

SABINAL INDEPENDENT SCHOOL DISTRICT
PROCEDURE MANUAL
FOR ACADEMICALLY GIFTED AND TALENTED STUDENTS



Nondiscrimination

Sabinal 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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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 are advanced in relation to students of similar age, experience, or environment and reflect individuality and creativity. High school graduates who have participated in services for gifted students will have produced products and performances of professional quality as part of their services.

-Texas State Plan for the Education of Gifted/Talented Students

- [English Version](#)
- [Spanish Version](#)

STATE DEFINITION OF A GIFTED/TALENTED STUDENT

§ 29.121. DEFINITION: In this subchapter, "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:

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

Added by Acts 1995, 74th Leg., ch. 260, § 1, eff. May 30, 1995.

SERVICE GOALS FOR THE GIFTED/TALENTED SERVICES K-12

- IDENTIFICATION - Identify students in grades K-11 who demonstrated an academic need for gifted services using the criteria established by the district, approved by the board, and in compliance with the state mandates.
- SELF-DIRECTED LEARNERS - Develop the students' capacities to become self-directed and to be confident in their ability to research and process information and to create and communicate their findings as they produce and present advanced-level products or performances as well as products and performances of professional quality at the high school exit level.
- COMPLEX THINKING SKILLS - Enhance and refine the abstract and complex thinking and reasoning of these students through more sophisticated creative and critical thinking activities as they reflect and refine their own thinking processes.
- APPROPRIATE INSTRUCTIONAL STRATEGIES - Provide students with opportunities to participate in learning experiences using advanced content (within the four core areas) which are defensibly differentiated in depth, complexity and range through modification to content and/or process and/or product. Students will be able to work independently, with groups of other gifted students, and with groups of non-gifted peers.

IDENTIFICATION PROCEDURES AND PROCESSES K-11

Sabinal Independent School District has identification procedures and processes of students K-11 for the services of the Gifted/Talented. These procedures meet state requirements (§29.121 & TAC 89.1) and have been designed to ensure the identification of any student who demonstrates educational need for the services under the established guidelines.

Sabinal Identification Timeline:

	Kinder	Elementary K-5	Secondary 6-12
Referral procedures published	Nov/Dec	March	March
Referrals accepted from parents, family, teachers, community members	Dec/Jan	April	April
Screenings and assessments conducted after written parental permission obtained	January	April/May	April/May
Gifted/Talented committee meets on grade completed screenings	February	May	May
Written parental permission for services obtained for identified students	February	May/June	May/June
Services begin for identified students	March	August	August

*Students new to Sabinal ISD and who have not been identified in a previous school district will follow the district timeline.

**Timeline contingent upon State Assessment Calendar and District Calendar

DISSEMINATING INFORMATION

Anyone may refer a student for services at the period of annual referrals listed on the timeline above. Referral forms are available in each campus office and on campus and district websites. Referral forms may be submitted to the campus office only during the time period of referral acceptance. Late referrals or referrals sent electronically will not be accepted.

Parents are informed of the identification policies through the district or campus handbook, and/or the district website, and/or by request of the written policy and procedures for the Gifted/Talented services. In addition, parent awareness sessions are held in the fall at Sabinal Elementary.

REFERRAL PROCESS

Referrals can originate from parents, family, teachers or other interested persons during the referral period. Written parent or guardian permission is required to screen/assess a student. If a parent does not want his/her child to be screened, this information will be documented.

SCREENING/ASSESSMENT PROCESS

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 and **may include:**

- School Abilities Test as deemed appropriate for the student;
- Achievement Test as deemed appropriate for the student;
- Creative thinking, originality, depth and complexity assessments;
- Teacher Parent Rating Scales such as the Gifted and Talented Teacher / Parent Checklist.

QUALIFICATION PROCESS

The student profile identifies the student’s strengths. 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 through a blind (no name) process. A student clearly qualifies for Gifted/Talented services if he/she scores in the *High* and/or *Superior* range in at least four ranges on the profile. Student assessment is based on a preponderance of evidence that G/T services best meet the educational needs of the student. At least three criteria meet district standards with qualified professionals determining appropriate academic services.

The Gifted/Talented committee consists of at least three district educators. All committee members have been trained in the nature and needs of gifted students. The Gifted/Talented Committee makes a professional judgment based on the *students' need for differentiated services*.

Once the identification process is complete, parents or guardians are notified of the Gifted/Talented Committee’s decision. *Participation in Gifted and Talented services is voluntary and requires written parent permission to participate*. Parents of all screened students may request a conference to examine their child’s assessment results. Requests should be made through the student’s home campus.

TRANSFER OF STUDENTS – EHBB (Local)

When a student identified as gifted by a previous school district enrolls in the District, the District shall place the student in the District’s program for gifted and talented students.

According to the Interstate Compact on Educational Opportunity for Military Children, a receiving school district in a member state agrees to “initially honor placement of a student based on the student’s enrollment in the sending state as long as that school has a similar or equivalent program.” Texas Education Code §162.002. This does not preclude the school in the receiving state from performing subsequent evaluations to ensure appropriate placement of the student.

SABINAL ISD APPEALS PROCESS

Appeals will be handled through Sabinal ISD’s appeals process stated in School Board policy.

FURLOUGH PROCEDURE

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, parent, or the District.
- The campus principal meets with the student and parent to discuss the advisability of a furlough. The GT teacher, principal, parent, and student must agree that a leave of absence will benefit the student.
- A “Request for GT Furlough” form must be completed and must specify the beginning and ending date of the furlough. The furlough form requires signatures from the campus principal and parent. Furloughs are for a period of time deemed appropriate by the committee and are designed to be short-term and temporary and should never be used for an entire school year.
- At the end of the furlough, the student must re-enter the program or exit.

Furloughs may be granted for the following:

- A student’s long term illness which affects his/her 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 or over-commitment
- Placement in DAEP
- General student’s performance

Furloughs cannot be granted for the following:

- A student who does not like a particular teacher and/or classmate
- A student who prefers another teacher other than the G/T teacher
- A student who does not care to attend G/T 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, the parent will need to conference with the campus principal about exit procedures.

NO REASSESSMENT

Sabinal ISD shall not perform routine reassessments. EHBB (Local) However, a student may be referred and assessed up to once a year based on district referral timelines.

EXIT

Every effort is made to ensure that students are accurately evaluated for GT services. Student performance in the program shall be monitored. A student shall be removed from services at any time the Gifted/Talented committee determines it is in the student's best interest **and** a furlough has been ineffective. If a parent requests their child be removed from GT services, the Gifted/Talented committee shall grant the request. Once a student is exited from services he/she must adhere to the identification procedures and exhibit educational need to be readmitted.

PROVISION OF STUDENT SERVICES

Sabinal Independent School District offers a variety of learning experiences and opportunities for Gifted/Talented students in grades K-12 which meet the mandates of the Texas Administrative Code. The TEKS Resource System provides a viable curriculum based on research-based, best practice models. These services include, but are not limited to, integrating Depth and Complexity into the curriculum and facilitating advanced level products and performances.

Texas Administrative Code §89.3. Student Services

School districts shall provide an array of learning opportunities for gifted/talented students in kindergarten through Grade 12 and shall inform parents of the opportunities. Options must include:

- Instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently;
- A continuum of learning experiences that leads to the development of advanced-level products and performances as well as differentiated strategies in the regular classroom and the Pre-AP and AP classrooms;
- Opportunities to accelerate in areas of academic strength.

A continuum of learning experiences should be provided in the Gifted/Talented services which lead to the development of advanced-level products and/or performances. Such services will include use of depth and complexity elements, differentiation of content, process and/or product in the regular or Pre-AP/AP classroom, a pull-out program, participation in regional Gifted/Talented student seminars, participation in the Texas Performance Standards Project, concurrent or dual-enrollment classes, and other services as deemed appropriate for the student. Services are available in all four core academic areas including Language Arts, Math, Science and Social Studies. Identified students will work independently, with other identified students, and with students of other abilities.

Credit by Examination is available to assist students in acceleration through classes and/or grade levels. For more information on Credit by Examination, contact the student's campus.

Program Services

Elementary Program: In addition to the classroom teachers meeting training requirements, GT students in grades K-5 also take part in a pull-out program. A staff member who has specific training in gifted education works closely with regular classroom teachers so students may experience challenging learning opportunities with their peers.

Middle School Program: GT students in grades 6-8 may participate in GT specific sections of certain subject areas, depending on the student's unique need and area(s) of giftedness. Students will also receive high quality, rigorous instruction from core area teachers who have been trained in meeting the needs of GT students.

High School Program: GT students in grade 9-12 have the opportunity to explore rigorous coursework through Pre-Advanced Placement (Pre-AP), or Dual Credit (DC) courses. Students will also receive high quality, rigorous instruction from core area teachers who have been trained in meeting the needs of GT students.

PROFESSIONAL DEVELOPMENT AND ONGOING TRAINING IN GIFTED EDUCATION

Sabinal Independent School District is committed to providing its staff with appropriate and meaningful professional development which enables the staff to meet the unique and individual educational needs of all students including services for gifted/talented students. It is important that all staff who are responsible for formally servicing these students obtain appropriate training for educating the gifted child. The district will require at least the minimum hours of training as mandated by the state:

Texas Administrative Code §89.2. Professional Development

- Prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students;
- 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 requirement within one semester;
- Teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education; and
- 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.

PROGRAM EVALUATION

Sabinal ISD will annually evaluate the Gifted/Talented services by surveying stakeholders including students, parents/guardians, and teachers. The evaluation data will be used as a needs assessment to be addressed in the district/campus improvement plans.

**SABINAL INDEPENDENT SCHOOL DISTRICT
GIFTED/TALENTED COMMON PROGRAM FORMS**

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Each form provided below is a template and can be modified to fit the needs of the campus.

PUBLIC ANNOUNCEMENT OF REFERRAL PERIOD (District Responsibility)

Sample Public Notice – Grades 1-11

Sabinal ISD is accepting referrals for students in grades 1-11 for Gifted/Talented Services for the 20XX-XX school year. Referrals will be accepted January X thru January X. Anyone can refer a student for services. If you know a student who may qualify, please refer the child on the Sabinal G/T Referral Form and send it to the campus office. This form can be found on the District Website under Gifted and Talented or at the campus office. Due to technology issues (SPAM), please **do not** email your referral.

Sample Public Notice - Kindergarten

Sabinal Elementary School is accepting referrals for students in Kindergarten for Gifted/Talented services for the **20xx-20xx** school year. Referrals will be accepted through January X. Anyone can refer a Kindergarten student for the program. If you know a student who may qualify, please refer the child on the Sabinal G/T Referral Form and send it to the office. This form can be found on the District Website under Gifted and Talented or at the Sabinal Elementary Office. Due to technology issues (SPAM), please **do not** email. If you have any questions, please contact the campus administrator or counselor at 830-988-2436.

**Sabinal Independent School
District Gifted/Talented Referral
Form**

I, _____, as parent/guardian/family/teacher/community member would
(Please print) (Please circle)

like to refer _____ for the Gifted/Talented screening and assessment
(Print student's name)

process. I believe this child has an extraordinarily high level of intellectual or academic ability and that his/her educational needs can best be met by Gifted/Talented services. I understand the school district will make every effort to determine the best possible educational services based on the student's educational needs. This child is currently in grade _____ and his/her teacher is _____.

Signature of person making referral

Date

Si prefiere la información en español, favor de ponerse en contacto con la escuela.

Dear Parent/Guardian,

Your child, _____, has been referred for testing to see if he/she would benefit from Gifted and Talented services for Sabinal ISD. To receive 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. We have enclosed a parent checklist form that is part of the identification process. If you agree to allow your child to participate in the G/T screening process, please fill out the parent checklist and the consent form below to allow your child to be tested. After the student is tested and the Gifted/Talented Committee has evaluated all information by a blind process, the Committee will determine what is best 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,

Child's Name: _____

_____ Yes, I give my permission for you to assess my child for Gifted/Talented services. This form will also serve as permission for SISD to provide GT Services to my child should they be admitted to the GT Program.

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

Parent/Guardian Signature: _____

Date: _____

Si prefiere la información en español, favor de ponerse en contacto con la escuela.

GIFTED STUDENT PROGRAM

TEACHER CHECKLIST

Name _____	Date _____
School _____	Grade _____ Age _____
Teacher completing this form _____	
How long have you known this child? _____ years/months	

Directions: Please check on box for each numbered item.

	<i>Seldom or Never Observed</i>	<i>Sometimes Observed</i>	<i>Often Observed</i>	<i>Almost Always Observed</i>
1. Unassuming use of multi-syllable word.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Uses language to teach another child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Uses verbal skills to handle conflicts or influence others behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Expresses similarities and differences between unrelated objects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Sees cause and effect relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Takes apart and reassembles things and/or ideas with unusual skill.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Expresses relationships between past/present experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Asks penetrating questions/is curious: asks how, why, and what if.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Displays unexpected depth of knowledge in one or more areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Wants to complete activities on own; independent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Keeps at an issue until it makes sense.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Sees another's point of view.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Says or does something indicating a finely developed sense of humor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. "Plays" with language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Shows nonverbal awareness of other's needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Shows strong sense of justice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Displays rapid accelerated learning after onset.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GIFTED STUDENT PROGRAM

TEACHER CHECKLIST

Directions: Please check on box for each numbered item.

Seldom or Never Observed
Sometimes Observed
Often Observed
Almost Always Observed

18. Reads consecutive passages at an advanced reading level and explains meaning of what is read.

19. Displays unexpected understanding of addition, subtraction, multiplication or division and mastery of numbers.

Add columns

Multiply Each Column by Weight Above
 Add Weighted Columns: **Total**

x		x		x	

GIFTED STUDENT PROGRAM

PARENT CHECKLIST

Student's Name		Date <small style="text-align: center;">month/day/year</small>
School	Grade	Age
Parent's Name		
Teacher's Name		

Instructions: Please mark the box beside each statement that indicates your child's ability in the areas listed below. Give example on separate sheet.

Seldom or Never Observed
Sometimes Observed
Often Observed
Almost Always Observed

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Display a great deal of curiosity. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Generates a large number of ideas or solutions to problems and questions; often unique answers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Likes to adapt improve, or modify objects and instructions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Shows emotional sensitivity and is sensitive to beauty in ways that others may not be. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Offers constructive criticism. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Becomes absorbed and truly involved in certain topics or problems or interests; is persistent about finishing projects. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. With work that excites him/her, the child needs little about external motivation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Strives toward perfection. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Prefers to work independently. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Is quite concerned with right and wrong; good and bad. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Seems well liked by classmates and is cooperative and self-confident. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Can express himself/herself well. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Sabinal ISD
Gifted/Talented Student Identification Profile

Student # _____

District line:
 Minimum of 1
 quantitative criteria
 above line

	Below Average	Average	Bright	High	Superior
QUANTATIVE DATA BELOW					
School Ability (percentiles)	<49	50-69	70-84	85-93	>93
Non-Verbal Ability Test (NNAT)					
NWEA/STAAR or EOC					
QUANTATIVE DATA BELOW					
Stanine Score for CogAT	1-3	4-5	6-7	8	9
Cognitive Abilities Test (CogAT)					
QUALITATIVE DATA BELOW					
Creative Thinking	0	1	2-3	4-5	6
Elementary- Draw Start					
Secondary- Draw Start					
QUALITATIVE DATA BELOW					
Teacher Rating Scale	<40	41-52	53-59	60-69	70+
Teacher Checklist					
QUALITATIVE DATA BELOW					
Parent Rating Scale	<46	47-54	55-63	64-71	72+
Parent Checklist					

A student must score in the high or superior range in at least 4 areas to qualify for GT services.

Gifted/Talented Committee Action:

At this time, this student does, or does not exhibit educational need to receive Sabinal ISD Gifted/Talented services.

Date of Decision: _____

Committee Member Signatures:

**Sabinal Independent School
District Gifted/Talented Services
Determination of Educational Need Form**

To the parents of: _____ Date: _____

After examining your child's assessment data and evaluating your child's specific educational needs, the Gifted/Talented Identification Committee has determined that your child does/does not exhibit educational need to benefit from Gifted/Talented services at this time.

Students not determined to have an educational need for services may be recommended and reevaluated annually.

If you would like to schedule an appointment to look at your child's assessment results, please contact the office at your child's campus.

Sincerely,

Sabinal Independent School District

STUDENT PROGRESS REPORT

NAME: _____ GRADE: _____ DATE: _____

	Not meeting Expectations for GT Students	Meeting Expectations for GT Students	Exceeding Expectations for GT Students
Creative Thinking Skills	Does not depart from traditional ideas to generate unique products. Avoids taking risks	Departs from common ideas and solutions to produce original products.	Consistently and clearly communicates unique ideas. Exhibits ingenious, inventive, lively imagination.
	Student		
	Teacher		
Critical Thinking Skills	Neglects or misinterprets facts. Formulates illogical decisions or conclusions.	Considers facts and variables. Sees relationships. Organizes information. Bases decisions on logical reasoning.	Clearly demonstrates the use of systematic, analytical approaches in making decisions.
	Student		
	Teacher		
Quality Work	Uses time inefficiently. Has difficulty following directions. Lacks organizational skills.	Plans and uses time well. Follows directions. Defines the task. Organizes materials. Evaluates products.	Consistently plans and uses time well, follows directions, defines the task. Evaluates all products for quality.
	Student		
	Teacher		
Problem Solving	Does not initiate problem-solving techniques.	Uses systematic problem-solving techniques: problem-identification and analysis, research, solution formation, validation, and evaluation.	Consistently recognizes the need for and uses systematic problem-solving techniques with competency and proficiency.
	Student		
	Teacher		
Risk Taking	Seldom asks questions. Shows little interest in intellectual pursuits.	Asks questions. Demonstrates willingness to explore new areas. Questions usual and accepted ways.	Asks penetrating questions. Is thoughtful, analytical and curious. Explores topics in breadth and/or depth.
	Student		
	Teacher		
Interpersonal Relationships	Is an ineffective participant in group dynamics. Does not act on evaluative input. Is unaware of others' interests, needs, and feelings.	Cooperates in all group settings. Respects other students' right to learn and recognizes their interests, needs, and feelings. Accepts evaluative input.	Accepts and internalizes evaluative input. Sensitive to others' interests/needs.
	Student		
	Teacher		
Self-Discipline	Lacks self-control. Needs continuous reminders of boundaries. Procrastinates.	Uses self-control. Demonstrates respect. Sees task through to completion.	Exhibits appropriate behavior in most situations. Consistently demonstrates respect, responsibility and reliability.
	Student		
	Teacher		
Motivation	Requires continual redirection. Demonstrates lack of effort. Does not attempt challenging work. Does not follow through to complete a task.	Exhibits self-direction. Demonstrates satisfactory effort. Attempts challenging work. Executes responsibilities on time.	Consistently self-directed. Demonstrates outstanding effort, persistence and application on purposeful tasks.
	Student		
	Teacher		

**Sabinal Independent School District
 Gifted/Talented Program Evaluation Questions
 Student Survey – SHS**

Please complete the following questionnaire by checking a response for each question and return to your teacher. **Return to the office by May XX**

Program Design			
Question	Yes	No	Don't Know
Do you get to work with other G/T students?			
Do you work on projects that challenge you and are above your grade level?			
Are you in an AP or Pre-AP Class?			
If not in an AP or Pre-AP Class, why not? _____			
Curriculum and Instruction			
Question	Yes	No	Don't Know
Do you get to create advanced level products each year?			
Have Gifted and Talented services added value to your education?			
Have you been provided an array of learning opportunities in the core academic areas?			
Family-Community Involvement			
Question	Yes	No	Don't Know
Are you aware of students being included in the annual evaluation?			
Would you like to be a part of the annual evaluation meeting? If yes, please write your name here: _____			
Additional Comments/Suggestions			
<i>Would you be interested in helping with the Summer Enrichment Camp? If yes, please list name here:</i> 			

**Sabinal Independent School District
 Gifted/Talented Program Evaluation Questions
 Student Survey – Sabinal Elementary**

Please complete the following questionnaire by checking a response for each question and return to your teacher. **Return to the office by May XX**

Program Design			
Question	Yes	No	Don't Know
Do you get to work with other G/T students?			
Do you work on projects that challenge you and are above your grade level?			
If in 7 th or 8 th grade, did you attend the Leadership Conference in San Antonio? (SKIP if in 6th grade)			
If yes, what did you like the most?			
Curriculum and Instruction			
Question	Yes	No	Don't Know
Do you get to create advanced level products each year?			
Have Gifted and Talented services added value to your education?			
Have you been provided an array of learning opportunities in the core academic areas?			
Family-Community Involvement			
Question	Yes	No	Don't Know
Are you aware of students being included in the annual evaluation?			
Would you like to be a part of the annual evaluation meeting? If yes, please write your name below.			
Additional Comments/Suggestions			

**Sabinal Independent School District
 Gifted/Talented Program Evaluation Questions
 Student Survey – SJH**

Please complete the following questionnaire by checking a response for each question and return to your teacher. **Return to the office by May XX**

Program Design			
Question	Yes	No	Don't Know
Do you get to work with other G/T students?			
Do you work on projects that challenge you?			
Curriculum and Instruction			
Question	Yes	No	Don't Know
Do you get to create advanced level products each year?			
Did you enjoy the gifted and talented activities this year?			
Additional Comments/Suggestions			

**Sabinal Independent School District
Gifted/Talented Evaluation Questions
G/T Educator Survey**

Please complete the following questionnaire by checking a response for each question.

Return to District GT Coordinator by May XX

Student Assessment			
Question	Yes	No	Don't Know
Do you know where to access the board-approved written policy and procedures for gifted student identification?			
Are you aware the policy also addresses furloughs, reassessment, exiting of students from services, transfer of students, and appeals?			
Were you aware when the testing window opened for referrals this year?			
Are you aware if nominations are open to all students, regardless of race, ethnicity, socio-economic status, other identified exceptionalities, etc.?			
Are you aware the district makes placement decisions with a committee of at least three (3) local educators who have received training in the nature and needs of gifted students?			
Program Design			
Question	Yes	No	Don't Know
Are you aware that identified students have the opportunity each year to receive gifted services in the four (4) core academic areas (math, language arts, science, and/or social studies)?			
Do gifted students have the opportunity to work with other gifted students?			
Are you aware if acceleration options are available through Credit by Examination and Early High School Graduation?			
If you are a middle school or high school teacher, do you provide differentiated instruction to identified students through Pre-AP and/or AP classes ?			Circle N/A if elementary
If providing services to identified students through the regular classroom, do you provide differentiated instruction in core areas?			
Curriculum and Instruction			
Question	Yes	No	Don't Know
Are students provided the opportunity to demonstrate skills in self-directed learning and/or research and communication?			
Are you using the recommended Texas Performance Standards Project (in part or whole) to provide differentiated instruction?			
Are identified students provided learning opportunities each year which lead to the development of advanced-level products and performances?			
Are you aware if the campus and district improvement plans address services to gifted/talented students each year?			
Professional Development			
Question	Yes	No	Don't Know
Have you received your required 30 hours of foundational training?			

Question	Yes	No	Don't Know
Are you offered a minimum of six (6) hours annually of professional development in gifted education?			
Are you aware that administrators and counselors need a minimum of six (6) hours of professional development in the nature and needs of gifted students if making placement decisions for gifted and talented students?			
Are there professional development activities for gifted/talented education you would like to attend? (if yes, please write in comment here)			
Does the campus include services for the Gifted/Talented in the Campus Improvement plan each year?			

Family-Community Involvement

Question	Yes	No	Don't Know
Do you communicate with parents of G/T students regarding how you provide G/T services?			

Additional Comments/Suggestions- use reverse if needed

**Sabinal Independent School
District Gifted and Talented
Services Furlough from G/T
Services Form**

Requested by: _____

Student's Name: _____

Student's Grade: _____ Date: _____

Length of Furlough Requested _____

*Please Note: At the end of the Furlough period the student will either be re-entered for G/T services or Exited.

Reason for request:

Gifted/Talented Committee Decision:

_____ Furlough Granted _____

Furlough Denied

Date of committee meeting: _____

Return date:

Length of Furlough: _____

Comments:

Parent:		Committee Member:	
Student:		Committee Member:	
Committee Member:		Committee Member:	

Sabinal Independent School District

**Gifted/Talented Services
Exit from G/T Services Form**

Date: _____

Student's Name: _____ Grade Level: _____

Person Requesting Exit: _____ Relationship to Student: _____

To be completed by person requesting Exit:

Reason for Exit Request:

Was a furlough from G/T services considered and/or granted? _____

Results of furlough? _____

Gifted/Talented Committee Decision:

_____ Exit Granted

_____ Exit Denied

Note: Once a student has been exited from Gifted/Talented services, the student is subject to referral and identification to determine educational need for services before readmission.

Comments:

Signatures:

Student: _____

Parent: _____

Gifted/Talented Committee Members:

**Sabinal Independent School District
Gifted/Talented District Coordinator**

August-September	November-December	Spring
<input type="checkbox"/> Notify and assist campus of new district faculty members providing Gifted/Talented services have secured the 30 hours of G/T foundational required professional development. If this is not possible, new faculty must obtain the training within one semester.	<input type="checkbox"/> Place notice of referral for student assessment in local newspaper and/or on school website. Notice should be available in English and Spanish as needed.	<input type="checkbox"/> Oversee purchasing of assessment instruments for nominated students.
<input type="checkbox"/> Administrators and counselors, who have authority to make program decisions, or assess students, should have 6 hours of Nature and Needs of the Gifted professional development.	<input type="checkbox"/> Campus offices, campus and district websites should have referral forms available.	<input type="checkbox"/> Oversee Kindergarten assessment is completed by mid-February.
<input type="checkbox"/> Review and update G/T policy procedures manual as needed.	<input type="checkbox"/> Assist as request to provide an information meeting on identification procedures and program services. Involve staff from each campus to explain how identified students are served.	<input type="checkbox"/> Meet, as needed, with the Gifted/Talented Committee to discuss the qualifications of Kindergarten students prior to March 1 . Kinder identified students must receive services by March <u>1</u> .
<input type="checkbox"/> Make copies of local Gifted/Talented policy and procedures available at each campus as well as the Texas State Plan for the Education of Gifted/Talented Students (http://ritter.tea.state.tx.us/gted/GTStatePlanEnglishAug05.pdf , and upon request by individuals.).	<input type="checkbox"/> Maintain G/T staff development records.	<input type="checkbox"/> Notify PEIMS coding coordinator of identified Kinder students March 1 .
<input type="checkbox"/> Collaborate with PEIMS clerks and Counselors to confirm correct coding of newly identified students.	<input type="checkbox"/> Attend GT Directors meetings at Region 20.	<input type="checkbox"/> Meet, as needed, with the Gifted/Talented Committee to discuss the qualifications of students in grades K-11.
<input type="checkbox"/> Check with PEIMS coding coordinator to confirm correct coding of newly identified students.		<input type="checkbox"/> Distribute and collect surveys over G/T services from teachers, students, and parents. Aggregate data and disseminate to campus administrators and District G/T Committee.
<input type="checkbox"/> Attend GT Directors meetings at Region 20.		<input type="checkbox"/> Attend GT Directors meetings at Region 20.
		<input type="checkbox"/> Maintain G/T staff development records.

**Sabinal Independent School District
Campus Administrator Responsibilities**

August-September	November-December	Spring
<input type="checkbox"/> New campus faculty members providing Gifted/Talented services have secured the 30 hours of G/T foundational required professional development. If this is not possible before the school year begins, new faculty must obtain the training within <u>one semester</u> .	<input type="checkbox"/> Make available referral forms for parents and community members who wish to nominate a student for testing.	<input type="checkbox"/> Assist district G/T Director in administering and collecting surveys over G/T services from teachers, students, and parents.
<input type="checkbox"/> To the extent possible, cluster G/T students in the same class sections.	<input type="checkbox"/> Once the referral period has closed, obtain written parental permission for assessment of each <u>student</u> .	<input type="checkbox"/> Campus Improvement Plans should contain at least one indicator for improvement of G/T services each year based on campus survey <u>data</u> .
<input type="checkbox"/> Campus G/T teachers are provided with an updated list of identified Gifted/Talented students.	<input type="checkbox"/> Maintain staff development records of G/T teaching staff	<input type="checkbox"/> As spring identification is finalized, place a copy of the student profile for qualifying students in permanent records.
<input type="checkbox"/> Campus G/T teachers are provided with copies of local G/T procedures as well as The Texas State Plan for the Education of Gifted/Talented Students.	<input type="checkbox"/> As walk-throughs and observations are conducted, look for evidence of teachers using Depth and Complexity with their G/T students as well as requiring advanced level products and performances.	<input type="checkbox"/> If identified students are moving to another campus, collect students' files and send them to the new campus.
<input type="checkbox"/> Establish means of informing parents how students will receive services (meeting, letter, website).		<input type="checkbox"/> Assure current G/T teaching faculty have obtained a 6-hour G/T credit professional development update.
<input type="checkbox"/> Maintain several copies of local Gifted/Talented procedures as well as The Texas State Plan for the Education of Gifted/Talented Students available to G/T <u>parents upon request</u>		
<input type="checkbox"/> Check with PEIMS coding clerk and coordinator to confirm correct coding of newly identified students.		

Sabinal Independent School District

G/T Teacher Responsibilities

Beginning of Year	Ongoing	End-of-Year
<input type="checkbox"/> If this is your first year to provide Gifted/Talented services, make sure you have secured the 30 hours of G/T foundational required professional development. If this is not possible prior to the school year beginning, it must be obtained before the end of the first semester. Maintain copies of professional development records as proof of training.	<input type="checkbox"/> Differentiate for identified students on a regular basis through incorporating Depth and Complexity, as well as advanced products and performances. Other means of differentiation can be offered at your discretion based on student needs. Grades should always be based on grade-level TEKS.	<input type="checkbox"/> Assist G/T Coordinator and campus administrator in administering and collecting surveys over G/T services from teachers, students, and parents.
<input type="checkbox"/> Obtain a copy of the local G/T procedure manual as well as The Texas State Plan for the Education of Gifted/Talented Students from your campus administrator. Familiarize yourself with district and state requirements.		<input type="checkbox"/> Make sure you have received 6-hours of G/T update professional development credit each year you provide Gifted/Talented services and maintain a copy of certificate for documentation.
<input type="checkbox"/> Coordinate with your campus administrator to establish a means of informing parents how students will receive services (meeting, letter, website, etc.)		<input type="checkbox"/> Continue to work on one product/performance for each student.
<input type="checkbox"/> If parents of identified students request copies of local Gifted/Talented procedure manual and/or procedures, as well as The Texas State Plan for the Education of Gifted/Talented Students, secure copies from your campus administrator.		<input type="checkbox"/>