

EXCELLENCE IN LEADERSHIP ACADEMY

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“Leaders Soaring to Excellence”

EXCELLENCE IN LEADERSHIP ACADEMY

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GIFTED & TALENTED EDUCATION PLAN

Board Approved July 19, 2018

Excellence in Leadership Academy does not discriminate on the basis of race, color, national and ethnic origin, sex, age, disability, religion, academic, artistic or athletic ability or the district the child would otherwise attend in administration of its educational policies, admission policies, scholarship programs, and athletic and other school administered programs.

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1 TABLE OF CONTENTS

Texas Education Code Subchapter D. Educational Program for Gifted & Talented Students	4
Definition	4
Definition of Gifted.....	4
State Goal for Services for Gifted Students	4
Program Goals for the Gifted & Talented Services K-8 th	4
Gifted & Talented Services K-8th Grade.....	5
Elementary Services.....	5
Middle School Services.....	5
Identification Procedures & Processes K-8th	5-11
Professional Development.....	5
Campus Selection Committee.....	6
G/T Timelines	7
Selection Procedures.....	8
G/T Nomination and Selection Procedure Flowchart Grade K-8 th Grade.....	9
Furloughs Procedures	10
Probation Procedures.....	10
Exit Procedures	11
Procedures for Students Transferring In / Out of the District	11
Reassessment Procedures	11
Appeals Procedures.....	11
Public Announcement for Gifted & Talented Referral	12
Referral Forms.....	13-14
Scoring Matrix.....	15
Peer Nomination Form	16
Self Nomination Form	17
Teacher Nomination Form	18
Screening & Behavioral Checklist Teacher Form K-8th Grade	19
Parent Nomination Form (English & Spanish).....	20-21
Referral and Screening Parent Inventory of Student Characteristics K-8th (English & Spanish)	22-23
Parental Permission for Testing (English & Spanish)	24
Notification of Entry (English & Spanish)	25
Notification of Non-Entry (English & Spanish).....	26
Committee Recommendations for Program Entry	27

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EXCELLENCE IN LEADERSHIP ACADEMY

“Leaders Soaring to Excellence”

Furlough Policy & Referral Form 28

Student/Parent Furlough Letter 29

Student Probationary Letter (English & Spanish) 30-31

Parent / Student Conference Form..... 32

Committee Evaluation / Recommendation Form 33

Permanent Record Form..... 34

Gifted & Talented Educationa / Advanced Academic Services Program Referral Roster K-8th 35

Six Weeks Student Evaluation..... 36

Lesson Plan Template 37

Program Evaluation 38

General Teacher Survey 39

Parent Survey..... 40

Local Board Policy 41-42

Legal Policy 42-43

Chapter 89 43-44

Excellence in Leadership Academy does not discriminate on the basis of race, color, national and ethnic origin, sex, age, disability, religion, academic, artistic or athletic ability or the district the child would otherwise attend in administration of its educational policies, admission policies, scholarship programs, and athletic and other school administered programs.

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Texas Education Code

Subchapter D. Educational Program for Gifted and Talented Students

29.121 Definition

In this subchapter, “gifted and talented student” means a child or youth who performs at or show 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.

DEFINITION OF GIFTED

Excellence in Leadership Academy defines gifted and talented as any child or youth in grades K-8 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 general intellectual ability; or
- Excels in one or more specific academic fields: math, science, language arts, and/or social studies

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 program services.

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PROGRAM GOALS FOR THE GIFTED/TALENTED SERVICES K-8

IDENTIFICATION-Identify students in grades K-8 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 multiple 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.

Gifted & Talented Services K–8th Grade

At Excellence in Leadership Academy we are committed to meeting the needs of *all* students, including this special population. Our students have many gifts and talents that range from academics to art, performance, music, and athletics. The services described below address the advanced academic needs of gifted and talented students in the four core areas. We are committed to placing gifted and talented students in classes that meet their needs academically as well as nurture their gifts and talents in other areas such as fine arts and athletics.

Elementary Services

Excellence in Leadership Academy has one campus that serves students from PK-8th grade. We will have one G/T-trained teacher at every grade level through eighth grade.

G/T students will be strategically placed in small groups with G/T-trained teachers. All of these teachers will be trained to differentiate their curriculum to meet the needs of the G/T students in their classes. These teachers will be trained to compact students out of the content/skills they have already mastered and move students on to new learning. In these classrooms, you will see flexible grouping, tiered instruction, centers, higher-level thinking, open-ended tasks, independent study, and student choice. The Texas Performance Standards Project (www.texaspsp.org) will be used as a guide for the independent study projects.

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EXCELLENCE IN LEADERSHIP ACADEMY

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Middle School Services

G/T services for our middle school grades will prepare students for advanced-level work.

G/T students will be placed with G/T-trained teachers. There will be one G/T-trained teacher in every core subject area—math, science, social studies, and English language arts—on the sixth, seventh- and eighth-grade teams. These designated teachers will meet together on a regular basis and will coordinate interdisciplinary independent study units. In these classes, students will master the Texas Essential Knowledge and Skills objectives as well as move on to advanced-level content. The Texas Performance Standards Project (www.texaspsp.org) will be used as a guide for the independent study projects.

Identification Procedures & Processes K-8th Grade

Excellence in Leadership Academy has board approval on the identification procedures and processes of students K-8 for the services of the Gifted/Talented Program. 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 of the program under the established guidelines.

Professional Development

1. 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, assisting student needs, and curriculum and instruction for gifted 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 requirement within one semester**;
3. 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
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.

Campus Selection Committee

No later than September 1, the principal or designated personnel will form a Campus Selection Committee.

Committee membership includes:

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- Principal or Designee
- Gifted & Talented program Campus Coordinator
- Teacher Facilitator

The responsibilities of the Campus Selection Committee include:

- distributing Parent and Teacher Nomination Forms
- distributing Parent Permission Forms for GT testing
- forwarding to Curriculum Office, Parent and Teacher Nomination Forms and Parent Permission forms for GT testing
- responding to questions or concerns regarding placement recommendations at campus level
- may recommend officially placing students on probation, furlough, or exiting students from the gifted and talented program.

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Gifted & Talented Timeline For: Nomination, Selection, Assessment, Identification & Placement Kinder-8th Grade

PROCEDURE	DESCRIPTION	TIMELINE
NOMINATION/ SCREENING	<ol style="list-style-type: none"> 1. Before the nomination period, ELA will make an announcement in the district’s website (both in English and Spanish) to inform the public that nominations will be accepted. 2. During this period of time campuses will accept nominations for: Self Nomination, Peer Nomination, Parent Nomination and/or Teacher Nomination forms 	<ol style="list-style-type: none"> 1. Nominations will take place once a year. 2. Publication for nomination will take place in October on district’s website. 3. Nominations for Kindergarten grade can be submitted beginning October 1-December 16 4. Nominations for 1st-8th grade can be submitted on October 1-December 16
SELECTION	<ol style="list-style-type: none"> 1. A Campus committee will be formed. 2. Selection will consist of Kindergarten through 8th grade students. 	<ol style="list-style-type: none"> 1. Campus committee will be formed no later than September 1st. 2. Kindergarten – 8th grade students will be selected after meeting all criteria.
ASSESSMENT	<ol style="list-style-type: none"> 1. Students selected will be assessed with the district’s approved exams. 	<ol style="list-style-type: none"> 1. Kindergarten – 8th grade students will be administered assessment in the 2nd semester.
IDENTIFICATION & PLACEMENT	<ol style="list-style-type: none"> 1. Kindergarten-8th. 2. K-8th GT Services. 3. Transfer students already participating in a Gifted and Talented Program in a different school district will be honored placement. 	<ol style="list-style-type: none"> 1. <i>Kindergarten will be identified by March 1st. 1st-8th grade by June.</i> 2. GT services will begin the upcoming school year. 3. Placement of transfer students will be conducted according to local board policy EHBB.

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G/T Identification Timeline

Campus & District Selection Committees formed	September
Referral procedures published in campus newsletters and on school/district website.	October
Referrals accepted from parents, teachers, and other school personnel.	October-January
K-8 screening and assessments conducted after written parental permission obtained.	January-March
Gifted/talented committee meets on kindergarten-8 th screenings.	February
Written parental permission obtained to begin services for identified students in kindergarten-8 th .	March-June
Kindergarten-8 th grade students are identified for G/T services	Prior to March 1(Kinder) 1 st -8 th (June)
Services begin for identified students.	Next School Year

Selection Procedures

1. The following assessment instruments will be administered to all referred students who pass the screening process and who have parental permission for testing.
 - Qualitative measures are performance indicators that include observations, anecdotal records, checklists, interviews, student products, and performances.
 - Quantitative sources are performance indicators that can be expressed in definite numbers or amounts such as norm-referenced achievement or ability tests.

Quantitative Measures:	Qualitative Measures:
Cogat	GT Nomination Forms
IOWA	Teacher Rating Scale
Relevant Achievement Test (STAAR, SAT, ACT)	Parent Rating Scale (optional)
Report Card	

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2. The test results will be recorded on the student scoring matrix and submitted to the principal or designated personnel for all students passing the screening phase.
3. The principal or designated personnel will present the scored matrices to the district committee for final approval of placement.
4. A notification letter shall be sent to all parents concerning the student's placement for the next school year.

The notification letter will be one of two types:

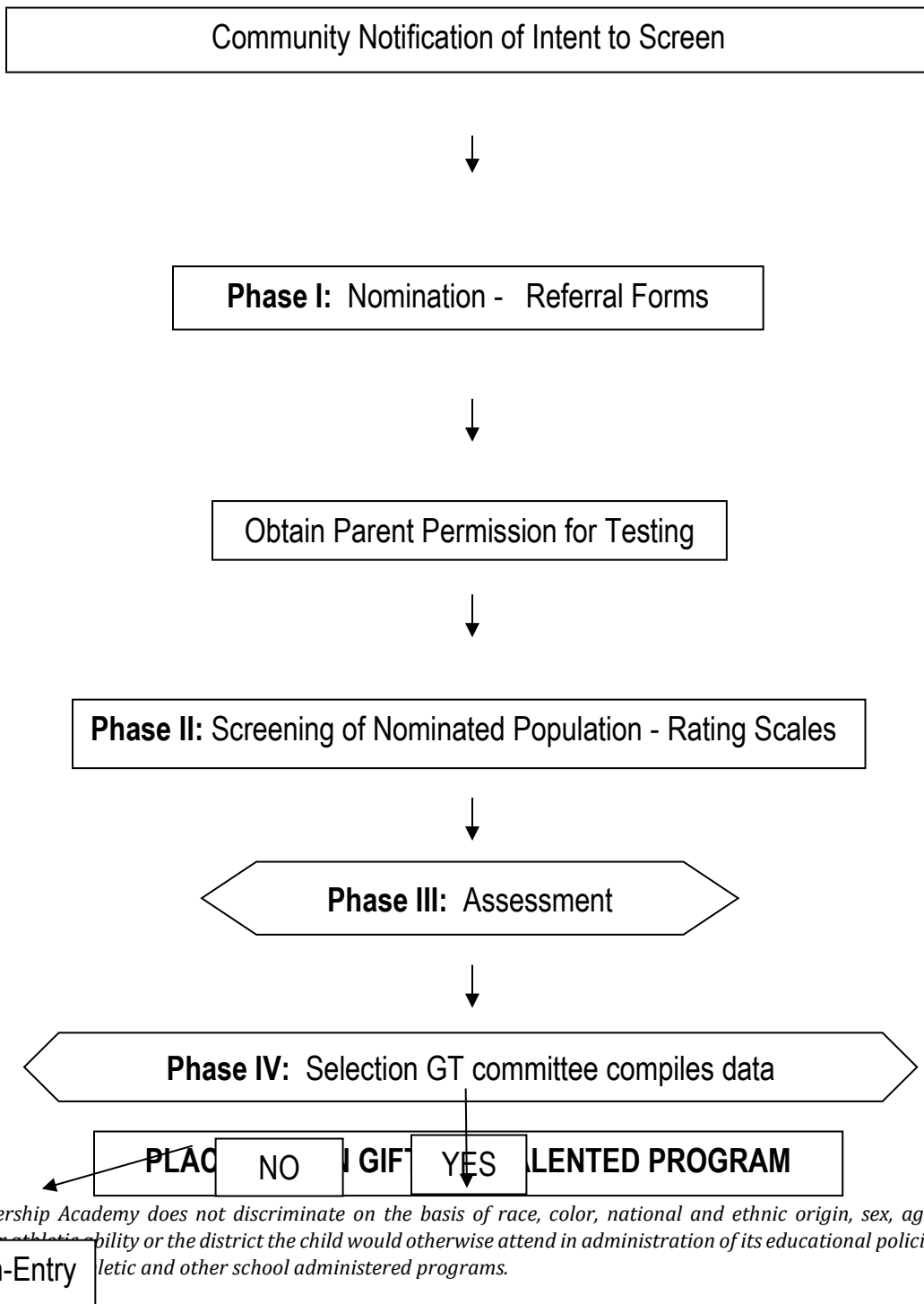
- (A) Notification of Entry
- (B) Notification of Non-Entry

5. The Gifted & Talented permanent record form must be on file in the student's cumulative folder.

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GIFTED & TALENTED PROGRAM

Nomination and Selection Procedure Flowchart Grades K – 8th Grade



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Furloughs Procedures

According to TEA: Definition of "furlough" is a leave of absence from program services that can be due to a variety of circumstances.

- A. The Gifted & Talented program committee may place a Gifted & Talented student on temporary furlough.
- B. Appropriate reasons for placing a student on furlough include:
 - C. To provide the student an opportunity to attain performance goals established by the district committee.
 - D. Parental/Student request.
 - E. Inability of student to participate in activities due to religion/health, or other specified reason.
 - F. Furlough will be for a period of time deemed appropriate by the district committee.
 - G. When a student is placed on furlough status, the district committee must consult with and inform:
 - the principal
 - the student
 - the parent
 - H. A conference form must be completed and include:
 - Specific reason(s) for furlough
 - Duration of furlough
 - Date for re-entry
 - I. The Gifted & Talented program teacher will monitor student progress through the furlough period.
 - J. Before the date of re-entry, the Gifted & Talented program teacher shall present all necessary documentation to the Gifted & Talented campus committee for review.
 - K. Upon review of the student's data, the Gifted & Talented district committee will make a recommendation as to the student's future placement.
 - L. The parent and student shall be notified of the district committee's decision.

Probation Procedures

- A. The teacher may place any student on probation (Gifted & Talented) so long as it is not during the first three weeks of school.
- B. Appropriate reasons for placing a student on probation include:
 - student is not mastering grade level objectives as measured by local assessments, benchmarks, STAAR, and grades
 - student is not completing assignments/activities
 - student has received a failing progress report/report card
 - student is unable to keep up with the pace of the class
- C. A teacher/parent/student conference must be held to discuss deficiencies, expectations, and consequences.
- D. A parent conference must be requested to discuss the student's probationary status.

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- E. When placing a student on probation, the Gifted & Talented district committee must complete a student probationary letter.
- F. During the 6th week period immediately following the student conference the teacher will monitor the student.
- G. At the end of the probationary period, the campus Gifted & Talented district committee will meet to review the student's work and all relevant information.
- H. Upon review of the student's data, the Gifted & Talented district committee will make a recommendation to exit the student from the program, furlough the student, have the student remain on probationary status, or return student to regular Gifted & Talented program status.
- I. The parent and student shall be notified of the districts committee's decision and the action taken.

Exit Procedures

- A. No student may exit the Gifted and Talented program without approval of the Gifted & Talented district committee.
- B. Approval for exiting the program will be based on one or more of the following criteria:
 - Student has not improved or met requirements outlined during the probationary period.
 - Failure to master grade/level/subject area objective.
 - Parental request.
 - Student request with parental permission.
- C. When exiting a student, the Gifted & Talented district committee shall complete an Evaluation /Recommendation Form. A copy of the form shall be kept in the student's Gifted & Talented program consent form in the school cumulative record. In addition, an exit letter will be given to the parents.
- D. A student that has been formally exited from the Gifted and Talented program may re-enter the program only through a complete re-assessment using the most current criteria at the next testing phase.

Procedures for Students Transferring In and Out of the District

Transferring In:

- A. Any student who was being served under the Gifted and Talented program in another district during the current school year will be placed in the Excellence in Leadership Academy gifted program upon receipt of written documentation from the sending school.
- B. The transferring student will be subject to all rules and regulations set forth for district-tested gifted students including probationary procedures, furlough procedures, and exit procedures.
- C. If no written documentation is presented within six weeks of enrollment, the school/campus may:
 - retest student using current-district criteria and place using current district program criteria.
 - serve student temporarily and retest during next testing phase.
- D. An evaluation/recommendation form shall be filed in the student's Gifted & Talented program file concerning action taken with a transferred student.

Transferring Out Of:

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- A. Excellence in Leadership Academy will release a copy of the students Gifted & Talented program permanent record file upon written request by parent/guardian.

Reassessment Procedures

Excellence in Leadership Academy will not conduct routine reassessments.

Appeals Procedures

- A. Parents shall be notified of the district's committee recommendations for non-entry or exit of the Gifted & Talented program.
- B. Parents may appeal the Gifted & Talented program district committee's decision by verbal or written contact to the Gifted & Talented committee after the committee has issued letters documenting its qualification decisions within 10 business days.
- C. Parents will be notified in writing of the decision of the Gifted & Talented program district committee.

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Public Announcement for Gifted & Talented Referral

Excellence in Leadership Academy is beginning the referral process for Gifted & Talented (G/T) services for the school year. We are committed to providing challenging learning experiences for students with exceptional intellectual and creative thinking abilities. A general information meeting about the district’s G/T services and an overview of the characteristics of gifted and talented students will be held _____, at the administration building in the School Board meeting room. Referral forms will be made available at the meeting.

Anyone wishing to refer a student attending **ELA** in kindergarten through 8th grade can pick up or request a copy of the referral form at their school office after _____. This form must be returned to the school by _____. Those unable to go by the school office should call and request a form to be sent to them.

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Anuncio Público Para Remisión A Dotados & Talentosos

Excellence in Leadership Academy está comenzando el proceso de recomendación para los servicios para Dotados & Talentosos (G/T) para el año escolar . Nos comprometemos a proporcionar experiencias de aprendizaje desafiantes para estudiantes con habilidades excepcionales de pensamiento intelectual y creativo. Se llevará a cabo una reunión de información general sobre los servicios G/T del distrito y una descripción general de las características de los estudiantes dotados y talentosos en el edificio de administración en la sala de juntas de la Junta Escolar. Los formularios de referencia estarán disponibles en la reunión.

Cualquier persona que desee referir a un estudiante que asiste a **ELA** en Kinder hasta 8º grado puede recoger o solicitar una copia del formulario de derivación en la oficina de la escuela después del _____. Este formulario debe ser devuelto a la escuela antes de _____. Aquellos que no puedan ir a la oficina de la escuela deben llamar y solicitar un formulario que se les enviará.

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GIFTED & TALENTED PROGRAM

Referral Forms

Memorandum

Date:

TO: Principals and Assistant Principals
Elementary and Middle School

FROM: Gifted & Talented Coordinator

SUBJECT: Kinder-8th Referral Forms for the 2019-2020 Gifted and Talented Education Program

Excellence in Leadership Academy's Gifted and Talented (G/T) Education Program is asking for your cooperation and support in referring possible candidates for the **2021-2022** G/T Education Program.

The G/T Education Program is using the referral, screening, and identification process for possible candidates. The forms needed for referral are attached to this e-mail. Teachers should complete forms **only** for those students being referred. **All completed signed Parent Forms and Teacher Forms must be turned in to the counselor, so they can be submitted to our office before the _____ deadline.** *Encourage teachers to refer LEP and students participating in the Special Education Program that may be eligible for Gifted & Talented Services.*

- Please advise your teachers to verify that all sections on the referral forms are completed correctly before submitting them to our office.
 - *Students will not be screened or assessed without all the requested information.*
- Students' names and identification numbers are crucial.

All completed referral forms are due in the Gifted and Talented Education Program Office by

This is the first step in the identification process that the G/T Education Program will use to identify candidates. The G/T Identification Committee will review all the criteria and make decisions for placement once all information is collected.

Thank you for your continued support. If you have any questions, please call me at (956) 424-9504.

Mrs. Jessica Nelson

G/T Coordinator

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IMPORTANT

Campus Principals and Assistant Principals,

Please forward the attached information to ALL teachers, including Bilingual and Special Education teachers.

- ✓ Remind teachers not to assure parents of any outcomes.
- ✓ Please share the Bright Child vs. Gifted Learner Inventory
- ✓ Teachers need to make copies of the Parent Inventory Form for only those students referred to be screened for the G/T Education Program.
- ✓ Send Parent Inventory Form home with students as soon as possible. (Make sure parents' consent to participation by signing at the bottom of the Parent Inventory.)
- ✓ Teachers need to complete a Teacher Screening and Behavioral Checklist Form for all the students being referred.
 - **Note:** Parents may refer their child(ren) for the G/T Identification Process. Teachers will have to fill out a Teacher Screening and Behavioral Checklist even if they are not the person who is referring the child.
- ✓ Teachers must list all the students being referred on a Referral Roster.
- ✓ Please ensure that the following items are correct:
 - Correct student name, current address (not an e-mail address) and language in which child will be tested. Student ID numbers are crucial; therefore, make sure that they are correct.
- ✓ **STUDENTS WILL NOT BE SCREENED/ASSESSED IF PARENT AND/OR TEACHER FORMS ARE INCOMPLETE OR MISSING.**
- ✓ **Note: Due Dates**
 - Parent forms have a due date of _____ to ensure that all the forms are turned in to you in time for the "In the G/T Office" due date of _____.

PLEASE DELIVER ALL COMPLETED FORMS TO THE GIFTED AND TALENTED EDUCATION PROGRAM OFFICE BY:

DATE

**Thank you,
G/T Coordinator**

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GIFTED & TALENTED PROGRAM

Scoring Matrix

Student Nominated: _____ ID#: _____ Grade: _____

Teacher: _____ School: _____ Age: _____

Date of Entry: _____

Achievement Test Please indicate which test was administered and the administration date. All tests must have been administered within the last 12 months of application.				Ability Test Cognitive Abilities Test (CogAT 7) (current year's score)	
<input type="checkbox"/> IOWA Administration Date:		<input type="checkbox"/> Logramos Administration Date:		SAS 126-160 30 points	
				SAS 121-125 25 points	
				SAS 114-120 20 points	
				SAS 109-113 15 points	
				SAS 104-108 10 points	
				SAS 100-103 5 points	
Total Reading NPR		Total Math NPR			
95-99 percentile 20 points		95-99 percentile 20 points			
90-94 percentile 16 points		90-94 percentile 16 points			
85-89 percentile 13 points		85-89 percentile 13 points			
80-84 percentile 10 points		80-84 percentile 10 points			
70-79 percentile 7 points		70-79 percentile 7 points			
Score:	Points:	Score:	Points:	Score:	Points:
Teacher Recommendation Score calculated using G/T Identification Matrix.				Report Card Calculate the student's score by averaging the grades earned in Reading, Math, Science and Social Studies.	
		Score: 31-44 10 points		95-100 or A to A+ 20 points	
		Score: 21-30 8 points		90-94 or A- 15 points	
		Score: 11-20 6 points		85-89 or B to B+ 10 points	
		Score: 1-10 4 points		80-84 or B- 5 points	
				Score:	Points:
Score:		Points:		Gifted & Talented Admissions:	
Total Matrix Points		Total Points		To be coded "G/T" on the District PEIMS report the students must have a G/T Identification Matrix score that meets either number one or two below:	
A matrix that totals 62 points or above is required to be qualified for the G/T Program. Students can qualify with a Total Matrix points totaling 56-61 points if the total points earned for the Iowa / Logramos equals 20 and the total points earned for the CogAT 7 equals 10.		(Circle One)		1. 62 POINTS or ABOVE: Total G/T Identification Matrix points of 62 points or above which includes the following: - Ability Score (age-based SAS score) – Achievement Score (national percentile score) – Grades – Teacher Recommendation OR	
				2. TEST QUALIFIED: Total G/T Identification Matrix points of 56-61 and meets the following test criteria: Iowa/Logramos Achievement score that totals 20 points or above AND CogAT 7 score that total 10points or above.	
Admissions Committee					
Meeting Date:					
Date Information Sent to Parents:					
G/T Coordinator:				Committee Member:	
Principal / Designee:					

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EXCELLENCE IN LEADERSHIP ACADEMY

“Leaders Soaring to Excellence”

**GIFTED & TALENTED PROGRAM
Peer Nomination Form**

Student Nominated: _____ ID#: _____ Grade: _____

Teacher: _____ School: _____ Age: _____

CHARACTERISTIC(S): Place a check mark (✓) next to each item that best describes the student.

- _____ 1. Farthest ahead in grade placement
- _____ 2. Largest vocabulary
- _____ 3. Asks most unusual questions
- _____ 4. Most creative thinker
- _____ 5. Best critical thinker
- _____ 6. Excels in more than one content area
- _____ 7. Unusual and/or intense hobby, collection, project, or interest
- _____ 8. Chosen by others as a leader
- _____ 9. Can persuade a group
- _____ 10. Communicates with all peers
- _____ 11. Most artistic
- _____ 12. Would be the best in a dramatic/humorous production
- _____ 13. Surprises you occasionally with knowledge
- _____ 14. Very coordinated
- _____ 15. Excels in athletic activities
- _____ 16. Friendliest, most outgoing
- _____ 17. Most independent
- _____ 18. Is persistent, sticks to a task
- _____ 19. Has a good sense of humor

Student Signature

Date

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EXCELLENCE IN LEADERSHIP ACADEMY

“Leaders Soaring to Excellence”

GIFTED & TALENTED PROGRAM

Self-Nomination Form

Student Nominated: _____ ID#: _____ Grade: _____

Teacher: _____ School: _____ Age: _____

Parent Name(s): _____

I, _____ (Student Name), would like to be considered for the Gifted and Talented Program for the following reasons:

Student Signature

Date

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EXCELLENCE IN LEADERSHIP ACADEMY

"Leaders Soaring to Excellence"

GIFTED & TALENTED PROGRAM

Teacher Nomination Form

Student Nominated: _____ ID#: _____ Grade: _____

Teacher: _____ School: _____ Age: _____

Address: _____

Parent Name(s): _____

Instructions: In relationship to the typical child in your classroom, please check mark (✓) next to each item that best describes your child.

- _____ 1. Has advanced vocabulary, expresses himself or herself well.
- _____ 2. Thinks quickly.
- _____ 3. Recalls facts easily.
- _____ 4. Wants to know how things work.
- _____ 5. Is reading (before she/he started kindergarten).
- _____ 6. Puts unrelated ideas together in new and different ways.
- _____ 7. Becomes bored easily.
- _____ 8. Asks reasons why – questions almost everything.
- _____ 9. Has a great deal of curiosity.
- _____ 10. Likes "grown-up" things and to be with older people.
- _____ 11. Is adventurous.
- _____ 12. Has a good sense of humor.
- _____ 13. Is impulsive, acts before he thinks.
- _____ 14. Tends to dominate others if given the chance.
- _____ 15. Is persistent, sticks to a task.
- _____ 16. Has a good physical coordination and body control.
- _____ 17. Is independent and self sufficient in looking after himself.
- _____ 18. Is aware of his surroundings and what is going on around him.

Grades: _____ English Reading _____ Math _____ Science
 _____ Social Studies _____ Conduct _____ Elective(_____)
 _____ Elective (_____)

Comments: _____

Teacher Signature _____

Date _____

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EXCELLENCE IN LEADERSHIP ACADEMY

"Leaders Soaring to Excellence"

GIFTED & TALENTED PROGRAM

Screening & Behavioral Checklist Teacher Form K-8th Grade

Student's Full Name: _____

Home Mailing Address: _____

City/State/Zip: _____

Student ID#: _____ DOB: ____/____/____

Teacher's Full Name: _____

School: _____ Grade: _____

Important Please check one (√) and specify *if applicable:

Child will be test in ____ English or ____ Spanish and is ____ LEP ____ NON-LEP

When compared with other students in the class, which does your student possess, to a marked degree, some of the following characteristics? **DO NOT exclude any child because of language or learning disabilities.**

Directions: Please place a check in the space beside each question which BEST describes the student.

Please return ALL completed forms to Mrs. Nelson
before December 16
No late forms will be accepted.

THIS STUDENT...	Almost Always 4	Sometimes 3	Rarely 2	Almost Never 1
Has what seems to be an unusual storage of and recall of facts and information.				
Seems to have abundant ideas, different ideas, thinks quickly and piggybacks ideas.				
Has the ability to concentrate on more than one concept at a time.				
Interacts well with adults.				
Appears to have the need for expressing independence.				
Is bored easily with routine tasks.				
Appears to be verbally precocious, exhibits an unusual grasp of words and displays curiosity about them.				
Reasons things out, thinks clearly, recognizes relationships and comprehends meanings.				
Is curious about many activities and places outside immediate environment and/or experience.				
Is a leader in several kinds of activities.				
Is able to influence others to work towards desirable goals.				
Has outstanding talent in a special area(s) such as art, music, rhythms and dramatics. (Indicate area(s) of talent: _____)				

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EXCELLENCE IN LEADERSHIP ACADEMY

“Leaders Soaring to Excellence”

**GIFTED & TALENTED PROGRAM
Parent Nomination Form**

Student Nominated: _____ ID#: _____ Grade: _____

Teacher: _____ School: _____ Age: _____

Address: _____

Parent Name(s): _____

Instructions: In relationship to the typical child in your neighborhood, please check mark (√) next to each item that best describes your child.

- _____ 1. Has advanced vocabulary, expresses him/herself well.
- _____ 2. Thinks quickly.
- _____ 3. Recalls facts easily.
- _____ 4. Wants to know how things work.
- _____ 5. Is reading (before she/he started kindergarten).
- _____ 6. Puts unrelated ideas together in new and different ways.
- _____ 7. Becomes bored easily.
- _____ 8. Asks reasons why – questions almost everything.
- _____ 9. Has a great deal of curiosity.
- _____ 10. Likes “grown-up” things and to be with older people.
- _____ 11. Is adventurous.
- _____ 12. Has a good sense of humor.
- _____ 13. Is impulsive, acts before he thinks.
- _____ 14. Tends to dominate others if given the chance.
- _____ 15. Is persistent, sticks to a task.
- _____ 16. Has a good physical coordination and body control.
- _____ 17. Is independent and self sufficient in looking after himself.
- _____ 18. Is aware of his surroundings and what is going on around him.

Comments: _____

Parent Signature

Date

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EXCELLENCE IN LEADERSHIP ACADEMY

“Leaders Soaring to Excellence”

PROGRAMA DE ESTUDIANTES TALENTOSOS & DOTADOS
Forma De Nominación Del Padre

Nombre de Estudiante: _____ ID#: _____ Grado: _____

Maestro(a): _____ Escuela: _____ Edad: _____

Domicilio: _____

Nombre de Padre(s): _____

Instrucciones: ¿Como ve a su niño relacionarse con los demás niños de la vecindad? Favor de poner una tacha (√) en la línea que indique su respuesta.

- _____ 1. Tiene vocabulario muy avanzado, y se expresa con claridad.
- _____ 2. Piensa rápidamente.
- _____ 3. Tiene Buena memoria y recuerda muchas cosas fácilmente.
- _____ 4. Quiere saber como trabajan las cosas.
- _____ 5. Ya estaba leyendo cuando entró al kínder.
- _____ 6. Combina ideas que no son relacionadas en diferente modo.
- _____ 7. Se enfada muy pronto.
- _____ 8. Hace muchas preguntas tocante al “por que” de todo.
- _____ 9. Tiene mucha curiosidad.
- _____ 10. Le gusta tratar con adultos y usar cosas de adultos.
- _____ 11. Es aventurero.
- _____ 12. Es muy chistoso – se ríe de sí mismo.
- _____ 13. Reacciona antes de pensar – es impulsivo.
- _____ 14. Trata de dominar a los demás si se le da la oportunidad.
- _____ 15. Se dedica a acabar la tarea – es persistente.
- _____ 16. Tiene buen control y coordinación de su cuerpo.
- _____ 17. Es muy independiente y se puede cuidar él mismo.
- _____ 18. Está consciente de sus alrededores y lo que está pasando alrededor de él.

Comentarios: _____

Firma de Padre/Guardian

Fecha

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EXCELLENCE IN LEADERSHIP ACADEMY

"Leaders Soaring to Excellence"

GIFTED & TALENTED PROGRAM

Referral and Screening Parent Inventory of Student Characteristics K-8th Grade

This information will be used in evaluating your child for the Excellence in Leadership Gifted & Talented Education Program.

Student Nominated: _____ DOB: _____ Grade: _____

Teacher: _____ School: _____ Phone #: _____

Address: _____

Parent Name(s): _____

Please return all completed forms to your child's teacher by

***Please, circle the number that BEST describes the frequency in which your child displays the listed characteristics.**

My Son/Daughter		Rarely Noticed		Often Noticed
1.	Seems to remember many interesting pieces of information.	1	2	3
2.	Likes to take things apart.			
3.	Seems to have a sensitive feeling for right or wrong.			
4.	Likes to form analogies and think about how different things could be.			
5.	Can become so interested in some subject that he/she does not always hear me talking.			
6.	Seems to work things out in his/her head.			
7.	Seems to have a high physical energy level.			
8.	Has a keen sense of humor.			
9.	Asks a lot of questions.			
10.	Makes up original stories and songs.			
11.	Enjoys being around older children and adults.			
12.	Makes unusual things out of common objects.			
13.	Is sensitive to other people's feelings, and sometimes feels sympathy for characters in stories, movies, etc.			
14.	Is rather critical of him/herself.			
15.	Seems to be a good problem solver when making decisions, playing games or solving puzzles.			
16.	Is interested in a wide variety of activities.			
17.	Chooses difficult problems over simple ones.			
18.	Is willing to take risks.			
19.	Does not fear being different; is a non-conformist.			
20.	Adapts easily to new situations.			

Please provide any other information about your son/daughter that would be helpful for the committee to understand him/her better. Attach an extra sheet if necessary. In order to complete the identification process, your child needs to participate in some special testing. **Your signature below indicates your consent for this testing.** I give permission for my son/daughter to participate in the G/T identification process, which includes creativity, intelligence, and achievement testing. I understand I will be notified if my son/daughter is identified. **Please note that all appeals need to be made within 10 days of receiving Selection Committee's decision.**

Parent Signature

Date

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EXCELLENCE IN LEADERSHIP ACADEMY

“Leaders Soaring to Excellence”

Remisión para el Programa de Dotados & Talentosos

Inventario de Padres: Características de su hijo(a) (Kinder-8º Grado)

Esta información se usará para evaluar a su hijo(a) para el programa de Dotados & Talentosos de Excellence in Leadership Academy.

Nombre de Estudiante: _____ Fecha de Nacimiento: _____ Grado: _____

Maestro(a): _____ Escuela: _____ # de Telefono: _____

Domicilio: _____

Nombre de Padre(s): _____

***Circule el número que MEJOR indica la frecuencia en la cual su hijo(a) demuestra estas características.**

Favor de regresar todas las formas completas a el maestro(a) de su hijo(a) antes del

My Hijo(a)	A Veces		Muy Seguido
	1	2	3
1. Puede recordar mucha información.			
2. Le gusta desarmar cosas.			
3. Sabe distinguir entre lo bueno y lo malo.			
4. Le gusta formar analogías y pensar sobre cómo podrían ser diferentes las cosas.			
5. A veces no me escucha porque esta muy interesado en otras cosas que está haciendo.			
6. Usa su mente para resolver problemas o situaciones.			
7. Tiene mucha energía física.			
8. Tiene un buen sentido de humor.			
9. Hace muchas preguntas.			
10. Puede hacer sus propios cuentos y canciones.			
11. Le gusta estar entre adultos y niños mayores que el/ella.			
12. Puede hacer cosas diferentes con objetos comunes.			
13. No le gusta ofender a otras personas. Y siente simpatía por los personajes en cuentos, películas, etc.			
14. A veces mi hijo(a) se critica así mismo(a).			
15. Hace buenas decisiones para resolver problemas cuando juega o cuando trabaja con variedad de rompecabezas.			
16. Se interesa en una gran variedad de actividades.			
17. Prefiere problemas difíciles sobre simples.			
18. Es audaz.			
19. No teme ser diferente; no es conformista.			
20. Se adapta fácilmente a nuevas situaciones.			

Si tiene más información acerca de las habilidades de su hijo/a, le pedimos que las anote. Eso nos ayudaría mucho para comprender mejor a su hijo/a. Para completar el proceso de identificación, su hijo/a necesita participar en algunos exámenes. **Su firma indica su consentimiento para estos exámenes.** Yo doy permiso a mi hijo/a para participar en el proceso de identificación de G/T el cual incluye creatividad, inteligencia, y examen de aprovechamiento. Yo entiendo que se me comunicara si mi hijo/a ha sido identificado para recibir servicios. **Apelaciones deben de ser hechas 10 días de recibir el rendimiento del comité de selección.**

Firma de Padres

Fecha

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EXCELLENCE IN LEADERSHIP ACADEMY

“Leaders Soaring to Excellence”

GIFTED & TALENTED PROGRAM
PARENTAL PERMISSION FOR TESTING

Programa De Estudiantes Talentosos & Dotados - Permiso Para Administrar Examen

Dear Parents,

Excellence in Leadership Academy is conducting screening among students in grades Kindergarten –8th. The purpose of the screening process is to select students who exhibit skills and characteristics of giftedness.

Upon completion of the screening process, eligible students will undergo an assessment process. The students who meet the program criteria will be assessed.

The assessment process will be completed in June. At that time, you will be notified of your child’s performance. Please indicate if you want your child to participate in this testing process and return this form to your child’s teacher. If you have any questions, feel free to call me at (956) 424-9504.

Sincerely,
Mrs. Nelson- G/T Coordinador

Estimados padres,

El distrito escolar de Excellence in Leadership Academy está administrando una selección de estudiantes de Kindergarten al grado 12. El propósito de este proceso es seleccionar estudiantes que demuestren destrezas y características dotadas. Al término de la selección, los estudiantes que sean elegibles se someterán a un proceso de evaluación. Los estudiantes que llenen los requisitos se les administraran la evaluación.

El proceso de evaluación se completará en junio. En esas fechas se le será notificado sobre el desempeño de su hijo/hija. Favor de indicar si desea que su hijo/hija participe en este proceso de selección y regrese esta forma con la maestra de su hijo/hija. Si tiene alguna pregunta favor de ponerse en contacto conmigo al (956) 424-9504.

Sinceramente,
Mrs. Nelson- G/T Coordinador

Student Nominated/Nombre de Estudiante: _____ ID#: _____ Grade/Grado: _____

Teacher/Maestro(a): _____ School/Escuela: _____ Age/Edad: _____

____ Yes, I DO grant permission for testing for the Gifted/Talented Program. / SI, doy permiso para que administren examen de selección para el programa de niños/niñas Talentosos y Dotados

____ No, I DO NOT grant permission for testing for the Gifted/Talented Program. / NO, no doy permiso para que administren examen de selección para el programa de niños/niñas Talentosos y Dotados.

Parent Signature/Firma de Padre o Guardian _____ Date/Fecha _____

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EXCELLENCE IN LEADERSHIP ACADEMY

“Leaders Soaring to Excellence”

**GIFTED & TALENTED PROGRAM
NOTIFICATION OF ENTRY**

Formulario de Permiso de los Padres para los Servicios Dotados & Talentosos

Date/Fecha: _____

Dear Parent/Guardian,

Your child has met the qualifications to receive Gifted & Talented services. Before we can officially offer your child these services, we must have your written approval for your child to participate. Please complete this form and return it to school as soon as possible.

Sincerely,

Mrs. Jessica Nelson - Counselor

Apreciable Padre/Guardian,

Su hijo(a) ha cumplido con los requisitos para recibir servicios para estudiantes Dotados & Talentosos. Antes de que podamos ofrecer oficialmente a su hijo/a estos servicios, debemos contar con su aprobación por escrito para que su hijo/a participe. Por favor complete este formulario y devuélvalo a la escuela lo más pronto posible.

Sinceramente,

Mrs. Jessica Nelson, Counselor

.....
Student's Name/Nombre de Estudiante: _____

Address/Domicilio: _____

Home/Cell Phone/Telefono Hogar/Celular: _____ **Work Phone /# de Trabajo:** _____

Grade/Grado: _____ **Teacher/Maestro(a):** _____

Please check the appropriate space / Por favor, verifique el espacio apropiado:

_____ **YES**, we give permission for our son/daughter to receive Gifted and Talented services. **SÍ**, damos permiso para que nuestro hijo(a) reciba servicios para estudiantes Dotados & Talentosos.

_____ **NO**, we do not want our son/daughter to receive Gifted & Talented services. **NO**, no queremos que nuestro hijo(a) reciba servicios para Dotados y Talentosos.

Parent Signature/Firma de Padre o Guardian

Date/Fecha

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EXCELLENCE IN LEADERSHIP ACADEMY

"Leaders Soaring to Excellence"

GIFTED & TALENTED PROGRAM

NOTIFICATION OF NON-ENTRY

Notificación de No Calificar para Servicios Dotados & Talentosos

Date: _____

Dear Parent/Guardian,

The purpose of this letter is to inform you about the results of Excellence in Leadership Academy Gifted & Talented (G/T) evaluation. The committee reviewed quantitative and qualitative data collected on your child.

As defined by the Texas Education Code, a gifted and/or talented student is "a child who performs or shows the potential for performing at remarkably high levels of accomplishment when compared with others of the same age, experience, or environment." Our G/T program services the needs of the academically advanced student in the four core areas: math, science, social studies, and English language arts.

At this time, our screening indicates that _____ has not qualified to receive Excellence in Leadership Academy G/T services. As a parent, you have the right to appeal this decision. The appeals must be received within 10 business days of receiving the district's decision. If you would like to discuss this decision further, please contact the school counselor for a personal conference to look over the screening process records on your child.

Sincerely,

Mrs. Jessica Nelson - Counselor

Notificación de No Calificar para Servicios Dotados & Talentosos

Fecha: _____

Apreciable Padre/Guardián

El propósito de esta carta es informarle acerca de los resultados de la evaluación del Programa de Dotados & Talentosos (G/T) de Excellence in Leadership Academy. El comité revisó datos cuantitativos y cualitativos recopilados sobre su hijo(a).

Según lo define el Código de Educación de Texas, un estudiante Talentoso & Dotado es "un niño que se desempeña o muestra el potencial para desempeñarse en niveles notablemente altos de logro en comparación con otros de la misma edad, experiencia o entorno". Los servicios G/T atienden las necesidades de los estudiantes académicamente avanzados en las cuatro áreas centrales: matemáticas, ciencias, estudios sociales y artes del lenguaje inglés.

En este momento, nuestra evaluación indica que _____ no calificó para recibir los servicios G/T de Excellence in Leadership Academy. Como padre, usted tiene el derecho de apelar esta decisión. Las apelaciones se deben recibir dentro de los 10 días hábiles posteriores a la recepción de la decisión del distrito. Si desea analizar esta decisión aún más, comuníquese con el consejero de la escuela para una conferencia personal para revisar los registros del proceso de evaluación de su hijo(a).

Sinceramente,

Mrs. Jessica Nelson, Counselor

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EXCELLENCE IN LEADERSHIP ACADEMY

"Leaders Soaring to Excellence"

GIFTED & TALENTED PROGRAM

Committee Recommendations for Program Entry

Date: _____

Name of Student:

ID#:

Grade Level:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

COMMITTEE MEMBERS:

Name

Position

1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

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EXCELLENCE IN LEADERSHIP ACADEMY

"Leaders Soaring to Excellence"

GIFTED & TALENTED PROGRAM

Furlough Policy & Referral Form

Date: _____

Requested by: _____

Check here if you have read and understand the **Excellence in Leadership** Furlough Policy.

Requested for (Student's Name): _____

Date: _____ Length of Time Requested: _____

Reason(s) for request: _____

2 COMMITTEE DECISION

_____ Furlough GRANTED _____ Furlough DENIED

Date: _____ Length of time granted: _____

Comments: _____

Committee Members

G/T Coordinator/Teacher Signature

Teacher Signature

Principal/Counselor Signature

Other (Specify) Signature

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EXCELLENCE IN LEADERSHIP ACADEMY

“Leaders Soaring to Excellence”

**GIFTED & TALENTED PROGRAM
Student/Parent Furlough Letter**

Student Nominated: _____ ID#: _____ Grade: _____

Teacher: _____ School: _____ Age: _____

Dear Parents,

Date: _____

Your child, _____, is currently enrolled in the Excellence in Leadership Academy Gifted & Talented Program. He/she is being placed on furlough status due to the following reason(s):

The furlough period will begin _____. On _____, the Gifted & Talented district committee will review your son/daughter’s progress and make a recommendation for their placement.

If you have any questions or would like a conference concerning this matter, please contact the school.

Thank You,

Teacher’s Signature

Principal’s Signature

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EXCELLENCE IN LEADERSHIP ACADEMY

“Leaders Soaring to Excellence”

**GIFTED & TALENTED PROGRAM
Student Probationary Letter**

Student Name: _____ ID#: _____ Grade: _____

Teacher: _____ School: _____ Age: _____

Dear Parents, _____ Date: _____

Your child, _____, is currently enrolled in the Excellence in Leadership Academy Gifted & Talented Program. She/he is being placed on probation for the following reason(s):

- is not mastering basic grade level skills and objectives
- is not completing assignments
- student has difficulty keeping up with the pace of the class
- is failing/has failed _____ for the _____ six weeks period
- other _____

Further evaluation will be made during the six weeks period. At this time, we would like to request a conference with you to discuss your child’s academic progress. The conference will be held on _____ (date/time). If you are unable to attend, please contact the school at (956) 424-9504.

Thank you,

Teacher’s Signature

Principal’s Signature



I have received your letter:

_____ I will be able to attend the conference at the set time.

_____ I will not be able to attend the conference but can reschedule for: _____ (date/time)

_____ I will not attend the conference.

Parent/Guardian Signature

Date

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EXCELLENCE IN LEADERSHIP ACADEMY

“Leaders Soaring to Excellence”

PROGRAMA DE DOTADOS Y TALENTOSOS
Notificación de Estudiante Colocado en Estado de Prueba

Nombre de Estudiante: _____ ID#: _____ Grado: _____

Maestra: _____ Escuela: _____ Edad: _____

Estimados Padres/Guardian, Fecha: _____

Su hijo(a), _____, está matriculado en el Programa de Dotados & Talentos del distrito escolar de Excellence in Leadership Academy. Por ahora su hijo(a) está teniendo dificultad en:

- o no domina las habilidades y objetivos básicos de nivel de grado
o no está completando tareas/actividades
o otra razón _____

Se harán otras evaluaciones, después del fin de estas seis semanas. Se requiere una conferencia con usted sobre este asunto. La conferencia se llevará acabo el día _____ a las _____. Si usted no puede venir a esta conferencia, favor de comunicarse con la directora de la escuela de su hijo(a) (956)424-9504.

Gracias,

Firma de Maestro(a)

Firma de Director(a)

He recibido la carta:

___ Podré asistir a la conferencia a la hora establecida.

___ No podré asistir a la conferencia, pero puedo reprogramarla para: _____ (fecha/hora)

___ No asistiré a la conferencia

Firma de Padre/Guardian

Fecha

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**GIFTED & TALENTED PROGRAM
Parent/Student Conference Form**

Student Name: _____ ID#: _____ Grade: _____

Date: _____ School: _____ Age: _____

Members Present:

Principal/Designee Counselor Parent

G/T Teacher G/T Teacher G/T Teacher

G/T Teacher Teacher Teacher

Summary of Conference:

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**GIFTED & TALENTED PROGRAM
Committee Evaluation/Recommendation Form**

Student Name: _____ ID#: _____ Grade: _____

Teacher: _____ School: _____ Age: _____

The student above is being evaluated due to a recent:

_____ Probationary Period _____ Reassessment _____ Furlough Period _____ Transfer from another School

We recommend that the student:

_____ Remain in the Gifted & Talented Program

_____ Remain on the current probationary/furlough status until _____ in which another evaluation will be done

_____ Exit from the Gifted & Talented Program.

Reason(s):

Committee Signature

Position

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

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**GIFTED & TALENTED PROGRAM
Permanent Record Form**

Student Name: _____ ID#: _____ Grade: _____

Teacher: _____ School: _____ Age: _____

Date: _____ Circle One: Entry/Non-Entry

Actual Criteria Scores:

Ability Test - CogAT 7 _____

Achievement Test – Reading _____

Achievement Test – Math _____

Report Card _____

Teacher Recommendation _____

Other: Specify _____

Principal Signature

Date

G/T District Coordinator Signature

Date

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GIFTED & TALENTED PROGRAM
Gifted and Talented Education/Advanced Academic Services Program
Referral Roster (Kinder-8th)

School: _____

Room: _____

Teacher: _____

Grade: _____

When compared to other children in grades Kinder-8th, which of your pupils possess, to a marked degree, some of the following characteristics? Be particularly observant of the youngest children in the class. Do not exclude any child because of language or learning disabilities.

Indicate area(s) of talent under “characteristics”:

- 1. ...has unusual good vocabulary.
2. ...has an unusually good memory.
3. ...has a long attention span.
4. ...reasons things out, thinks clearly, recognizes relationships and comprehends meanings.
5. ...has a sense of humor.
6. ...is a leader in several kinds of activities. Is able to influence others to work toward desirable goals.
7. ...wants to know how and why.
8. ...is able to plan and organize well.
9. ...chooses difficult problems over simple ones.
10. ...sets high standards for self.
11. ...has outstanding talent in a special area(s) such as art, music, rhythms, and dramatics.

Note: Incomplete Nomination Packets will not be processed.

If you have a pupil who exhibits at least eight of the above characteristics, please list their names below. Following each name, list the number of characteristics that fit the pupil.

Table with 6 columns: Pupil's Name, LEP/NL, Student ID, DOB, Characteristics (indicate by #). Includes example row for Jane Smith and three blank rows for entries.

Comments: _____

Important Nomination Criteria:

Kinder-2nd Grade: Please, consider the TPRI “Independent” levels for each child nominated. Example: 9 out of 10 Independent Levels. Remember, the nominee should be a child that exhibits greater knowledge, skill, or potential than is considered “average” at that grade level.

Third Grade and Upper Grades: Please include the STAAR scores of 90% or higher for each nominee.

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**GIFTED & TALENTED PROGRAM
Six Weeks Student Evaluation**

Student Name: _____ ID#: _____ Grade: _____

G/T Teacher: _____ Conference Period: _____

	1	2	3	4	5	6
Mastery of concepts/subject matter						
Use of critical-thinking skills						
Use of creative-thinking skills						
Use of problem-solving skills						
Use of research skills						
Use of study skills						
Product(s) evaluation						
Participation/interaction						
Completion of tasks						
Attitude/cooperativeness						

Parent/Guardian’s Signature

Explanation of Ratings:

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____

- 1—Poor
- 2—Fair
- 3—Average
- 4—Good
- 5—Excellent

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GIFTED & TALENTED PROGRAM

Lesson Plan Template

ELA teachers will assure that all the TEKS are being taught at all levels to *all* students, including the gifted. To extend the curriculum for the advanced student, teachers will use the following format to plan for advanced curriculum needs. This template was based on the Continuum of Learning Experiences Framework (COLEF) and the TEA state initiative The Texas Performance Standards Project for gifted students. Please refer to your grade level/content COLEF at <http://www.texaspsp.org/resources/colef.php>.

Unit of Study:
Length of time:
In what ways am I extending this unit to help students define a problem or topic and develop research questions?
In what ways am I extending this unit to review sources of information/data?
In what ways am I extending this unit to help students refine research questions?
In what ways am I extending this unit to help students gather information/data?

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<p>In what ways am I extending this unit to help students analyze and interpret data?</p> <p>Synthesis:</p> <p>Evaluate:</p> <p>Develop personal viewpoints:</p>
<p>In what ways am I ensuring students can share their findings through a product or presentation?</p>

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PROGRAM EVALUATION

Excellence in Leadership Academy will annually evaluate the Gifted & Talented Program by surveying all stakeholders including students, parents/guardians, and teachers. The evaluation data will be presented to the school board and will be used as a needs assessment to be addressed in the district/campus improvement plans.

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GIFTED & TALENTED PROGRAM

General Teacher Survey

Please complete the following information by marking the appropriate box for each question. Return this form to your principal as soon as possible.

	<u>YES</u>	No	N/A
1. I know the district's criteria for selecting gifted students.			
2. I have referred one or more students to receive G/T services.			
3. I feel confident in my student referrals for gifted services.			
4. I have had the opportunity to conference with the G/T teachers in regards to how identified students are enriched and challenged.			
5. More information is needed on recognizing and meeting the needs of gifted children.			
6. I can explain to parents or other members of the community the G/T services on my campus.			
7. I have observed gifted students sharing their products and performances.			
8. I understand the importance of differentiation in the regular classroom to meet the needs of gifted students.			
9. I provide the opportunity for eager students to share knowledge learned from activities with gifted services.			
10. My expectations change for the child who has been identified as being gifted.			
11. Information on gifted services is made available to all parents.			
12. Gifted services are viewed as an elitist program by other parents or the staff.			
13. Gifted services blend in with the overall mission of our campus.			

Please add any additional comments on ways we can improve our gifted services: _____

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**GIFTED & TALENTED PROGRAM
Parent Survey**

Please take a few moments to complete and mail this anonymous survey in the self-addressed, stamped envelope provided.

Student Grade Level: _____ Student’s School: _____

Please check the answer that best represents your opinion in response to the following questions:

	Agree	Disagree	Don’ t Know
1. The G/T services my child receives have had a positive influence on my child's attitude toward school.			
2. My child’s G/T teacher(s) understands the characteristics and needs of gifted children.			
3. My child's G/T teacher(s) adjusts assignments in order to meet his/her learning needs.			
4. The G/T services my child receives provide many opportunities for my child to work with other children who have similar interests and abilities.			
5. The G/T services my child receives provide learning opportunities that are challenging to my child.			
6. The G/T services my child receives provide many opportunities for my child to pursue his/her passions and develop new topics of his/her personal interest through independent learning.			
7. The amount of work my child completes in the G/T classroom is appropriate for their learning level.			
8. My child's G/T teacher provides assignments based on my child's learning needs that are different from what the other students are learning.			
9. The G/T services my child receives have been effective in improving my child's academic achievement.			
10. My child's G/T teacher communicates and collaborates with me about my child's learning needs.			
11. The G/T services my child receives overall have been very beneficial.			

What aspects do you like about the G/T services Excellence in Leadership Academy provides?

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What should be done to improve G/T services provided by Excellence in Leadership Academy?

GIFTED & TALENTED PROGRAM

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Local Board Policy

The District's program for gifted and talented students is provided for those who excel in the following areas:

1. General intellectual ability, grades K-5.
2. Specific subject matter aptitude, grades 6-8.

NOMINATION Students may be nominated for the gifted and talented program by teachers, counselors, parents, or other interested persons. Nomination period for Kindergarten -8th grade students will begin on December 1st.

IDENTIFICATION CRITERIA Criteria to identify gifted and talented students shall be established in the Board-approved program for the gifted and talented. The criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities.

PARENTAL CONSENT Written parental consent shall be obtained before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies at FL.

SELECTION A selection committee shall evaluate each nominated student according to the established criteria and shall select those students for whom gifted program placement is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students and shall be established for the District.

ASSESSMENTS Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include but not be limited to the following: achievement tests; intelligence tests; behavioral checklists completed by teachers and parents; teacher nominations based on classroom observations.

NOTIFICATION Parents/Guardians shall be notified in writing upon selection or non-selection of the student for the gifted program. Participation in any program or services provided for gifted students is voluntary. The District shall obtain written permission of the students and the parents before a student is placed in a gifted program.

REASSESSMENTS The district shall not perform routine reassessments.

TRANSFER STUDENTS When a student identified as gifted by a previous school district and transfers into the District, the student's records shall be reviewed by the campus principal or designee to determine if placement in the District's gifted and talented program is appropriate.

FURLOUGH Students who are unable to maintain satisfactory performance within the structure of the gifted and talented program may be placed on furlough by the campus committee. The purpose of such a furlough is to provide the student an opportunity to attain performance goals established by the selection committee. A furlough also may be granted at the request of the student and/or parent. A student may be furloughed for a period

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of time deemed appropriate by the district committee. At the end of the furlough, the student's progress shall be reassessed, and the student may re-enter the gifted program, be removed from the program, or be placed on another furlough.

EXIT PROVISIONS	Student performance in the program shall be monitored. A student shall be removed from the program at any time the district committee determines it is in the student's best interest. If a student or parent requests removal from the program, the district committee shall meet with the parent and student before honoring the request.
APPEALS	Parents or students may appeal any final decision of the district committee regarding selection for or removal from the gifted program. Appeals shall be made first to the district committee. The appeal letter must be received within 10 days of receiving the committee decisions letter. Any subsequent appeals shall be made in accordance with FNG (LOCAL) beginning at Level Two.
PROGRAM EVALUATION	The gifted program shall be evaluated periodically, and evaluation information shall be shared with Board members, administrators, teachers, counselors, students in the gifted and talented program, and the community.
COMMUNITY AWARENESS	The District shall ensure that information about the District's gifted and talented program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program.

Legal

A district shall establish a process for identifying and serving gifted and talented students and shall establish a program for those students in each grade level. A district may establish a shared services arrangement with other districts. *Education Code 29.122*

DEFINITION	<p>"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:</p> <ol style="list-style-type: none">1. Exhibits high performance capability in an intellectual, creative, or artistic area;2. Possesses an unusual capacity for leadership; or3. Excels in a specific academic field.4. Education Code 29.121
IDENTIFICATION	<p>Students shall be identified as gifted/talented in accordance with a written policy that includes:</p> <ol style="list-style-type: none">1. 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 Education Code 29.121.

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2. Assessment measures collected from multiple sources according to each area defined in the Texas State Plan for the Education of Gifted/Talented Students.
3. Data and procedures designed to ensure that students from all populations in a district have access to assessment and, if identified, to services provided for the gifted/talented program.
4. Provisions 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 students.
5. Provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.

19 TAC 89.1

LEARNING OPPORTUNITIES

A district shall provide an array of learning opportunities for gifted/talented students in kindergarten through grade 8 and shall inform parents of the opportunities. Options shall include:

1. Instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently.
2. A continuum of learning experiences that leads to the development of advanced-level products and performances.
3. In-school, and when possible, out-of-school options relevant to the student’s area of strength that are available during the entire school year.
4. Opportunities to accelerate in areas of strength.

Chapter 89. Adaptations for Special Populations

Subchapter A. Gifted/Talented Education

Statutory Authority: The provisions of this Subchapter A issued under the Texas Education Code, §29.122 and §42.156(b), unless otherwise noted.

§89.1. Student Assessment.

School districts shall develop written policies on student identification that are approved by the local board of trustees and disseminated to parents. The policies must:

- (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 the Education of Gifted/Talented Students;
- (3) include data and procedures designed to ensure that students from all populations in the district have access to assessment and, if identified, services for the gifted/talented program;

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- (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 students; and
- (5) include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.

Chapter 89. Adaptations for Special Populations Subchapter A. Gifted/Talented Education

Statutory Authority: The provisions of this Subchapter A issued under the Texas Education Code, §29.122 and §42.156(b), unless otherwise noted.

§89.2. Professional Development.

School districts shall ensure that:

- (1) 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;
- (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 requirement within one semester;
- (3) 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
- (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.

Chapter 89. Adaptations for Special Populations Subchapter A. Gifted/Talented Education

Statutory Authority: The provisions of this Subchapter A issued under the Texas Education Code, §29.122 and §42.156(b), unless otherwise noted.

§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:

- (1) instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently;
- (2) a continuum of learning experiences that leads to the development of advanced-level products and performances;
- (3) in-school and, when possible, out-of-school options relevant to the student's area of strength that are available during the entire school year; and
- (4) opportunities to accelerate in areas of strength.

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Chapter 89. Adaptations for Special Populations

Subchapter A. Gifted/Talented Education

Statutory Authority: The provisions of this Subchapter A issued under the Texas Education Code, §29.122 and §42.156(b), unless otherwise noted.

§89.4. Fiscal Responsibility.

School districts shall ensure that: no more than 15% of state funds allocated for gifted/talented education are spent on indirect costs.

Source: The provisions of this §89.4 adopted to be effective September 1, 1996, 21 TexReg 5690.

§89.5. Program Accountability.

School districts shall ensure that student assessment and services for gifted/talented students comply with accountability standards defined in the Texas State Plan for the Education of the Gifted/Talented.