

**GONZALES INDEPENDENT SCHOOL DISTRICT
POLICY AND PROCEDURES
FOR ACADEMICALLY GIFTED AND TALENTED STUDENTS**



Nondiscrimination

Gonzales ISD does not discriminate on the basis of race, religion, color, national origin, economic status, sex, or disability in providing education services, activities, and programs, including vocational programs in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section of the Rehabilitation Act of 1973, as amended.

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STATE GOAL FOR SERVICES FOR GIFTED STUDENTS

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

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

GONZALES INDEPENDENT SCHOOL DISTRICT'S DEFINITION OF GIFTED

Gonzales 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

GONZALES 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

Gonzales Independent School District 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 process and, if identified as having significant educational need for advanced academics, services for the gifted/talented program;
- (4) Provide for final qualification of students (through a blind process) 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.

District Identification Timeline:

Gonzales North Avenue (3 rd -5 th grades): Referral Period Testing Window	September October
Gonzales Elementary School (1 st -2 nd grades): Referral Period Testing Window	October November
Gonzales Elementary School (Kindergarten): Referral Period Testing Window	Late November-December January-Early February
Services begin for newly identified 1 st -5 th grade students	January
Services begin for identified kindergarten students	Late February
Gonzales Junior High School (6 th -8 th grades): Referral Period Testing Window	Late February-March April
Gonzales High School (9 th -12 th grades): Referral Period Testing Window	Late February-March April
Services begin for newly identified 5 th -11 th grade students	August

DISSEMINATING INFORMATION

Anyone may refer a student for the program during the period of annual referrals listed on the timeline above. Letters will be sent home with every student in both English and Spanish each year. These letters will notify parents of the specific dates of the referral period as well as where the referral forms will be available. Referral forms are available in each campus office and on the district website. 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 can also access the identification policies through the district or campus handbook, 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. Written parent or guardian permission is required to assess a student. If a parent does not want his/her child to be assessed, this information will be documented.

SCREENING/ASSESSMENT PROCESS

A student profile is used to identify those students who perform, or show the potential for performing, at remarkably high levels of accomplishment relative to their age, peers, experience, or environment. The profile will reflect a **minimum of three (3)** criteria used in the assessment. The criteria used will be a combination of **qualitative and quantitative** instruments and **may include**:

- School Abilities Test such as the Naglieri Nonverbal Ability Test (NNAT), the Otis-Lennon School Abilities Test (OLSAT), The Cognitive Abilities Test (CogAT), the Screening Assessment for Gifted Elementary and Middle School Students Edition 2 (SAGES-2), or other school abilities tests as deemed appropriate for the student;
- Achievement Test such as the Metropolitan Achievement Test (MAT), the Iowa Test of Basic Skills (ITBS), the Screening Assessment for Gifted Elementary and Middle School Students Edition 2 (SAGES-2), or other achievement tests as deemed appropriate for the student;
- Divergent thinking assessment such as the Torrance Test of Creative Thinking, the Creative Assessment Packet (CAP), or other divergent thinking assessments as deemed appropriate for the student;
- Teacher and/or Parent Rating Scales such as the Gifted and Talented Evaluation Scales (GATES), the Gifted Evaluation Scales (GES), the Renzulli-Hartman Teacher Rating Scales, the Purdue Teacher Rating Scales, or other rating scales as deemed appropriate for the student;
- Student interview; and/or
- Student product/portfolio

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 through a blind (no name) process. A student clearly qualifies for Gifted/Talented services if the majority of the evidence on the profile

falls within the *High* and/or *Very High* 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 Gifted/Talented committee consists of at least three district educators. All committee members have been trained in the nature and needs of gifted students. The Gifted/Talented Committee makes a professional judgment based on the recorded student profile data. As the committee evaluates the data on the students referred, 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 in writing within ten school days. Parents of all screened students may request a conference to examine their child's assessment results. Requests should be made through the student's home campus.

ADDITIONAL POLICIES AND PROCEDURES

TRANSFER OF STUDENTS

All students who have participated in gifted and talented programs prior to coming to Gonzales ISD may be considered for the Gifted/Talented Program. Once screening records are received from the student's previous district, the records will be examined for correspondence to Gonzales ISD's criteria. If the transfer data is insufficient, Gonzales 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 30 school days of the receipt of the student's Gifted/Talented assessment results from the previous district.

APPEALS PROCESS

Once the identification process is complete, parents or guardians are notified of the results in writing within 10 school days of the committee's decision. A parent or staff member may appeal an identification decision by writing an appeal letter to the Gifted/Talented committee after the

committee has issued letters documenting its qualification decisions. The appeal letter must be postmarked within 5 business days of receipt of the parent/guardian letter indicating the committee's initial decision. The committee will reconvene in order to consider the need for further assessment data or other information.

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.

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

In Gonzales ISD, formal reassessment is not necessary at this time as long as the student's educational needs are being met within the services of the program. 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

Gonzales Independent School District offers a variety of learning experiences and opportunities for Gifted/Talented students in grades K-12 which meet the mandates of the Texas Administrative Code. 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 as well as differentiated strategies in the regular classroom and the Pre-AP and AP classrooms;
- (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.

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, a pull-out program, participation in regional Gifted/Talented student seminars, 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 available in all four core academic areas including Language Arts, Math, Science and Social Studies. Identified students will work independently, with other identified students, and with students of other abilities.

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

PROFESSIONAL DEVELOPMENT AND ONGOING TRAINING IN GIFTED EDUCATION

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

Texas Administrative Code §89.2. Professional Development

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.

PROGRAM EVALUATION

Gonzales ISD will annually evaluate the effectiveness of the Gifted/Talented program. Parents will be included in the evaluation process by having the opportunity to complete a survey on the program. The evaluation data will be shared with the school board and will be used to modify and update the district/campus improvement plans.

Gonzales ISD Gifted/Talented Forms

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PUBLIC NOTICE:

GIFTED/TALENTED TESTING REFERRAL PERIOD

(Name of School) will be accepting referral forms for gifted and talented testing for _____ grade students from _____, _____ through _____, _____, 20__.

The G/T 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. Referral forms may be printed from the GISD website or picked up at the (school) office.

Gonzales Independent School District

Gifted and Talented Referral Form

The Gonzales ISD serves students in the category of general intellectual abilities within the Gifted/Talented program.

General intellectual ability is defined as aptitudes or abilities to reason, perceive, and understand. Typical characteristics and behaviors exhibited by students who are gifted/talented in the area of general intellectual ability may include:

- Extensive and detailed memory: has an unusual ability to learn and memorize information rapidly
- Advanced vocabulary/complex information processing: may read widely and intensively in areas of special interest; comprehends with advanced understanding; expresses him/herself fluently, clearly, and forcefully with words, numbers, and creative products
- Inquisitive mind: demonstrates initiative and is intellectually curious, innovative, and playful with ideas; gets very excited about new ideas
- Sound judgment: has an unusual insight into values and relationships
- Broad base of knowledge: explores wide-ranging and special interests
- Advanced concept formations: generates many ideas/hypotheses and multiple solutions to problems
- Analytical thinking or reasoning: formulates abstractions and invents beyond the parameters of knowledge in the field
- Keen observations: asks more provocative questions about the causes and reasons for things; evaluates facts, arguments, and persons critically

Gonzales ISD has a gifted/talented program for students in grades K-12 who are identified as having outstanding potential abilities in general intellectual areas. This program stresses critical and creative thinking, problem solving, self-directed research and independent study, and the creation of innovative products. In the elementary schools, students are served through a pull-out program in which the students have the opportunity to work with gifted and talented students in their grade level. In the secondary schools, students are clustered within the honors/advanced core curriculum classes. Therefore, the program is designed for those who are very capable and can master skills quickly.

Students are identified for this program through multiple criteria that can include the following: teacher referrals based on classroom observations, cognitive (i.e. ability/intelligence/creativity) test scores, behavioral checklists completed by teachers and/or parents, student work products, student/parent conferences, and achievement test scores. Referrals for this program may come from both teachers and parents. If you feel your child has outstanding potential intellectual abilities and you would like to refer him/her, please sign this form and return it to your child’s school.

Your signature grants permission for testing.

Check one:

_____ I refer my child for the GISD Gifted/Talented Program.

_____ I do not refer my child for the GISD Gifted/Talented Program.

Student’s Name	Grade	Student’s Date of Birth
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Parent Signature	Date
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Comments:

Gonzales ISD Gifted/Talented Testing Profile Sheet

Student Name: _____ Grade: _____ Year: _____

NORMED TEST	Age Percentile Rank	Age Percentile Rank	Age Percentile Rank	Age Percentile Rank	Age Percentile Rank
*****	1-2 (Very Low)	3-15 (Low)	16-84 (Average)	85-97 (High)	98-99 (Very High)
Nonverbal Abilities Test	Score: _____	Score: _____	Score: _____	Score: _____	Score: _____
Verbal Abilities Test	Score: _____	Score: _____	Score: _____	Score: _____	Score: _____
Quantitative Abilities Test	Score: _____	Score: _____	Score: _____	Score: _____	Score: _____
Nonverbal Abilities Test	Score: _____	Score: _____	Score: _____	Score: _____	Score: _____
Creativity Test	Score: _____	Score: _____	Score: _____	Score: _____	Score: _____
Teacher Rating Scale	Score: _____	Score: _____	Score: _____	Score: _____	Score: _____

Recommended for G/T Placement: Yes / No

Elementary Committee Letter for Placement of Student

Student Name _____

Dear Parents,

The identification process for the gifted/talented program is complete. After scores were compiled, the G/T selection committee met and reviewed each student's profile. Students were evaluated according to their scores on a cognitive abilities test, a nonverbal reasoning abilities test, a creativity test, and a teacher checklist of skills in the areas of learning, creativity, and motivation. Thank you for your patience and cooperation.

Your child's scores have qualified him/her for the GISD Gifted and Talented Program. Students who qualify will be given special instruction in creativity, critical thinking, problem solving, and research in the G/T pull-out program beginning _____. Our goal is to teach students to think and reason for themselves so that they become independent learners. Please be advised that your child will still be responsible for the skills covered in all classes. Please sign the enclosed red form to either give permission or to decline admission to this program and return it to your child's school office as soon as possible.

If you would like a copy of your child's scores, please contact _____.

Thank you,

Secondary Committee Letter for Placement of Student

Student Name _____

Dear Parents,

The identification process for the gifted/talented program is complete. After scores were compiled, the G/T selection committee met and reviewed each student's profile. Students were evaluated according to their scores on a cognitive abilities test, a nonverbal reasoning abilities test, a creativity test, and a teacher checklist of skills in the areas of learning, creativity, and motivation. Thank you for your patience and cooperation.

Your child's scores have qualified him/her for the GISD Gifted and Talented Program. Please sign the enclosed red form to either give permission or to decline admission to this program and return it to your child's school office as soon as possible.

If you would like a copy of your child's scores, please contact _____.

Thank you,

Elementary Committee Letter for Non-Placement of Student

Student Name _____

Dear Parents,

The identification process for the gifted/talented program is complete. After scores were compiled, the G/T selection committee met and reviewed each student's profile. Students were evaluated according to their scores on a cognitive abilities test, a nonverbal reasoning abilities test, a creativity test, and a teacher checklist of skills in the areas of learning, creativity, and motivation. Thank you for your patience and cooperation.

Your child's scores did not qualify him/her for the GISD Gifted and Talented Program this year. However, your child may be referred for testing again next year.

If you would like a copy of your child's scores, please contact _____.

If you would like to appeal the decision of the selection committee, you must turn in a completed "Request for Appeal" form along with a letter containing a description of the reason for concern, the remedy sought, and evidence supporting the remedy within five working days of receiving this letter. Please contact Amanda Grahmann to obtain the "Request for Appeal" form.

Thank you,

Secondary Committee Letter for Non-Placement of Student

Student Name _____

Dear Parents,

The identification process for the gifted/talented program is complete. After scores were compiled, the G/T selection committee met and reviewed each student's profile. Students were evaluated according to their scores on a cognitive abilities test, a nonverbal reasoning abilities test, a creativity test, and a teacher checklist of skills in the areas of learning, creativity, and motivation. Thank you for your patience and cooperation.

Your child's scores did not qualify him/her for the GISD Gifted and Talented Program this year. However, your child may be referred for testing again next year.

If you would like a copy of your child's scores, please contact _____.

If you would like to appeal the decision of the selection committee, you must turn in a completed "Request for Appeal" form along with a letter containing a description of the reason for concern, the remedy sought, and evidence supporting the remedy within five working days of receiving this letter. Please contact Amanda Grahmann to obtain the "Request for Appeal" form.

Thank you,

Gonzales Independent School District Gifted & Talented Permission Form

**My child, _____,
has my permission to participate in the Gonzales ISD
Gifted and Talented Program.**

(Signature of parent or guardian)

(Date)

**I decline participation in the Gonzales ISD Gifted and
Talented Program for my child, _____**

_____.

(Signature of parent or guardian)

(Date)

Gonzales Independent School District:
Gifted/Talented Program - Service Design

Student: _____

Year qualified for GISD G/T services: _____

Transfer Student: Yes / No Transfer District: _____

School Year

Method of Service Design

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

GISD 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.

Program Design			
Question	Yes	No	Don't Know
In G/T, did you cover topics in math, science, social studies, and language arts?			
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?			
Does your teacher use Depth and Complexity when teaching?			
a. Math			
b. Science			
c. Social Studies			
d. Language Arts			

Curriculum and Instruction			
Question	Yes	No	Don't Know
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?			

Family-Community Involvement			
Question	Yes	No	Don't Know
Are students included in the annual gifted program evaluation? PES			

Additional Comments/Suggestions			

GISD Gifted/Talented Program Evaluation Questions Elementary Pull-out Parent Survey

This year your child participated in G/T services. We are currently evaluating this program in order to improve its effectiveness. You can help us by responding to the following statements. Feel free to add any additional comments in the space provided.

- 1. Child's grade: (if you have more than one child in the G/T program, you may choose more than one):**

Kinder 1st 2nd 3rd 4th

- 2. The GT services my child received have had a very positive influence on my child's attitude toward school.**

strongly agree agree disagree strongly disagree don't know

- 3. My child's GT teacher understands the characteristics and needs of gifted children.**

strongly agree agree disagree strongly disagree don't know

- 4. The GT services my child receives provides many opportunities for him/her to pursue their passions and develop new topics of personal interest through independent learning.**

strongly agree agree disagree strongly disagree don't know

- 5. The services my child receives provide learning opportunities that are challenging to my child.**

strongly agree agree disagree strongly disagree don't know

- 6. The GT services my child receives provides many opportunities for him/her to work with other children who have similar interests and abilities.**

strongly agree agree disagree strongly disagree don't know

- 7. The amount of work my child completes in the GT classroom is appropriate for their learning level.**

strongly agree agree disagree strongly disagree don't know

- 8. The GT services my child receives have been overall very beneficial.**

strongly agree agree disagree strongly disagree don't know

- 9. What aspects do you like about the provided GT services?**

- 10. What should be done to improve GT services?**

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

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

Student Assessment			
Question	Yes	No	Don't Know
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?			
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 Credit by Examination and Early High School Graduation?			
If the district provides services to Junior High and High School identified students through Pre-AP, AP , 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:			
Curriculum and Instruction			
Question	Yes	No	Don't Know
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?			
Professional Development			
Question	Yes	No	Don't Know
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			
Family-Community Involvement			
Question	Yes	No	Don't Know

Are parents given access, upon request, to the board-approved district policy and procedures on student identification for the gifted program?			
Are parents informed each year of the learning opportunities provided to their gifted child?			
Are parents included in the annual gifted program evaluation?			
Additional Comments/Suggestions			

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

Requested by: _____

Student's Name: _____

Student's Grade: _____ Date: _____

Length of Furlough Requested _____

Reason for request:

Gifted/Talented Committee Decision:

_____ Furlough Granted

_____ Furlough Denied

Date of committee meeting: _____

Return date: _____

Length of Furlough:

Comments:

Signatures:

Student: _____

Parent: _____

Gifted/Talented Committee Members:

_____	_____
_____	_____
_____	_____

**Gonzales Independent School District
Gifted/Talented Services
Exit from G/T Services Form**

Student's Name: _____

Date: _____ Grade Level: _____

Person Requesting Exit: _____

Relationship to Student: _____

Reason for Exit Request (To be completed by person requesting Exit):

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:
