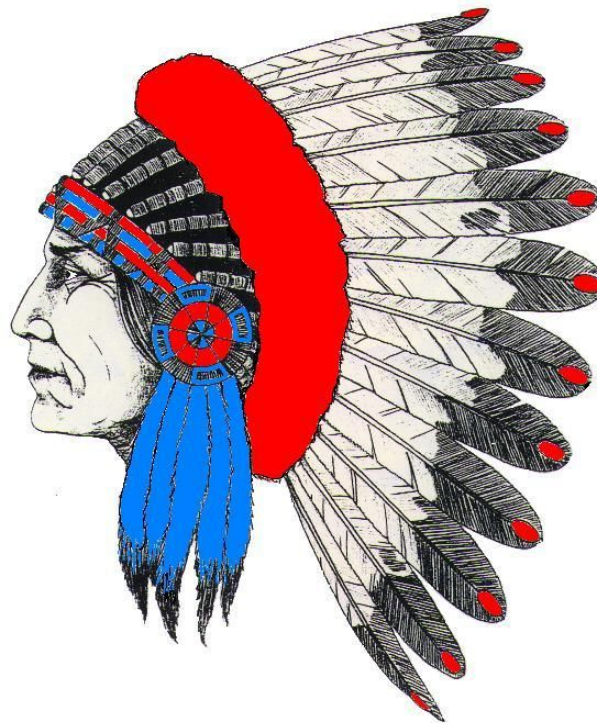


***JIM NED CONSOLIDATED***  
**INDEPENDENT SCHOOL DISTRICT**  
**PROGRAM GUIDELINES**  
**FOR ACADEMICALLY GIFTED AND TALENTED STUDENTS**



Nondiscrimination

***Jim Ned Consolidated 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/talented students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who have participated in services for gifted/talented students will have produced products and performances of professional quality as part of their program services.

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

## STATE DEFINITION OF 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:

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

Texas Education Code as amended by the 86th Legislature of the State of Texas. Effective September 1, 2019

## **JIM NED CONSOLIDATED INDEPENDENT SCHOOL DISTRICT'S DEFINITION OF GIFTED**

**JIM NED CONSOLIDATED ISD** defines gifted and talented as any child or youth in grades K-12 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

- (1) Exhibits high performance capability in general intellectual ability; or
- (2) Excels in one or more specific academic fields: math, science, language arts, and/or social studies

**JIM NED CONSOLIDATED INDEPENDENT SCHOOL DISTRICT'S  
GOAL FOR THE GIFTED/TALENTED SERVICES**

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 that reflect individuality and creativity. High school graduates who have participated in services for gifted students will produce **products and performances of professional quality** as part of their program services.

**PROGRAM GOALS  
FOR THE GIFTED/TALENTED SERVICES K-12**

1. IDENTIFICATION - Identify students in grades K-12 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.
2. 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.
3. 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.
4. 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.

## IDENTIFICATION PROCEDURES AND PROCESSES

### K-12

**JIM NED CONSOLIDATED ISD** has board approval on the identification procedures and processes of students K-12 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.

#### **Texas Administrative Code §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 the assessment and, if identified, services for the gifted/talented program;
- (4) Provide for final qualification 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 of students, and appeals of district decisions regarding program placement.

Source: The provisions of the §89.1 adopted to be effective September 1, 1996, 21 TexReg 5690

**JIM NED CONSOLIDATED ISD Identification Timeline:**

<i>To be completed each year</i>	<b>Elementary</b>		<b>Secondary</b>
Referral procedures published	November		January
Referrals accepted from parents, teachers, community members	November/ December		January
Screenings and assessments conducted after written parental permission obtained	Spring		February
Gifted/Talented committee meets on grade completed screenings	Spring		Spring
Written parental permission for services obtained for identified students	February - Kinder Spring - 1st-5th		Spring
Services begin for identified students	March - Kinder August 1st-5th		August

\*Students new to **JIM NED CONSOLIDATED ISD** and who have not been identified in a previous school district will be considered in the fall on a case-by-case basis.

**DISSEMINATING INFORMATION**

An awareness session providing an overview of the assessment procedures and services for gifted/talented students is offered for families by the district and/or campus prior to the referral period.

Anyone may nominate a student for the program at the period of annual referrals listed on the timeline above. Referral forms are available in each campus office. Referral forms may be submitted to the campus office only during the time period of referral acceptance. Late referrals will not be accepted. The screening instruments will match the program's services.

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 Program.

**REFERRAL PROCESS**

Referrals can originate from teachers, parents or community members during the referral period. Students are nominated with a formal referral sheet to be given to the campus office. 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 screening and assessment will be available to all populations of the district. The profile will reflect a **minimum of four (4)** criteria used in the assessment. The criteria used will be a combination of **qualitative and quantitative** instruments and **may include:**

- General Intellectual assessments such as; Naglieri Nonverbal Ability Test (NNAT), the Torrance Test of Creative Thinking (Torrance), The Cognitive Abilities Test (CogAT), or other intellectual assessments as deemed appropriate for the student;
- Achievement assessments such as; Iowa Test, state assessments, or other achievement assessments as deemed appropriate for the student;
- Teacher/Parent rating scales such as; The Slocumb-Payne Teacher/Parent Perception Inventory or other rating scales as deemed appropriate for the student;
- All kindergarten students are automatically considered for gifted/talented and other advanced level services using Kingore Observation Inventory or other measure deemed appropriate for the student.

## QUALIFICATION PROCESS

The student profile identifies the student's strengths and weaknesses. 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. A student clearly qualifies for Gifted/Talented services if the majority of the evidence on the profile falls within the *High* and/or *Superior* ranges on the profile. The decision is based on the committee's observation of the preponderance of the evidence on the student's profile. The committee will ensure the population of the gifted/talented services program is closely reflective of the population of the total district and/or campus.

The Gifted/Talented committee consists of at least three district educators. All committee members have been trained in nature and needs of gifted students. The Gifted/Talented Committee makes a professional judgment based on the recorded student profile data. As the committee evaluates the data on the students nominated, the committee has three options:

- The preponderance of profile data indicates the student exhibits educational need and would benefit from the services offered in the Gifted/Talented.
- There is insufficient evidence in the documentation at this time indicating the student's educational needs would best be met by the Gifted/Talented Program. The preponderance of evidence indicates the student's educational needs would best be

served with the services of the regular curriculum.

- Further information is requested for the committee to make a qualification decision.

Once the identification process is complete, parents or guardians are notified of the Gifted/Talented Committee's decision via U.S. Mail within ten school days. Parents of all screened students may request a conference to examine their child's assessment results. Request should be made through the student's home campus.

## **ADDITIONAL POLICIES AND PROCEDURES**

### **TRANSFER OF STUDENTS**

All students who have participated in gifted and talented programs prior to coming to **JIM NED CONSOLIDATED ISD** may be considered for the Gifted/Talented Program. Once assessment records are received from the student's previous district, the records will be examined for correspondence to **JIM NED CONSOLIDATED ISD's** criteria. If the transfer data is insufficient, **JIM NED CONSOLIDATED ISD** will assess the student to see if placement in the program is in the student's best interest. A decision will be made regarding qualification within thirty (30) school days of the receipt of the student's Gifted/Talented assessment results from the previous district. Likewise, the Jim Ned Consolidated ISD will provide student records to a receiving district in the event a student leaves the district.

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.

### **JIM NED CONSOLIDATED ISD APPEALS PROCESS**

Appeals will be handled through **JIM NED CONSOLIDATED ISD** appeals process stated in School Board policy.

Parents or students may appeal any final decision of the selection committee regarding selection for or removal from the gifted program. Appeal shall be made first to the selection committee. Any subsequent appeals shall be made in accordance with FNG (LOCAL) beginning at Level Two.

### **FURLOUGH PROCEDURE**

A furlough is a temporary "leave of absence" from the Gifted/Talented Program designed to meet the individual needs of an identified student. Anyone may request a furlough: parent, student, teacher, or administrator. Requests for a furlough will be given to the campus administrator and members of the Gifted/Talented committee for consideration. A student may be furloughed for a period of time deemed appropriate by the Gifted/Talented committee. At the end of the furlough, the student's progress shall be reassessed, and the student may re-enter the Gifted/Talented program, be removed from the program, or be placed on another furlough.



Furloughs are designed to be short-term and temporary and should **never be used for an entire school year.**

A furlough does not indicate a permanent exiting of the program. Furloughs could be utilized for a variety of extenuating circumstances. Any student may be granted a furlough from the program for various issues such as over-commitment, family concerns, serious illness, or any other circumstances which would inhibit or curtail the student's performance in the program. The furlough may also be used prior to a formal exit from the program for those students who are unable to maintain satisfactory performance within the learning opportunities of the Gifted/Talented program. A furlough might also provide the student an opportunity to attain performance goals established by the Gifted/Talented committee. A furlough is arranged to meet the individual needs of the student.

### **REASSESSMENT**

**JIM NED CONSOLIDATED ISD** will reassess as stated in board policy. If there is any concern regarding the performance or placement of the student, the Gifted/Talented teacher or the district Gifted/Talented Coordinator will contact the parent and confer about available options. Options available are counseling, requesting a furlough, or exiting the student from the program.

### **EXIT**

Student performance in the program shall be monitored. A student shall be removed from the program 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 the program, the Gifted/Talented committee shall grant the request. Once a student is exited from the program he/she must adhere to the identification procedures and exhibit educational need to be readmitted.

## PROVISION OF STUDENT SERVICES

**JIM NED CONSOLIDATED ISD** 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. These services include, but are not limited to, integrating Depth and Complexity into the curriculum, requiring advanced level products and performances, and allowing identified Gifted/Talented students the opportunity to work with other identified students.

### **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:

- (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(s) of strength that are available during the entire school year; and
- (4) Opportunities to accelerate in areas of strength.

Source: The provisions of this §89.3 adopted to be effective September 1, 1996, 21 TexReg 5690

A continuum of learning experiences will 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, independent studies, participation in the Texas Performance Standards Project, concurrent or dual-enrollment classes, and other services as deemed appropriate for the student. Services are comprehensive, structured, sequenced, and appropriately challenging, including options 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. Flexible grouping patterns and independent investigations are provided throughout the program design/services which will be monitored regularly by trained administrators. Services to address the social and emotional needs of gifted/talented students and their impact on student learning will be implemented.

Documentation of services will be maintained and parents will be notified of in-school and out-of-school options during the school year that are relevant to the needs of the gifted and talented students. Progress reports may be included in the student's report card. Credit by Examination is available through Region 14 Education Service Center to assist students in acceleration through classes and/or grade levels. Acceleration and flexible pacing are employed, allowing students to learn at the pace and level appropriate for their abilities and skills, and are actively facilitated by district administrators, counselors, and teachers. For more information on credit by examination and early high school graduation opportunities, see local

board policy and/or contact the student's campus.

## **PROFESSIONAL DEVELOPMENT AND ONGOING TRAINING IN GIFTED EDUCATION**

**JIM NED CONSOLIDATED ISD** 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**

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.

Source: The provisions of this §89.2 adopted to be effective September 1, 1996, 21 TexReg 5690; amended to be effective February 13, 2000, 25 TexReg 776

### **PROGRAM EVALUATION**

**JIM NED CONSOLIDATED ISD** 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. A written plan for professional learning in the area of gifted/talented education that is based on the identified needs will be implemented and updated annually and opportunities for professional learning are provided on a regular basis, and information on them is disseminated to professionals in the district.

## ***JIM NED CONSOLIDATED ISD*** Gifted/Talented Forms

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## **PUBLIC ANNOUNCEMENT OF REFERRAL PERIOD**

### Public Notice

Jim Ned CISD is now accepting referrals for students who may need Gifted/Talented Services for the school year. This program is designed for students who exhibit intellectual and creative thinking abilities at an extraordinary level not normally served in the regular classroom.

Services are provided only upon identification of education needs of the student. Anyone wishing to refer a student attending Jim Ned CISD in kindergarten through twelfth grade this school year is asked to go by the student's campus office and request a copy of the referral form from the secretary or counselor. This form must be returned to the school by the Friday before the Christmas holidays. Those unable to go by the school should call Buffalo Gap at 572-3533 or Lawn at 583-2256 to request a form be sent to them.

Please use the attached list of "High Achiever, Gifted Learner, and Creative Thinker" by Bertie Kingore to help you determine whether or not your child should be nominated for the benefits of gifted and talented instruction.

## High Achiever vs. Gifted vs. Creative

Many gifted students are also high achievers. However, many are not and they may be easily overlooked. The following chart provides information about distinguishing characteristics of high achievers, gifted learners, and creative thinkers.

<i>A High Achiever...</i>	<i>A Gifted Learner...</i>	<i>A Creative Thinker...</i>
Remembers the answer	Poses unforeseen questions	Sees exceptions
Is interested	Is curious	Wonders
Is attentive	Is selectively mentally engaged	Daydreams; may seem off task
Generates advanced ideas	Generates complex abstract ideas	Ideas overflow, many never developed.
Works hard to achieve	Knows without working hard	Plays with ideas and concepts
Answers the questions in detail	Ponders with depth and multiple perspectives	Injects new possibilities
Performs at the top of the group	Is beyond the group	Is in own group
Responds with interest and opinions	Exhibits feelings and opinions from multiple perspectives	Shares bizarre, sometime conflicting opinions
Learns with ease	Already knows	Questions: What if...
Needs 6 to 8 repetitions to master	Needs 1 to 3 repetitions to master	Questions the need for mastery
Comprehends at a high level	Comprehends in-depth, complex ideas	Comprehends in-depth, complex ideas
Enjoys the company of age peers	Prefers company of intellectual peers	Prefers the company of creative peers but often works alone
Understands complex, abstract humor	Creates complex, abstract humor	Relishes wild, off-the-wall humor
Grasps the meaning	Infers and connects concepts	Makes mental leaps
Completes assignments on time	Initiates projects and extensions of assignments	Initiates more projects than will ever be complete
Is receptive	Is intense	Is independent and unconventional
Is accurate and complete	Is original and continually developing	Is original and continually developing
Enjoys school often	Enjoys self-directed learning	Enjoys creating
Absorbs information	Manipulates information	Improvises
Is a technician with expertise in a field	Expert who abstracts beyond the field	In an inventor and idea generator
Memorizes well	Guesses and infers well	Creates and brainstorms well
Is highly alert and observant	Anticipates and relates observations	Is intuitive
Is pleased with own learning	Is self-critical	Is never finished with possibilities
Gets A's	May not be motivated by grades	Is not motivated by grades
Is able	Is intellectual	Is idiosyncratic

Kingore, B. (2003) *Understanding Our Gifted*

**JIM NED CONSOLIDATED ISD**

**GIFTED AND TALENTED NOMINATIONS/TESTING**

**Dear Parent/Guardian:**

This time of year we are determining whether or not students should be tested for the Gifted and Talented Program at Buffalo Gap. If you choose to nominate your child for assessment, certain standardized measures are administered to ascertain your child's level of performance and ability. The following assessments will be given at school over a period of several weeks:

**\*Naglieri Nonverbal Ability Test (NNAT)**

**\*Torrance Test of Creative Thinking (Torrance)**

**\*Cognitive Abilities Test (CogAT)**

**\*IOWA Achievement Test**

**Also, these forms will be completed**

**\*Slocumb-Payne – Parent Checklist**

**\*Slocumb-Payne – Teacher Checklist**

This process is designed to gather information that will assist the school in providing a quality educational experience that best meets your child's academic needs.

Please return the form below to your child's teacher or counselor before the Christmas **holiday**. Thank you.

---

**GIFTED AND TALENTED TESTING-PARENT PERMISSION FORM**

**Student** \_\_\_\_\_ **DOB** \_\_\_\_\_

**Address** \_\_\_\_\_

\_\_\_\_\_

**Home Phone** \_\_\_\_\_

**Work or Cell** \_\_\_\_\_

**\*I give permission for my child to participate in the Gifted and Talented assessment process.**

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

**Date** \_\_\_\_\_

Gifted/Talented Services Referral Form

*JIM NED CONSOLIDATED ISD*

Gifted/Talented Teacher Nomination Form

STUDENT NAME \_\_\_\_\_

TEACHER \_\_\_\_\_ GRADE LEVEL \_\_\_\_\_

Some of your students may score above 90% and higher on standardized testing. These students are leaders in the classroom and require more challenging skills and advanced concepts to keep them busy. These students are independent workers who take risks, have a great sense of humor and often prefer the company of adults.

Use the attached list of “Bright Children” and “Gifted Learners” to help you determine whether or not a student should be nominated for the benefits of **gifted and talented instruction**.

Thank you,

Counselor



**JIM NED CONSOLIDATED ISD**

**Gifted/Talented Testing  
Parent Permission Letter**

Dear Parent/Guardian:

Your child has been nominated for screening for Gifted and Talented Instruction in the classroom. As a part of the assessment process, certain standardized measures are administered to ascertain your child’s level of performance and ability. The following assessments will be given:

- \*Naglieri Nonverbal Ability Test (NNAT)**
- \*Torrance Test of Creative Thinking (Torrance)**
- \*Cognitive Abilities Test (CogAT)**
- \*IOWA Achievement Test**

**Also, these forms will be completed**

- \*Slocumb-Payne – Parent Checklist**
- \*Slocumb-Payne – Teacher Checklist**

This process is designed to gather information that will assist the school in providing a quality educational experience that best meets your child’s academic needs.

Please return the form below to your child’s teacher or counselor before the Christmas **holiday**. Thank you.

---

**GIFTED AND TALENTED TESTING-PARENT PERMISSION FORM**

**Student** \_\_\_\_\_ **DOB** \_\_\_\_\_

**Address** \_\_\_\_\_

\_\_\_\_\_

**Home Phone** \_\_\_\_\_ **Work or Cell** \_\_\_\_\_

**\*I give permission for my child to participate in the Gifted and Talented assessment process.**

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

**Date** \_\_\_\_\_

# Jim Ned ISD

## Student Identification Profile

Student ID #:

Student Name:	Grade Level:				DOB:			
	Score	Below Average	Average	Strong average	Excellent	Superior		
<b>STAAR</b> Master Grade Level	<53 Rdg <52 Math	53-75 Rdg 52-76 Math	75-85 Rdg 76-89 Math	85-93 Rdg 89-95 Math	93-100 Rdg 95-100 Math			
• Reading/ELA								
• Math								
<b>Ability test:</b> CogAT (SAS 120+ on any one area)	<84	85-99	100-119	120-129	130+			
• Non-verbal Score								
• Verbal Score								
• Quantitative								
NNAT2 (90%+)	<50	51-80	81-89	90-95	96-99			
<b>Torrance Test of Creativity</b> (119 or above)	<85	85-100	101-118	119-130	130+			
<b>Parent Rating Scales:</b> Slocumb-Payne (57+) OR SIGS (120+ in any one area)	<24 <84	25-44 85-109	45-56 110-119	57-74 120-130	76 140+			
<b>Teacher Rating Scales:</b> Slocumb-Payne (57+) OR SIGS (120+ in any one area)	<24 <84	25-44 85-109	40-56 110-119	57-74 120-130	76 140+			
<b>Student Productions(3 out of 5)</b>	W	1	2	3-4	5			

**JIM NED CONSOLIDATED ISD**  
**G/T Selection Committee Report**

Date of Review: \_\_\_\_\_

Date of Parent Notification: \_\_\_\_\_

Name: \_\_\_\_\_

Parents: \_\_\_\_\_

**COMMITTEE MEMBERS**

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Counselor/ Testing Coordinator

\_\_\_\_\_  
Classroom Teacher

\_\_\_\_\_  
Classroom Teacher

\_\_\_\_\_  
Classroom Teacher

\_\_\_\_\_  
GT pullout Teacher

Criteria for Jim Ned CISD GT selection is qualifying in 4 of 6:

\_\_\_\_\_ qualified in \_\_\_\_ of 6 in which he/she was tested.

Placed: \_\_\_\_\_

Not Placed: \_\_\_\_\_

**JIM NED CONSOLIDATED ISD**  
**Parent Permission for Gifted/Talented Services Form**

Student's Name: \_\_\_\_\_

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

Your child has met the educational qualifications for placement in the Gifted/Talented program. Before we can officially begin program services for your child, we must have your written approval for your child to receive services. Please complete this form and return it to school as soon as possible.

Please check the appropriate space:

\_\_\_\_\_ YES, I give permission for our son/daughter to receive Gifted/Talented Services.

\_\_\_\_\_ NO, I do not want our son/daughter to receive Gifted/Talented Services.

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

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

Jim Ned Consolidated ISD  
Did Not Qualify 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 does not feel your child exhibits an educational need to benefit from Gifted/Talented services at this time. However, your child may be referred for testing again next year for further evaluation.

Criteria for Jim Ned CISD GT selection is qualifying in 4 of 6 areas:

\_\_\_\_\_ qualified in \_\_\_\_\_ of 6 in which he/she was tested.

Placed \_\_\_\_\_ Not Placed \_\_\_\_\_

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

**JIM NED CONSOLIDATED Independent School District  
 Gifted/Talented Services  
 Student Progress Report**

Student's Name \_\_\_\_\_ Grade Level \_\_\_\_\_

Teacher \_\_\_\_\_ Six Week's Report \_\_\_\_\_

This six weeks, the your child received Gifted/Talented services through the following:

Please note your child's progress and work habits during G/T services for this six weeks:

Criteria	Excellent	Satisfactory	Needs Improvement
1. Routinely provides useful ideas when participating in group and classroom discussion; a definite leader who contributes a lot of effort.			
2. Provides work of the highest quality.			
3. Routinely uses time well throughout assignments and projects to ensure things get done on time. If group work, group members do not have to adjust deadlines or work responsibilities because of this student's procrastination.			
4. Actively looks for and suggests solutions to problems.			
5. Never is publicly critical of the work of others. Always has a positive attitude about the task(s).			
6. Brings needed materials to class and is always ready to work.			
7. Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.			
8. Work reflects this student's best efforts.			

Comments from the teacher: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Gifted/Talented Program Evaluation Questions  
Student Survey**

Please complete the following questionnaire by checking a response for each question. Your teacher can help you, if needed.

<b>Program Design</b>			
<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
Are G/T services available to you in all four core areas?			
Are your parents informed each year on how you are receiving G/T services?			
Do you get to work with other G/T students?			
Are gifted services provided during the entire school year?			
Do you know that you are able to take Pre-Ap, AP, dual-credit in Middle School, High School?			
Does your teacher use Depth and Complexity when teaching?			
a. Math Comments:			
b. Science Comments:			
c. Social Studies Comments:			
d. Language Arts Comments:			
<b>Curriculum and Instruction</b>			
<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
Do you work on skills in self-directed learning, thinking, research and communication?			
Do you get to create advanced level products and performances each year?			
<b>Family-Community Involvement</b>			
<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
Are students included in the annual gifted program evaluation? PES			
<b>Additional Comments/Suggestions</b>			

**JIM NED CONSOLIDATED** Independent School District  
**Gifted/Talented Program Evaluation Questions**  
**Parent Survey**

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

Student Assessment			
Question	Yes	No	Don't Know
Do you have the opportunity to view a copy of the board-approved written policy and procedures for gifted student identification?			
Does the above policy also address furloughs, reassessment, exiting of students from services, transfer of students, and appeals?			
Does the district take referrals and assess for identification at least once a year?			
Are nominations taken for all grade levels K-12?			
Does the district make accommodations for non-English speaking students when testing?			
Does the district use at least three (3) criteria in the assessment process?			
Are nominations open to all students, regardless of race, ethnicity, socio-economic status, other identified exceptionalities, etc.?			
Are kindergarten students nominated, assessed, and if identified provided services by March 1? PE			
Program Design			
Question	Yes	No	Don't Know
Do identified students have the opportunity each year to receive gifted services in the four (4) core academic areas (math, language arts, science, social studies)?			
Are parents informed each year concerning how their children are receiving G/T services?			
Do gifted students have the opportunity to work with other gifted students?			
Are gifted services provided during the entire school year?			
Are acceleration options available through Pre-AP, AP, or dual-credit courses?			
If the district provides services to Junior High and High School identified students through <b>Pre-AP, AP</b> , challenge, honors, or dual-credit classes, does the teacher provide differentiation through depth and complexity?			
a. Math Comments:			
b. Science Comments:			



c. Social Studies Comments:			
d. Language Arts Comments:			
If the district provides services to identified students through the <b>regular</b> classroom, does the teacher provide differentiation through depth and complexity?			
a. Math Comments:			
b. Science Comments:			
c. Social Studies Comments:			
d. Language Arts Comments:			
<b>Curriculum and Instruction</b>			
<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
Are students provided the opportunity to demonstrate skills in self-directed learning, thinking, research and communication?			
Is there a variety of challenging learning experiences provided which emphasize content from the four (4) core academic areas (math, language arts, science, social studies)?			
Are identified students provided learning opportunities each year which lead to the development of advanced-level products and performances?			
<b>Family-Community Involvement</b>			
<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
Are parents informed each year of the learning opportunities provided to their gifted child?			
Are parents included in the annual gifted program evaluation? PES			
<b>Additional Comments/Suggestions</b>			

**JIM NED CONSOLIDATED ISD**

**Gifted/Talented Program Evaluation Questions  
G/T Educator Survey**

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

<b>Student Assessment</b>			
<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
Do you have access to the board-approved written policy and procedures for gifted student identification?			
Does the above policy also address furloughs, reassessment, exiting of students from services, transfer of students, and appeals?			
Does the district take referrals and assess for identification at least once a year?			
Are nominations taken for all grade levels K-12?			
Does the district make accommodations for non-English speaking students when testing?			
Does the district use at least three (3) criteria in the assessment process?			
Are nominations open to all students, regardless of race, ethnicity, socio-economic status, other identified exceptionalities, etc.?			
Does the district make placement decisions with a committee of at least three (3) local educators who have received training in the nature and needs of gifted students?			
Are kindergarten students nominated, assessed, and if identified provided services by March 1?			
<b>Program Design</b>			
<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
Do identified students have the opportunity each year to receive gifted services in the four (4) core academic areas (math, language arts, science, social studies)?			
Are parents informed each year concerning how their children are receiving G/T services?			
Do gifted students have the opportunity to work with other gifted students?			
Are gifted services provided during the entire school year?			
Are acceleration options available through Credit by Examination and Early High School Graduation?			
If the district provides services to Junior High and High School identified students through <b>Pre-AP, AP</b> , challenge, honors, or dual-credit classes, does the teacher provide differentiation through depth and complexity?			
a. Math Comments:			
b. Science Comments:			

c. Social Studies Comments:			
d. Language Arts Comments:			
If the district provides services to identified students through the regular classroom, does the teacher provide differentiation through depth and complexity?			
a. Math Comments:			
b. Science Comments:			
c. Social Studies Comments:			
d. Language Arts Comments:			
<b>Curriculum and Instruction</b>			
<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
Are students provided the opportunity to demonstrate skills in self-directed learning, thinking, research and communication?			
Is there an array of challenging learning experiences provided which emphasize content from the four (4) core academic areas (math, language arts, science, social studies)?			
Are identified students provided learning opportunities each year which lead to the development of advanced-level products and performances?			
Do the campus and district improvement plans address services to gifted/talented students each year?			
<b>Professional Development</b>			
<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
Are all teachers of the gifted required to attain the 30 hours of foundational training before providing services? If the training is not available prior to assignment, the teacher should receive the training during the first semester.			
Do all teachers of the gifted receive a minimum of six (6) hours annually of professional development in gifted education?			
Do administrators and counselors have a minimum of six (6) hours of professional development in the nature and needs of gifted students?			
Does the district/campus evaluate the professional development activities for gifted/talented education?			
Does the district/campus evaluate the gifted program each year? PES			



**JIM NED CONSOLIDATED ISD**  
**Gifted and Talented Services**  
**Furlough from G/T Services Form**

Requested by: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Student's Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Length of Furlough Requested \_\_\_\_\_

Reason for request:


Gifted/Talented Committee Decision:

\_\_\_\_\_ Furlough Granted \_\_\_\_\_  
 Furlough Denied \_\_\_\_\_

Date of committee meeting: \_\_\_\_\_

Return date: \_\_\_\_\_

Length of Furlough: \_\_\_\_\_

Comments:


**Signatures:**

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

**JIM NED CONSOLIDATED ISD**  
**Gifted/Talented Services**  
**Exit from G/T Services Form**

Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_ 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 the program before readmission.

Comments:


Signatures:

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

Parent: \_\_\_\_\_

Gifted/Talented Committee Members:


**JIM NED CONSOLIDATED ISD**  
**Required Gifted/Talented 30-Hour Training**

Educator Name \_\_\_\_\_

<b>Class</b>	<b>Available from Region 14:</b>	<b>Date Completed</b>
1. Nature and Needs of the Gifted	Face-to-face or online	
2. Assessing Student Needs for the G/T Program	Face-to-face or online	
3. Curriculum and Instruction for Gifted Students 1	Face-to-face or online	
4. Curriculum and Instruction for Gifted Students 2	Face-to-face	
5. Curriculum and Instruction for Gifted Students 3	Face-to-face or online	

Please attach training certificates or a professional development transcript.

**JIM NED CONSOLIDATED ISD**

**District Gifted/Talented Coordinator Responsibilities**

August-September	November-December	Spring
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.	Notice of referral for student assessment will be disseminated to parents and students in the district.	Conduct and/or oversee administration of assessment instruments to nominated students.
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.	Campus office should have referral forms available.	Kindergarten assessment should be completed by mid-February.
Campus principals are provided with an updated list of identified Gifted/Talented students.	Once the referral period has closed, obtain written parental permission for assessment of each student.	Meet with Gifted/Talented Committee to discuss qualification of Kindergarten students <b>prior to March 1</b> . Kinder identified students <b>must</b> receive services by March 1.
Documentation of G/T Services forms are disseminated to campus administrators.	Maintain staff development records of applicable staff.	Notify PEIMS coding coordinator of identified Kinder students <b>prior to March 1</b> .
Annually establish means of informing parents how students will receive services (meeting, letter, website).		Meet with Gifted/Talented Committee in May to discuss qualification of students in grades 1-12.
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 ( <a href="http://ritter.tea.state.tx.us/gted/GTStatePlanEnglishAug05.pdf">http://ritter.tea.state.tx.us/gted/GTStatePlanEnglishAug05.pdf</a> ), and upon request by individuals.		Administer and collect surveys over G/T services from teachers, students, and parents. Aggregate data and disseminate to superintendent, campus administrators, school board, and District Improvement Team.
Check with PEIMS coding coordinator to confirm correct coding of newly identified students.		Collect campus Documentation of G/T Services forms for year
Check to confirm student portfolios are housed at each student's campus		Attend Spring G/T Coordinator meeting at Region 14 in May.
Attend fall G/T Coordinator meeting at Region 14 in September.		



**JIM NED CONSOLIDATED ISD**  
**Campus Administrator Responsibilities**

August-September	November-December	Spring
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 one semester.	Make available referral forms for parents and community members who wish to nominate a student for testing. Notice should be available in English as well as Spanish.	Assist district G/T Coordinator in administering and collecting surveys over G/T services from teachers, students, and parents.
To the extent possible, cluster G/T students in the same class sections.	Once the referral period has closed, obtain written parental permission for assessment of each student.	Campus Improvement Plans should contain at least one indicator for improvement of G/T services each year based on campus survey data.
Campus G/T teachers are provided with an updated list of identified Gifted/Talented students.	Maintain staff development records of G/T teaching staff	Collect forms documenting G/T services from G/T teachers at the end of the second semester.
Campus G/T teachers are provided with copy of local G/T policy and procedures as well as The Texas State Plan for the Education of Gifted/Talented Students ( <a href="http://ritter.tea.state.tx.us/gted/GTStatePlanEnglishAug05.pdf">http://ritter.tea.state.tx.us/gted/GTStatePlanEnglishAug05.pdf</a> ).	Collect forms documenting G/T services from G/T teachers at the end of the first semester.	As spring identification are finalized, place copy of student profile for qualifying students in permanent records
Documentation of G/T Services forms are disseminated to G/T teachers.	As PDAS 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.	If identified students are moving to another campus, collect students' portfolios and send to new campus.
Establish means of informing parents how students will receive services (meeting, letter, website).	Assure current G/T teaching faculty have obtained a 6-hour G/T credit professional development update	
Maintain several copies of local Gifted/Talented policy and procedures as well as The Texas State Plan for the Education of Gifted/Talented Students available to G/T parents upon request		
Check with PEIMS coding coordinator to confirm correct coding of newly identified students.		
Check to confirm student portfolios are received by students' new teachers and maintained throughout the year.		

**JIM NED CONSOLIDATED ISD**  
**G/T Teacher Responsibilities**

Beginning of Year	Ongoing	End-of-Year
<p>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.</p>	<p>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.</p>	<p>Assist district G/T Coordinator and campus administrator in administering and collecting surveys over G/T services from teachers, students, and parents.</p>
<p>Obtain a current list of identified Gifted/Talented students.</p>	<p>Maintain student portfolios, adding one product/performance per semester.</p>	<p>Submit 2<sup>nd</sup> semester documentation of services form to your campus administrator.</p>
<p>Obtain a copy of local G/T policy and procedures 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.</p>	<p>Maintain documentation of services forms and submit to your campus administrator at the end of each semester.</p>	<p>Send student portfolios to the next grade level. Check with your campus administrator if you are unsure of who should receive them.</p>
<p>Secure Documentation of G/T Services forms from your campus administrator. You should maintain one form for each identified G/T student and will turn these in each semester to your campus principal.</p>	<p>Make sure you have received 6-hours of G/T update professional development credit each year you provide Gifted/Talented services and maintain copy of certificate for proof.</p>	
<p>Coordinate with your campus administrator to establish a means of informing parents how students will receive services (meeting, letter, website, etc.).</p>		
<p>If parents of identified students request copies of local Gifted/Talented policy and/or procedures, as well as The Texas State Plan for the Education of Gifted/Talented Students, secure copies from your campus administrator.</p>		
<p>Locate student portfolios through your campus administrator and add one product/performance for the student each semester.</p>		