designed to ensure that students from all populations in the district have access to assessments and, if identified, services for the Gifted/Talented program;
- (4) Provide for final selection of students to be made by a committee of at least three local district educators who have received training in the nature and needs of gifted/talented students; and
- (5) Include provisions regarding furloughs, reassessment, exiting of students from program services, transfer of students, and appeals of district decisions regarding program placement.



IDENTIFICATION

The identification process consists of:

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.

NOMINATIONS

- Nominations will be accepted once a year for all Kemp ISD students.
- Nomination process is advertised by each campus by using two or more of the following methods: letter sent home with student, announcement in newsletter, ~~note~~ on campus/district website, district wide meeting, or other form of communication deemed effective by the campus principal.
- Students may be nominated by teachers, parents, other professional personnel, or themselves.
- Nomination forms must be completed by the person who nominates the student.
- Educational guardian must give consent that the student be tested and evaluated.



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.

Possible testing instruments for identification of Gifted/Talented Students are:

- California Tests of Basic Skills
- IOWA Tests of Basic Skills
- Cognitive Abilities Test 7
- CogAT 7 Screener
- TTCT – Figural (Torrance Test of Creative Thinking)
- Naglieri Non-Verbal Ability Test
- SAGES (Screening Assessment for Gifted Elementary and Middle School Students)
- Scales for Identifying Gifted Students –Prufrock Press
- Slocumb-Payne Teacher Perception Inventory
- Environmental Opportunities Profile
- Profiles of Creative Ability

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 85% 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 Kemp Academic Program of Enrichment. (KAPE) Parents and students are notified in writing of the *committee's* decision and the student will be placed in the Gifted and Talented Program. (KAPE)



APPEALS

Appeal to the decisions of Kemp ISD Gifted and Talented Committee may be made within 14 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 grading cycle 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 will be removed from probation, placed on furlough, or exited from the GT Program.



FURLOUGHES

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 procedure.

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 the grading cycle period
- 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 as 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.

Program & 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. Project-based learning will be a focus in the GT classes. At the high school, GT students may take accelerated classes such as Honors, Advanced Placement and dual credit courses. GT students may also take independent study courses that meet their needs.



PROFESSIONAL DEVELOPMENT

Kemp ISD ensures that:

- (1) Prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted/talented students have a minimum of 30 hours of staff development that includes nature and needs of the gifted/talented students. Assessing students' needs and curriculum and instruction for gift/talented students;
- (2) Teachers without training required in paragraph (1) of this section who provide instruction and services that are part of the gifted/talented program must complete the 30 – hour training requirements within one semester;
- (3) Teachers who provide instruction and services that are a part of the program for gifted/talented students receive a minimum of a 6-hour training course, annually in gifted/talented instruction.
- (4) Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

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.



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



Características de un Alumno Dotado

Pregunta preguntas

Es muy curioso

Está física y mentalmente involucrado

Tiene ideas salvajes y tontas

Juega, pero prueba bien

Discute en detalle, elabora

Más allá del grupo

Muestra fuertes sentimientos y opiniones

Ya sabe

1-2 repeticiones para el dominio

Construcciones abstractas

Prefiere adultos

Sacar inferencias

Inicia proyectos

Es intenso crea un nuevo diseño

Disfruta aprendiendo

Manipula información

Inventor

Buen adivinador

Prospera en complejidad

Es muy observador

Es altamente autocrítico

A menudo muestra liderazgo

Tiene sentido común, con una comprensión poco común Tiene un vocabulario

