



# Carrizo Springs CISD

Gifted and Talented Education Program

H A N D B O O K





# **Excellence in Academic Achievement**

Carrizo Springs Consolidated Independent School District

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# **Carrizo Springs CISD**

## **Gifted/Talented Education Program**

### **Rationale**

The Carrizo Springs Consolidated Independent School District, based on its long range plan for educating each child to his/her maximum potential, recognized the fact that gifted/talented students need appropriate learning opportunities based upon comprehensive differentiated curriculum.

### **DEFINITION:**

The district and state definition of "gifted and talented student" is as follows:

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.

### **STUDENT GOALS**

The following goals, developed by Carrizo Springs Consolidated Independent School District, lay the foundation for all curriculum decisions with regard to the gifted/talented education program across all disciplines, K-12.

- (1) Gifted/Talented students will experience an enhanced self-concept through reflective self-awareness activities and effective interaction with other gifted students, peers and society.
- (2) Gifted/Talented students will develop the ability to become self-directed in the choice of appropriate in-depth learning activities, autonomous in developing original products and effective in identifying and utilizing new techniques, materials and human resources.
- (3) Gifted/Talented students will develop higher cognitive processes by participating in learning experiences that require advanced critical and creative thinking skills.

## **PROGRAM GOALS**

(Adapted from Texas State Plan for the Education of G/T Students, September 2009)

### **Fidelity of Services**

School districts comply with gifted/talented accountability standards and monitor the effectiveness of assessment and services for gifted/talented students.

### **Student Assessment**

Gifted/talented identification procedures and progress monitoring allow students to demonstrate and develop their diverse talents and abilities equitably.

### **Service Design**

A flexible system of viable service options provides a research-based learning continuum that is developed and consistently implemented throughout the district to meet the needs and reinforce the strengths and interests of gifted/talented students.

### **Curriculum and Instruction**

Districts meet the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school.

### **Professional Learning**

All personnel involved in the planning, creation, delivery and administration of services to gifted/talented students possess the knowledge required to develop and provide differentiated programs and services.

### **Family/Community Involvement**

The district involves family and community members in services designed for gifted/talented students throughout the school year.

**CHARACTERISTICS OF THE GIFTED CHILD**

- I. Grasps and retains knowledge:
  1. Comprehends meanings
  2. Responds quickly and accurately
  3. Questions critically
  4. Transfers learning to new situations
- II. Conveys ideas effectively:
  1. Follows logical sequence and order
  2. Has extensive vocabulary and uses
  3. Is selective
  4. Is critical
  5. Is fluent
- III. Shows skill in abstract thinking:
  1. Makes generalizations
  2. Senses cause and effect
  3. Recognizes relationships
  4. Understands and applies rules
  5. Foresees new possibilities
- IV. Uses wide variety of resources:
  1. Is versatile
  2. Is self-reliant when meeting problems
  3. Is ingenious in knowing when, where, and how to seek help
- V. Has creative and inventive power:
  1. Shows curiosity and originality
  2. Is alert to possibilities
  3. Enjoys experimentations
  4. Uses trial and error method
  5. Finds ways to extend his idea
- VI. Exhibits power to work independently:
  1. Shows ability to plan
  2. Shows ability to organize
  3. Shows ability to execute
  4. Shows ability to judge
- VII. Assumes and discharges responsibility:
  1. Show perseverance
  2. Shows desire to forge ahead
  3. Shows will to succeed
- VIII. Adjusts easily to new situations:
  1. Understands and accepts reasons for change
  2. Anticipates outcomes
  3. Maintains optimistic attitude
  4. Is challenged by new ideas
- IX. Has physical competence:
  1. Is alert
  2. Is active
  3. Is energetic
  4. Is free of nervous tensions

**TEXAS ADMINISTRATIVE CODE**  
**Title 19, Part II Chapter 89. Adaptations for Special Populations**  
**Subchapter A. Gifted/Talented Education**

**§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;
- (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.

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

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**§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*

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### **§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; 25
- (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.*

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### **§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.

*Source: The provisions of this §89.5 adopted to be effective September 1, 1996, 21 TexReg 5690.*

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**Last updated: April 2019**

**For additional information, email [rules@tea.state.tx.us](mailto:rules@tea.state.tx.us).**

**Gifted and Talented Students**

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                      “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.

***Education Code 29.121***

IDENTIFICATION                      Students shall be identified as gifted/talented in accordance with a written policy that includes:

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.
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***

A                      LEARNING                      district shall provide an array of learning opportunities for gifted/talented students in  
                         OPPORTUNITIES                      kindergarten through grade 12 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.

***19 TAC 89.3***



**Gifted and Talented Students**

NOMINATION / REFERRAL	Students may be nominated/referred for the gifted and talented program at any time by teachers, counselors, parents, or other interested persons.
SCREENING AND IDENTIFICATION PROCESS	The District shall provide assessment opportunities to complete the screening and identification process for nominated/referred students at least once per school year.
PARENTAL CONSENT	The District shall obtain written parental consent 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.
IDENTIFICATION CRITERIA	The Board-approved program for the gifted and talented shall establish criteria to identify gifted and talented students. 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.
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 are not limited to, the following: achievement tests, intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, student/parent conferences, and available student work products.
SELECTION	A selection committee shall evaluate each nominated/referred student according to the established criteria and shall identify those students for whom placement in the gifted and talented program 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, as required by law, and shall be established at the elementary level and at the secondary level.
NOTIFICATION	The District shall provide written notification to parents of students who qualify for services through the District's gifted and talented program. Participation in any program or services provided for gifted students shall be voluntary, and the District shall obtain written permission from the parents before placing a student in a gifted program.
NO REASSESSMENT	The District shall not perform routine reassessments.
TRANSFER STUDENTS INTERDISTRICT	When a student identified as gifted by a previous school district enrolls in the District, the selection committee shall review the student's records to determine if placement in the District's program for gifted and talented students is appropriate.  The selection committee shall make a determination within 30 calendar days of the student's enrollment in the District and shall base the decision on the transferred records, observation reports of District teachers who instruct the student, and student and parent conferences.  [See FDD(LEGAL) for information regarding transfer students and the Interstate Compact on Educational Opportunities for Military Children]
INTRADISTRICT	A student who transfers from one campus in the District to the same grade level at another District campus shall continue to receive services in the District's gifted and talented program.
FURLOUGHS	The District may place on a furlough any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted and talented program. A furlough may be initiated by the District, the parent, or the student.

In accordance with administrative regulations, a furlough shall be granted for specified reasons and for a specified period of time. At the end of a furlough, the student may reenter the gifted program, be placed on another furlough, or be exited from the program.

EXIT PROVISIONS	The District shall monitor student performance in the program. If at any time the selection committee determines it is in the best interest of the student and his or her educational needs, the committee may exit a student from the program. If a student or parent requests removal from the program, the selection committee shall meet with the parent and student before honoring the request.
APPEALS	A parent or student may appeal any final decision of the selection committee regarding selection for or exit from the gifted program. Appeals shall be made first to the selection committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.
PROGRAM EVALUATION	The District shall annually evaluate the effectiveness of the District's gifted program, and the results of the evaluation shall be used to modify and update the District and campus improvement plans. The District shall include parents in the evaluation process and shall share the information 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.

# **CARRIZO SPRINGS CISD**

## **Gifted/Talented Education Program**

### **Menu of Services**

An array of learning opportunities are available that are commensurate with the abilities of gifted students. These options emphasize content in the 4 core areas and are available during the school day as well as the entire school year. Parents are informed of these options through letters, flyers, open houses, student parent conferences, partners meetings, and the g/t handbook.

## **High School**

### **Administrative Arrangements**

Credit By Exam  
Tutoring  
Exam Concurrent Enrollment – Dual Credit (HS & College)

### **Instructional Options**

#### **A. G/T Advanced Courses/Dual Credit**

English  
Math  
Science  
History  
Art

#### **B. Provisions Within a Classroom**

Independent Study  
Curriculum Compacting  
Differentiated Products  
Authentic Assessment  
Specific Subject Units  
Performance Assessment

### **Summer**

Summer Enrichment Courses/Programs  
Seminars  
National Math & Science Initiatives

National Hispanic Institute Program  
SIG Summer Institute for the Gifted  
Envision by World Strides Career Exploration Program

## **Honors, Awards and Scholarships**

Duke Talent Search TIP	National Honor Society
Academic Excellence Awards	US Dept of Education Internships
Honor Roll	Laura Allard Future
CSHS Who's Who	Vision Scholarship
Governor's School of Texas	Adele McClendon Young Leader Scholarship
Texas Gifted Camps and Programs	Quest Bridge Colle Prep Scholarship
Women's Shelter Volunteer	Nicholas Green Distinguished Student Award
American Legion Boys and Girls State	Caroline D. Bradley Scholarship for Exceptional Children
The Junior Statesman Foundation Award	Jarkin Robinson Foundation Minority Scholarships
Who's Who Among American High School Students	All American Scholar Award
National English Merit Scholar Award	Malone Family Foundation Scholarship
Discover Card Tribute Award	National Merit & Achievement Scholarship Programs
National Youth Leadership Forum	Presidential Classroom
Minni Piper Stevens Award	National Honor Society Scholarship Award
USAA Foreign Language Award	Rotary Youth Leadership Award
Kiwanis Student of the Year Award	

## **Special Interests Clubs**

Spanish Club

## **Competitions and Contests**

University Interscholastic League

AATSP National Spanish Exam

Creative Arts Fair

Texas Shakespeare Festival Summer Acting  
Workshop – Kilgore College

Ayn Rand Essay Contest

Anthology of Poetry

The American Library of Poetry Contest –  
HS Students Only

Texas Parks and Wildlife Department

The Bards of Burbank Poetry Contest

Texas State Fish Art Contest

## **Guidance**

Individual Conference

Community Programs and Sponsorships

Group Meetings

Study Groups

Career and Vocational Counseling

Tutoring

Educational Counseling

Social Emotional Learning Lessons

## **Jr. High**

### **Administrative Arrangements**

- Credit By Exam
- Tutoring
- Mentorships

Mentorships

### **Instructional Options**

#### **A. G/T Advanced Courses/HS Credit Courses**

Science  
Social Studies  
Reading  
English  
Math

#### **B. Provisions Within a Classroom**

Thematic Interdisciplinary Units  
Independent Study  
Curriculum Compacting  
Learning/Interest Centers  
Differentiated Products  
Authentic Assessment  
Specified Subject Units  
Performance Assessment

### **Summer**

- Summer Enrichment Courses/Programs
- SIG Summer Institutes
- Texas Gifted Camps and Programs

### **Co-curricular Programs**

- School Yearbook
- Field Trips

### **Honors and Awards**

Duke Talent Search Recognition	Honor Roll
Honor Students	Academic Awards

### **Special Interest Clubs**

- Student Council
- Wildcat Honor Society

### **Competitions and Contests**

Duke Talent Identification Program

University Interscholastic League

SWTJC Creative Arts Contests

### **Guidance**

Individual Conference	Group Meetings
Career and Vocational Counseling	Educational Counseling
Community Programs and Sponsorship	Tutoring
Social Emotional Learning Lessons	

**Elementary**

**Administrative Arrangements**

Team Teaching

**Instructional Options**

Thematic Interdisciplinary Units	Independent Study
Curriculum Compacting	Learning/Interest Centers
Differentiated Products Authentic Assessment	Performance Assessment

**Summer**

- Seminars planned by Partners
- SIG Summer Institute
- Summer Enrichment Courses/Programs

**Honors, Awards, and Scholarships**

Community Scholarships

Duke University Talent and Identification Program (MAP)(Gr. 4-6)

**Competitions and Contests**

SWTJC Creative Arts Contest (Gr. K-5)	Science Fair
Continental Mathematics League	U.I.L. Academic Competitions (Gr.2-5)
Creative Kids Magazine Contest	

**Guidance**

Individual Conference	Group Meetings
Educational Counseling	Community Programs and Sponsorship
Study Groups	Tutoring

**Showcase Opportunities**

CTE Showcase



# CARRIZO SPRINGS CISD

## Gifted/Talented Education Program

### PARTNERS IN GIFTED EDUCATION

**History:** Partners in Gifted Education began with a group of parents looking for ways to support the school's efforts to meet the needs of students in the Gifted and Talented Education Program. In 1996, Articles of Incorporation were developed, approved and filed with the Secretary of State. Since then, Partners has taken a more structured approach to setting goals, raising funds, and providing educational opportunities for G/T students outside the classroom.

**Aims and Purposes:** Partners in Gifted Education exists as an incorporated association of its members formed to provide educational enrichment for G/T students and to seek public recognition of their special needs. Partners support programs which increase the quality of educational programs for all children. We strive to increase public awareness of the need for educational opportunities for G/T children and open and encourage communication among all who are interested in the needs of G/T children.

**Membership and Meetings:** Membership in this nonprofit organization is open to all. General membership meetings are held six times per year. All meetings are open to the public.

**Officers and Directors:** There are 5 directors consisting of the following elected officers: President, First Vice-President, Second Vice-President, Secretary and Treasurer.

#### **Committees:**

*Program Committee:* This committee provides and coordinates the program and agenda for the annual meeting, Board of Directors meetings, and general meetings. Chairperson - First Vice-President.

*Outreach and Activities Committee:* This committee is responsible for identifying community resources helpful and beneficial to the association and facilitates their utilization when appropriate. The committee is responsible for planning, writing and printing a newsletter and any media publicity. Chairperson-Second Vice-President.

*Membership Committee:* This committee is responsible for maintaining the membership program of the association. Chairperson - Secretary.

*Scholarship and Finance Committee:* This committee is responsible for the solicitation or donations, fund raising, awarding scholarships, planning the budget, and monitoring income and expenditures. Chairperson - Treasurer.

## ***Educational options for the Advanced & Gifted Learner Information***

### **A. GIA (General Intellectual Ability)**

#### ***Elementary Schools***

- Project Based Learning

#### ***Junior High School***

- Advanced Math
- Advanced English
- Pre-Algebra (7<sup>th</sup> Grade)
- 8<sup>th</sup>- Algebra I

#### ***High School***

- G/T English

## ***Curriculum***

CSCISD recognizes the importance of a quality curriculum for all students and that differences exist among individual learners that can be addressed through differentiation. The curriculum for the gifted and advanced learners is differentiated in the content to be learned, the processes to facilitate the learning, and the product that results from the learning.

### ***Nominations***

Nominations are ongoing and students may be nominated by:

- \*Parents and community members
- \*Teachers, principals and counselors
- \*Other interested people

Notification of this process is made through written correspondence with the parents of the students, news releases, student handbooks, pre-school round-up, and elementary school pre-registration.

### ***Screening***

Screening may include but not be limited to the following:

- \*Achievement Test
- General Abilities Test
- \*Completed by teachers and parents
- \*GPA, Test Scores
- \*Student Product/Portfolio
- Classroom Evidence

Carrizo Springs CISD uses at least three equally weighted criteria selected for the appropriate grade level.

### ***Selection***

Selection is by committee composed of:

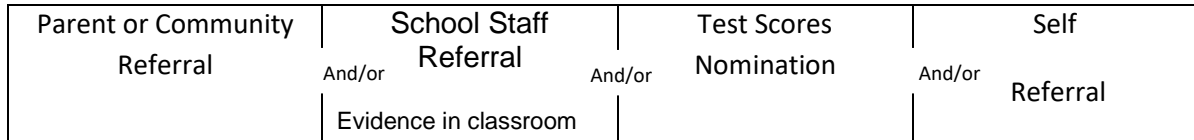
- \*At least three trained professionals that meet state G/T Training criteria
- \*Principal and/or counselor
- \*G/T and/or classroom teacher
- \* G/T Coordinator (advisory only)

CSCISD has a selection committee for each campus. Members serve for one year. Authority is given to the committee to establish a cut-off point and to consider borderline cases. The campus selection committee is comprised of 3 members; the GT director, a counselor, GT staff, and an administrator. Campus selection committees review student scores to determine whether or not placement in the CSCISD G/T program is appropriate. Final decisions of the committee may be appealed. Appeals must be made first to the selection committee.

## Carrizo Springs CISD (Flowchart)

STAFF DEVELOPMENT FOR SCHOOL STAFF ON DEFINITION AND CHARACTERISTICS

### Referral Process



Parent Permission to Screen

Parent may decline screening

### Screening

At least three criteria gathered by committee.

*Some objectives, some subjective should be or come from several sources*

### Selection

Identification committee makes decisions for placement from  
compiled data and standard deviations

Not Accepted at  
this time

Appeals may be  
initiated within 10  
days of receiving  
notification letter.

Accepted  
to G/T  
Program

Parents' permission

Parents may  
decline

### Participation



Committee decision: parents informed prior to final decision; appeal process may be initiated

# Carrizo Springs CISD

## Procedimientos de identificación para le educación de Dotados y Talentosos

Entrenamiento para personal escolar en definición y características

### Nominación

Nominacion por padres o comunidad	y/o	Nominación por personal escolar	y/o	Nominación por calificaciones	y/o	Propia Nominación
		Evidencia escolar				

Permiso de padres para examinar

Padres pueden  
rechazar examinacion

### Examinacion

*Tres criterios mínimos acumulado por el comité.  
Algo objective, algo subjetivo de varias fuentes*

### Seleccion

El comité de identificación toma decisiones de participación basadas en información compilados y desviaciones.

No aceptado  
esta vez

Comienza iniciacion  
de apelacion dentro  
de diez dias de recibir  
carta de notificacion.

Aceptado al  
programa de  
alumnos

Permiso para participacion

Padres pueden  
rechazar participacion

### Participacion

Estado Vigilante	Ausencia	Retiro	Continuacion
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Decision de el comité: padres son informado antes de decision final; iniciacion de apelacion comienza

# NOMINATION FORMS





*Excellence in Academic Achievement*

Carrizo Springs Consolidated Independent School District

Gifted/Talented Education Program

Teacher Nomination/ Referral Form

Year: \_\_\_\_\_

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

Student's ID#: \_\_\_\_\_ Home Phone Number: \_\_\_\_\_

Parent's Name: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

I. ACADEMICS:

Scale: Below average=1

Average =2

Above Average= 3

Excellent =4

Superior =5

LANGUAGE ARTS

\_\_\_\_\_

MATH

\_\_\_\_\_

SCIENCE

\_\_\_\_\_

SOCIAL STUDIES

\_\_\_\_\_

( ) I Have \_\_\_\_\_ referrals for G/T Program.

( ) I have NO referrals for the G/T Program. Please circle all that apply:

**EL Bilingual**

**Sp. Ed.**

**Migrant**

**Econ. Disadvantage**

Attachments of work samples or classroom evidence may be attached to this form.

\_\_\_\_\_  
Referring Teacher

Please make sure to fill out all information, incomplete forms will be returned and delay process.



*Excellence in Academic Achievement*  
**Carrizo Springs Consolidated Independent School District**  
Gifted/Talented Education Program  
Screening Form Grades 1 – 12

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

I. Standardized Test Scores (STAAR, TPRI, RenStar)

READING/LANGUAGE ARTS	_____
MATH	_____
SCIENCE	_____
SOCIAL STUDIES	_____
<b>AVERAGE</b>	_____

II. Academic Grade Average

READING/LANGUAGE ARTS	_____
MATH	_____
SCIENCE	_____
SOCIAL STUDIES	_____
<b>AVERAGE</b>	_____

III. Teacher Recommendation Score \_\_\_\_\_

IV. GATES CHECKLIST  
Teacher \_\_\_\_\_ Score \_\_\_\_\_

V. Student portfolio \_\_\_\_\_

VI. STATE TESTING	Reading	_____
	Math	_____
	Other	_____

Student was nominated by:

<input type="checkbox"/> Parent	<input type="checkbox"/> Teacher	<input type="checkbox"/> Self		
<input type="checkbox"/> Test Scores	<input type="checkbox"/> Administrator	<input type="checkbox"/> Community Member		
LEP	Bilingual	Sp. Ed.	Migrant	Econ. Disadvantage

Selection Committee decision:

☐ **SELECTED** or ☐ **NOT SELECTED** on \_\_\_\_\_.





*Excellence in Academic Achievement*

**Carrizo Springs Consolidated Independent School District**

**CARRIZO SPRINGS CISD**

**Gifted/Talented Education Program**

**Parent Referral Form**

All information will be confidential and will be used to evaluate the most appropriate educational placement for your child.

1. Student's Name \_\_\_\_\_

2. Date of Birth \_\_\_\_\_ Age \_\_\_\_\_

3. Sex F ☐ M ☐ Ethnicity: \_\_\_\_\_

4. Parent's Name \_\_\_\_\_

5. Mailing Address \_\_\_\_\_

6. Phone Number \_\_\_\_\_

7. Father's Business Phone: \_\_\_\_\_ Mother's Business Phone \_\_\_\_\_

8. School presently attending \_\_\_\_\_  
Grade \_\_\_\_\_ Teacher \_\_\_\_\_

9. I give my permission for school personnel to administer tests required in the SCREENING process for the Gifted/Talented program.

10. I realize that the identification of Gifted/Talented students consists of three steps.

I. REFERRALS– by teachers, parents, counselors, community members and principals.

II. SCREENING – testing and gathering data.

III. SELECTION – interpreting and rank ordering of data by committee.

11. I also realize that I will be notified after the identification process as to the results of the selection committee.

12. If my child is selected, I will receive a letter requesting permission for program participation.

13. \_\_\_\_\_  
Parent's Signature Date

14. Describe early indication of superior ability: \_\_\_\_\_  
**Parents may attach evidence to show why they are referring their child to this form.**



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## Carrizo Springs Consolidated Independent School District

El Programa Dotado/Talentoso

### Forma de remisión de los Padres

Toda la información será confidencial y será usada para evaluar la colocación mas apropiada para la educación de su hijo (a)

1. Nombre del Estudiante \_\_\_\_\_
2. Fecha de nacimiento \_\_\_\_\_ Edad \_\_\_\_\_
3. Sexo F ☐ M ☐ Etnia: \_\_\_\_\_
4. Nombre de los Padres \_\_\_\_\_
5. Dirección Postal \_\_\_\_\_
6. Teléfono en Casa \_\_\_\_\_
7. Teléfono del Trabajo del Padre: \_\_\_\_\_ de la Madre \_\_\_\_\_
8. La escuela que está asistiendo \_\_\_\_\_  
Grado \_\_\_\_\_ Maestro (a) \_\_\_\_\_
9. Yo doy mi permiso al personal de la escuela que administre los exámenes que son requeridos en el proceso de la Examinación para el programa de los Dotados/Talentoso.
10. Reconozco que la identificación de los estudiantes Dotado/Talentosos consiste en tres pasos.
  - IV. NOMINACION – por maestros, padres, consejeros, miembros de la comunidad y directores.
  - V. EXAMINACION – examines y juntando datos.
  - VI. SELECCION – interpreting and rank ordering of date by committee.
11. También reconozco que seré notificado/a después del proceso de la identificación por los resultados de las selecciones por el comité.
12. Si mi hijo/hija es seleccionado/a, recibiré una carta que requiere el permiso para el programa de participación.
13. \_\_\_\_\_  
Firma de Padre \_\_\_\_\_ Fecha \_\_\_\_\_
14. Describa próximamente indicación prematura de aptitud superior: \_\_\_\_\_  
**Los padres pueden adjuntar evidencia para demostrar por qué están refiriendo a su hijo a este formulario.**

# CARRIZO SPRINGS CISD

## Gifted/Talented Education Program

Self-Referral Grades 4 – 12

Please indicate whether you strongly Agree, Agree, Disagree or Strongly Disagree with each of the statements by marking the spaces after each statement.

		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I am a good athlete.				
2.	I am a good student.				
3.	I am popular with other students.				
4.	I am one who understands and accepts other people.				
5.	I am very sociable and know how to get along with other people.				
6.	Other people recognize that I am an intelligent person.				
7.	I am warm and understanding.				
8.	I am easy to get along with.				
9.	I enjoy working with mechanical and scientific things.				
10.	I enjoy abstract or mathematical problems.				
11.	I am one who likes to work independently on special projects				
12.	I enjoy “losing myself” in a good book or in imagination.				
13.	I enjoy debating or discussing an idea.				
14.	I have a good sense of humor.				
15.	My work is often quite original.				
16.	I can come up with many different ideas or solutions to problems.				
17.	I am able to take charge of planning a project.				
18.	I don’t mind being different from other people.				
19.	I like to study subjects that are challenging or even difficult.				
20.	I often use magic, art, or drama to express my feelings.				
21.	I don’t like to accept what someone else says without challenging it.				
22.	I feel strongly about things and often express my true feelings, even if I think others will disagree.				
23.	I spend more time than I would need to on assignments because I enjoy learning.				

**CARRIZO SPRINGS CISD**  
**El Programa Dotados/Talentosos**  
**Auto Nominación Grades 4 – 12**

Sírvese indicar si totalmente de acuerdo, de acuerdo, no está de acuerdo o desacuerdo con cada una de las declaraciones marcando los espacios después de cada instrucción.

		Totalmente de acuerdo	De acuerdo	No estoy de acuerdo	Desacuerdo
1.	Soy un buen atleta.				
2.	Soy una buena estudiante.				
3.	Yo soy popular con otros estudiantes.				
4.	Yo soy uno que comprende y acepta a otras personas.				
5.	Soy muy sociable y se como llevarme bien con otras personas.				
6.	Otras personas reconocen que soy una persona inteligente.				
7.	Soy compresivo y afectuoso.				
8.	Me llevo bien con otros.				
9.	Me gusta trabajar con cosas mecánicas y científicas.				
10.	Disfruto problemas abstractos y de matemáticas.				
11.	Soy una persona que le gusta trabajar independientemente en proyectos especiales.				
12.	Disfruto perderme en un buen libro o en mi imaginación.				
13.	Disfruto un buen debate o una discusión de una idea.				
14.	Tengo un buen sentido del humor.				
15.	Mi trabajo es casi siempre muy original.				
16.	Se me ocurren diferentes ideas y soluciones para problemas.				
17.	Soy capaz de hacerme cargo para planear un proyecto.				
18.	No me molesta ser distinto que las otras personas.				
19.	Me gusta estudiar materias que son difíciles y retintes.				
20.	Con frecuencia uso música, arte o drama para expresar mis sentimientos.				
21.	No me gusta aceptar lo que alguien mas dice sin retarlo.				
22.	Me siento fuerte sobre algunas cosas y expreso mi sentimiento sincero, aunque sea que no estoy de acuerdo con lo que otras personas dicen.				
23.	Me paso más tiempo de lo que necesito en mis tareas o estudios porque disfruto aprender.				

# SELECTION FORMS





## **GIFTED and TALENTED** **Referral Timeline 2024-2025**

- January 8-24, 2025 : Windows open for Referral  
Kinder – 12<sup>th</sup> grade
- January 27, 2025 : Deadline for Referral
- Jan. 27 – Feb. 7, 2025 : All Paperwork from referrals  
(Parent /Community /Staff) must be  
completed.
- Feb. 3 – Feb 14, 2025 : Kindergarten Assessment Window
- Feb 10 – March 7, 2025 : 1<sup>st</sup>- 12<sup>th</sup> Grade Assessment Window
- Feb 17- Feb. 28, 2025 : Mandatory Kindergarten G/T  
Selection Committee meeting
- March 24 –April 25, 2025 : 1<sup>st</sup> -12<sup>th</sup> grade Selection Committee  
convene

### For School Year 2024-2025

- Kindergarten has to be identified by **February 28, 2025**
- 1<sup>st</sup>- 12<sup>th</sup> grade will need to be identified by **April 25, 2025**



*Excellence in Academic Achievement*  
Carrizo Springs Consolidated Independent School District  
Gifted/Talented Education Program

**Kinder Referrals**

Dear Parents,

Your child, \_\_\_\_\_, has been referred for the district's elementary Gifted/Talented Program. In order to continue the identification process, we must have a signed **Parent Consent Form**. This form allows us to provide assessment activities and administer tests for screening. Also attached is the **Parent Inventory**, which will help us learn more about your child. We will use this information as part of the screening data so please complete all blanks including examples.

Please complete and return the **Parent Consent Form** and the **Parent Inventory** as soon as possible if you would like your child to be tested. You will be notified before March 2, whether or not your child was identified as gifted by the selection committee.

Please make sure that these are returned by \_\_\_\_\_ to Ms. \_\_\_\_\_.

If you have any questions, please contact me at 876-3503x1501.

Sincerely,

Jose Talamantez  
G/T Coordinator



*Excellence in Academic Achievement*  
**Carrizo Springs Consolidated Independent School District**  
dotados/talentosos educación

Kínder Referías

Queridos padres, su hijo, \_\_\_\_\_, ha sido nominado para el programa de dotados y talentosos de primaria del distrito. A fin de continuar con el proceso de identificación, debemos tener un formulario de consentimiento firmado de padre. Este formulario nos permite ofrecer actividades de evaluación y pruebas para la detección de administrar. También adjunta es el inventario del padre que nos ayudará a aprender más acerca de su hijo. Utilizaremos esta información como parte de los datos de proyección tan complete todos los espacios incluidos ejemplos.

Por favor completar y devolver el formulario de consentimiento de padre y el inventario de padre tan pronto como sea posible si deseas que tu hijo pueda ser probado. Se le notificará antes del 2 de marzo, sea o no su hijo fue identificado como dotados por el Comité de selección.

Si tienes alguna pregunta, comuníquese conmigo en 876-3503 x 1501.

Atentamente,

Jose Talamantez  
G/T Coordinador





*Excellence in Academic Achievement*  
Carrizo Springs Consolidated Independent School District  
El Programa Dotados/Talentosos  
Cuestionario para los padres de estudiantes de Kínder

Nombre del estudiante \_\_\_\_\_ fecha \_\_\_\_\_

Por favor indicar la frecuencia con su hijo muestra estas características y dar ejemplos para cada uno. 0 – Nunca      1: a veces      2 – a menudo      3 – la mayoría del tiempo

\_\_\_\_\_ 1. Tiene muchas formas diferentes de calcular cosas.

---

---

\_\_\_\_\_ 2. Tiene intereses de los niños mayores o de adultos en juegos y lectura.

---

---

\_\_\_\_\_ 3. Entiende conceptos matemáticos.

---

---

\_\_\_\_\_ 4. Quiere saber cómo y por qué.

---

---

\_\_\_\_\_ 5. Está capacitado para planear y organizar actividades.

---

---

\_\_\_\_\_ 6. Se mantiene interesado en el proyecto o tarea, tan pronto como haya empezado.

---

---

\_\_\_\_\_ 7. Empieza a leer palabras, y lee oraciones simples independientemente.

---

---

\_\_\_\_\_ 8. Tiene una memoria excelente.

---

---

\_\_\_\_\_ 9. Enseña más madurez que de su edad.

---

---

\_\_\_\_\_ 10. Cuando compara usted a su hijo/hija con otros niños de la misma edad, piensa usted que él o ella es.

\_\_\_\_\_ Normal

\_\_\_\_\_ Arriba de lo normal

\_\_\_\_\_ Considerablemente arriba de lo normal

Favor de agregar información adicional: \_\_\_\_\_

---

---

---

\_\_\_\_\_  
Firma del Padre

\_\_\_\_\_  
Fecha



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Carrizo Springs Consolidated Independent School District  
Gifted/Talented Education Program

PARENT INVENTORY FOR KINDERGARTEN STUDENTS

Students name \_\_\_\_\_ Date \_\_\_\_\_

Please indicate how often your child demonstrates these characteristics and give examples for each.

0 – Never                      1 – Sometimes                      2 – Often                      3 – Most of the time

\_\_\_\_\_ 1. Has many different ways of figuring things out, explain?

---

---

\_\_\_\_\_ 2. Has interests of adults in games and reading.

---

---

\_\_\_\_\_ 3. Understands math concepts, explain.

---

---

\_\_\_\_\_ 4. Wants to know how and why.

---

---

\_\_\_\_\_ 5. Is able to plan and organize activities, give examples.

---

---

\_\_\_\_\_ 6. Sticks to a task, once it is begun.

---

---

\_\_\_\_ 7. Sounds out words; reads simple sentences independently.

---

---

\_\_\_\_ 8. Has an excellent memory.

---

---

\_\_\_\_ 9. Is mature beyond his/her years.

---

---

\_\_\_\_ 10. When you compare your child with others the same age, do you think he/she is:

\_\_\_\_ about average

\_\_\_\_ somewhat above average

\_\_\_\_ considerably above average

Please add any additional information here: \_\_\_\_\_

---

---

---

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date



# *Excellence in Academic Achievement*

Carrizo Springs Consolidated Independent School District

## Parent Inventory for Gifted and Talented (1<sup>st</sup>-12<sup>th</sup> grade)

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

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

INSTRUCTIONS: In each of the four sections, indicate the characteristics or behaviors demonstrated by your child. Return the completed form to the Campus Counselor at your child's school.

### **OVERALL ABILITY**

Exhibits this behavior

**Frequently      Occasionally      Rarely**

Outstanding skill compared to children his/her age in <b>athletics, music, theatre, art etc.</b>	5	4	3	2	1	NA
Follows complex reasoning	5	4	3	2	1	NA
Learns very quickly	5	4	3	2	1	NA
Good memory/large fund of information	5	4	3	2	1	NA
Develops new skills easily in many areas	5	4	3	2	1	NA
Finds or creates patterns in numbers, symbols	5	4	3	2	1	NA

Specific examples of behaviors listed above or pertinent comments:

### **CREATIVITY**

Exhibits this behavior

**Frequently      Occasionally      Rarely**

Curious about many topics	5	4	3	2	1	NA
Questions rules/policies	5	4	3	2	1	NA
Has many ideas (fluent)	5	4	3	2	1	NA
Sees connections between seemingly unrelated objects events, ideas etc.	5	4	3	2	1	NA
Risk Taker	5	4	3	2	1	NA
Makes ideas more interesting (elaboration)	5	4	3	2	1	NA
Finds subtle humor, paradox, or discrepancies	5	4	3	2	1	NA
Finds creative ways to escape work	5	4	3	2	1	NA

Specific examples of behaviors listed above or pertinent comments:

**TASK COMMITMENT**

	Exhibits this behavior					
	Frequently		Occasionally		Rarely	
Sets own goals	5	4	3	2	1	NA
High level of energy	5	4	3	2	1	NA
Needs little external motivation to pursue	5	4	3	2	1	NA
Eager for new projects and challenges	5	4	3	2	1	NA
Is a perfectionist	5	4	3	2	1	NA
Hyper-focused when working on self-selected project	5	4	3	2	1	NA

Specific examples of exceptional abilities indicated above or pertinent comments:

**INTRA/INTERPERSONAL SKILLS**

Acutely aware of self and others	5	4	3	2	1	NA
Builds and cultivates relationships with others easily	5	4	3	2	1	NA
Sensitive to diverse perspectives	5	4	3	2	1	NA
Exhibits exceptional leadership ability	5	4	3	2	1	NA
Heightened sense of justice	5	4	3	2	1	NA
Strong sense of self independent	5	4	3	2	1	NA
Quiet, but profound in thought	5	4	3	2	1	NA
Relates well to older children and adults	5	4	3	2	1	NA

Specific examples of exceptional abilities indicated above or pertinent comments:

The following section is for students who are bilingual or second language learners

*Bilingual  
this behavior*

*Compared to students his/her own age, exhibits*

**SKILLS**

	Frequently		Occasionally		Rarely	
Acts as translator for family, friends	5	4	3	2	1	NA
Picks up new words quickly	5	4	3	2	1	NA
Recognizes humor in more than one language	5	4	3	2	1	NA
Mimics linguistic styles	5	4	3	2	1	NA

Tells stories in great detail, with embellishment	5	4	3	2	1	NA
Entertains other with language. Desires to find the Perfect word to describe an idea, thought or thing	5	4	3	2	1	NA

**This Section is for Parents with students in 6th-12th grade only**

The following section is for students who demonstrate gifted characteristics through use of technology

Technology Compared to students of his/her age, exhibits this behavior

	Rarely	Frequently	Occasionally			
Uses technology to investigate multiple pathways to problem solutions	5	4	3	2	1	NA
Uses technology in ways that enhance sophistication of projects and products beyond that of peers (do not include Wikipedia use or simple word search)	5	4	3	2	1	NA
Utilizes high level specific domain software in areas Such as architecture design, music composition, bridging language barriers, quality video productions	5	4	3	2	1	NA
Uses technology to access advanced levels of study beyond the classroom resources; uses technology to successfully sift through voluminous amounts of internet information for the best source material	5	4	3	2	1	NA
Is able to troubleshoot technology glitches; can find multiple potential solutions to computer bugs	5	4	3	2	1	NA
Knows and seeks out coding; fluent in some digital language may attempt hacking	5	4	3	2	1	NA
Intuits new programs and how to use them without direct instruction	5	4	3	2	1	NA
Able to modify computers such as increasing memory Installing peripherals, increasing interface between devices, etc.	5	4	3	2	1	NA
Prefers to use technology for personal assistance Such as note taking, messaging, prioritizing, personal Calendar, blogging, diary, digital portfolio, etc.	5	4	3	2	1	NA
Peers and adults seek her/him out for technology assistance	5	4	3	2	1	NA

Specific examples of exceptional abilities indicated above or pertinent comments:



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**Gifted/Talented & Advanced Services**

**Kinder G/T Pool**

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

[ ] Yes, my child \_\_\_\_\_ may participate in the G/T screening pool activities. I understand that my child has not been identified for CSCISD's Gifted/Talented program and that he/she will be re-assessed for participation in the \_\_\_\_\_ school year.

[ ] No, my child \_\_\_\_\_ will not participate in the pool.

Please sign and return form by \_\_\_\_\_.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

If you have any questions, you can contact campus counselor or Maria G. Villarreal at (830) 876-3503, ext. 1501.

Sincerely,

CSE Campus Gifted & Talented Selection Committee





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Carrizo Springs Consolidated Independent School District

Gifted/Talented Education Program

Dear Parents,

Your child, \_\_\_\_\_, has been selected for the district's Gifted/Talented Program K-12th. Services planned for the gifted/talented students in these grade levels will be provided by a G/T Teacher. Students will spend the day in the G/T Classroom.

Please read and discuss the G/T rules and procedures with your child and return the completed form indicating your decision concerning program participation. Please return permission forms to your child's campus. Services will begin in the fall of the next school year. We have also attached a copy of the program overview and the policies for your reference.

If you have any questions, please contact your campus counselor or contact Maria G. Villarreal at 876-3503 ext. 1501.

Sincerely,

Campus Selection Committee



*Excellence in Academic Achievement*  
**Carrizo Springs Consolidated Independent School District**  
Gifted/Talented Education Program  
**PARENT PERMISSION AND COMMITMENT**

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

We, the parents of \_\_\_\_\_ understand that the gifted and talented class will require a commitment by our child. We acknowledge that our child will need our parental support in this endeavor. Areas that need our parental support may include:

1. Knowing assignments and due dates
2. Communicating with teachers about questions and concerns regarding our child and his/her assignments
3. Encouraging our child by listening to his/her feelings and concerns about the requirements of the gifted and talented class, but also communicating the G/T Education work requires additional skills that may be more difficult; however, the rewards of accomplishment bring satisfaction.
4. Understanding that our child will have outside work that may include public library research, assigned readings, and doing activities related to themes of study.
5. Understanding that our child may be placed on monitored status or exited from the program based on his/her performance in the G/T education program. The selection committee or we may initiate this.
6. Monitoring our child's assignments and behavior by signing and returning all forms. Forms may include permission slips, progress reports, notices of assignments, and evaluation of the program at the end of the year.

We pledge our parental support to assist in the success of our child in the CSCISD G/T Education Program.

We agree to make every effort to abide by the guidelines stated above.

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Address

\_\_\_\_\_  
Telephone Number

\_\_\_\_\_  
Grade Level

\_\_\_\_\_  
Campus



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Carrizo Springs Consolidated Independent School District

Gifted/Talented Education Program

Dear Parents,

Each school year the selection committee for the Gifted and Talented Education Program at Carrizo Springs \_\_\_\_\_ reviews the process of each participating student. At this time the committee makes recommendations as to which program best meets the educational needs of the student.

It is the committee's recommendation that your child, \_\_\_\_\_ be placed in a GT/Advanced (Gifted & Talented) educational program. This recommendation is based on progress in the gifted class, teacher recommendation, state testing score and GPA.

Your child will be in the following GT/ Advanced classes:

\_\_\_\_\_ GT/Advanced Language Arts

\_\_\_\_\_ GT/ Advanced Math

\_\_\_\_\_ GT/Advanced Science

\_\_\_\_\_ GT/Advanced Social Studies

Please read and discuss the Gifted Education Program rules and procedures with your child and return the completed forms indicating your decision concerning program participation. Please circle the courses which are most relevant to your child.

If you have any questions or would like a conference concerning your child's placement, please contact me at 876-3503x1501.

Sincerely,

Jose Talamantez  
G/T Coordinator



*Excellence in Academic Achievement*

## Carrizo Springs Consolidated Independent School District

Programa de Educación para estudiantes Talentosos y Superdotados

Estimados Padres:

Cada año escolar el comité de selección del programa de estudiantes Talentosos y superdotados de la Junior High revisa el progreso de cada estudiante que participa en el programa. Durante este periodo el comité hace recomendaciones para cual programa seria mas beneficiario para servir las necesidades de cada estudiante.

Es la recomendación de el comité que su hijo/hija, \_\_\_\_\_, sea puesto en el programa educacional de GT/Avanzado (Estudiantes Talentosos y superdotado/Pre programa avanzado). Esta recomendación está basada en el progreso de sus clases de estudiantes avanzados, recomendación de un maestro, o calificación recibida en el examen STAAR, y promedio de calificaciones.

Su Hijo/Hija estará en las siguientes clases avanzadas:

\_\_\_\_\_GT/ Lenguaje Avanzado \_\_\_\_\_GT/ Avanzado Matemáticas

\_\_\_\_\_GT/ Avanzado Ciencia \_\_\_\_\_GT/ Avanzado Estudios Sociales

Por favor lea y discuta el programa de educación avanzada, sus reglas y procedimientos con su hijo/hija, complete y regrese esta forma indicando su decisión concerniente a participación en el programa. Por favor, circule los cursos que sean más relevantes para su hijo.

Si tiene usted alguna pregunta o quiere una conferencia concerniente a la colocación de su hijo/hija en el programa, por favor hableme a el 830-876-3503 x1501.

Sinceramente,

Jose Talamantez  
Coordinador GT



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**Carrizo Springs Consolidated Independent School District**  
**Gifted/Talented & Advanced Academic Services**

## FURLOUGH

A furlough may be granted for a period of one year, to a student from the Gifted/Talented & Advanced Academic Services for extenuating circumstances. The request must be made in writing and be signed by both the parent and the student. The decision to grant a furlough shall be made by the selection committee. Students receiving a furlough may re-enter the Gifted/Talented & Advanced Academic Services without re-identification.

After a furlough a child may be reentered into services or be considered for exiting process if needed

\_\_\_\_\_ will be granted a furlough from the G/T program on  
\_\_\_\_\_.

\_\_\_\_\_ Student's signature

\_\_\_\_\_ Parent's signature

\_\_\_\_\_ G/T Teacher signature

\_\_\_\_\_ G/T Coordinator signature



## El Programa Dotados/Talentedos

### Proceso de Salir del programa de GT

Se controlará todos rendimiento G/T de los estudiantes en el programa. Un estudiante se retirará del programa cualquier momento que el Comité de selección o el padre determina que salir el estudiante sería la decisión más adecuada educación. Esa decisión puede basarse en las necesidades educativas, psicológicas y personales del alumno. Igual no solo criterio como puntuación IQ, nombramiento de maestro o grados pueden ser el factor determinante para la selección, tampoco puede ser para su salida del programa. Si un estudiante sale del programa por cualquier razón, no será elegible para el proceso de identificación regulares durante el año escolar completo.

\_\_\_\_\_ se retire del programa

G/T por padre / Comité de selección des del día de \_\_\_\_\_, 20\_\_\_\_\_.

\_\_\_\_\_  
Firma de Padre

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Firma de miembro de Comité de selección

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Firma de miembro de Comité de selección

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Firma de miembro de Comité de selección

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Firma del Coordinador de G/T

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Firma de profesor G/T

\_\_\_\_\_  
Fecha



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Carrizo Springs Consolidated Independent School District

Gifted/Talented Education Program

EXITING PROCESS

All G/T student performance in the program shall be monitored. A student shall be removed from the program any time the selection committee or the parent determines that exiting the student would be the most appropriate educational decision. That decision may be based on the educational, psychological, and personal needs of the student. Just as no single criterion such as IQ score, teacher nomination, or grades can be the determining factor for selection; neither can it be for exiting. If a student exits the program for any reason, he/she will not be eligible for the regular identification process for one full school year.

\_\_\_\_\_ is to be withdrawn from the  
G/T Program by **parent / selection committee** as of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Selection Committee Member Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Selection Committee Member Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Selection Committee Member Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
G/T Coordinator Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
G/T Teacher Signature

\_\_\_\_\_  
Date



## El Programa Dotados/Talentosos

### Proceso de Salida del programa de GT

Se controlará todos rendimiento G/T de los estudiantes en el programa. Un estudiante se retirará del programa cualquier momento que el Comité de selección o el padre determina que salir el estudiante sería la decisión más adecuada educación. Esa decisión puede basarse en las necesidades educativas, psicológicas y personales del alumno. Igual no solo criterio como puntuación IQ, nombramiento de maestro o grados pueden ser el factor determinante para la selección, tampoco puede ser para su salida. Si un estudiante sale del programa por cualquier razón, no será elegible para el proceso de identificación regulares durante el año escolar completo.

\_\_\_\_\_ se retire del programa

G/T por padre / Comité de selección des del día de \_\_\_\_\_, 20\_\_\_\_\_.

\_\_\_\_\_  
Firma de Padre

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Firma de miembro de Comité de selección

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Firma de miembro de Comité de selección

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Firma de miembro de Comité de selección

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Firma del Coordinador de G/T

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Firma de profesor G/T

\_\_\_\_\_  
Fecha





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Carrizo Springs Consolidated Independent School District

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

Dear Parent/Guardian:

The assessment and review process to determine if your child qualifies for Carrizo Springs CISD Gifted and Talented Services has been completed. Selection for Gifted and Talented was based on the results of formal and informal assessment and documentation. Even though \_\_\_\_\_ has demonstrated potential exceptional characteristics, your child is not eligible for Gifted and Talented Services at this time.

We know how proud you must be that your child has progressed well enough academically to be considered for services. Please rest assured your child will continue to receive support, challenge, and a wide range of experiences that will maximize learning while enrolled in the Carrizo Springs CISD schools.

If we can be of further assistance, please let us know. You may call Maria G. Villarreal, Gifted and Talented Director at (830)876-3503 ext. 1501 or the District Gifted and Talented Resource Teacher or school counselor where your child is enrolled for additional information and clarification.

Sincerely,

Gifted and Talented Campus Identification Committee



## **Gifted and Talented Appeals Process**

Information on how to appeal a non-placement decision is detailed in the sections below.

### **Level 1**

- A parent or guardian may appeal the placement decision of their student by completing the Level 1 form and returning it to the campus school counselor within 10 business days of placement notification.
- The GT committee convenes and reviews the testing information. The Level 1 committee will consist of a minimum of 3 qualified GT teachers.
- After the testing is reviewed, the campus GT counselor informs parents of the results.

### **Level 2**

- If the parent or guardian wishes to appeal the decision of the Level 1 GT committee, the parent or guardian will complete the information on the level 2 appeal form to appeal to the District GT Appeals Committee. Parents must be able to provide substantial evidence that creates a compelling argument for the student's need for gifted and talented services. The Committee cannot consider testing done by private practitioners in the appeal. The Level 2 appeal must be received by the campus counselor within 10 business days of the date of parent contact listed above.
- After the Level 2 appeal is received, it will first be determined if the Level 1 appeal was completed according to guidelines. If the Level 1 appeal was completed according to guidelines, the district level committee will move forward with reviewing the testing information for the Level 2 appeal. If the Level 1 appeal was not completed according to guidelines, the notice will be sent back to the parent to complete Level 1 prior to filing a Level 2 appeal.
- The Level 2 appeal committee will consist of an executive curriculum director and two qualified GT teachers not involved in the Level 1 committee. The parents will be offered a conference in which the parents will provide evidence of the student's abilities as they related to gifted and talented services. No decision will be made during the conference. The District GT Appeals Committee will then review GT assessments as well as the information provided by the parents. A written response that provides the Level 2 committee's decision will be mailed to the home address of the student within 10 days of the appeal conference.



## **Proceso de apelaciones para dotados y talentosos**

La información sobre cómo apelar una decisión de no colocación se detalla en las secciones a continuación.

### **Nivel 1**

- Un padre o tutor puede apelar la decisión de colocación de su estudiante completando el formulario de Nivel 1 y devolviéndolo al consejero escolar del campus dentro de los 10 días hábiles posteriores a la notificación de la colocación.
- El comité de GT se reúne y revisa la información de las pruebas. El comité de Nivel 1 consistirá de un mínimo de 3 maestros GT calificados.
- Después de revisar las pruebas, el consejero GT del campus informa a los padres de los resultados.

### **Nivel 2**

- Si el padre o tutor desea apelar la decisión del comité de GT de nivel 1, el padre o tutor completará la información en el formulario de apelación de nivel 2 para apelar ante el Comité de Apelaciones de GT del Distrito. Los padres deben poder proporcionar evidencia sustancial que cree un argumento convincente para la necesidad de los estudiantes de servicios para estudiantes dotados y talentosos. El Comité no puede considerar las pruebas realizadas por médicos privados en la apelación. El consejero de la escuela debe recibir la apelación de Nivel 2 dentro de los 10 días hábiles posteriores a la fecha de contacto con los padres mencionada anteriormente.
- Después de recibir la apelación de Nivel 2, primero se determinará si la apelación de Nivel 1 se completó de acuerdo con las pautas. Si la apelación de Nivel 1 se completó de acuerdo con las pautas, el comité a nivel de distrito seguirá adelante con la revisión de la información de las pruebas para la apelación de Nivel 2. Si la apelación de Nivel 1 no se completó de acuerdo con las pautas, el aviso se enviará de regreso a los padres para que completen el Nivel 1 antes de presentar una apelación de Nivel 2.
- El comité de apelación de Nivel 2 consistirá de un director de plan de estudios ejecutivo y dos maestros GT calificados que no participen en el comité de Nivel 1. A los padres se les ofrecerá una conferencia en la que los padres proporcionarán evidencia de las habilidades del estudiante en relación con los servicios para dotados y talentosos. No se tomará ninguna decisión durante la conferencia. El Comité de Apelaciones de GT del Distrito luego revisará las evaluaciones de GT, así como la información proporcionada por los padres. Una respuesta por escrito que proporcione la decisión del comité de Nivel 2 se enviará por correo a la dirección del hogar del estudiante dentro de los 10 días posteriores a la conferencia de apelación.



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Carrizo Springs Consolidated Independent School District

## Gifted and Talented Appeals Level 1 Form

Student Legal Name: \_\_\_\_\_ Date: \_\_\_\_\_

Campus: \_\_\_\_\_ ID: \_\_\_\_\_

Home Address: \_\_\_\_\_

Parent Email Address: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Level 1 Appeal: A parent or guardian may appeal the placement decision of their student by completing the attached form and returning it to the campus counselor within 10 business days of placement notification. The GT committee convenes and reviews the testing information. The Level 1 committee convenes and reviews the testing information. The Level 1 committee will consist of a minimum of 3 qualified GT teachers. After the testing is reviewed, the campus counselor informs parents of the results.

To be completed by campus counselor

Date of level 1 appeal request: \_\_\_\_\_

Names of committee members that reviewed the testing: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Decision of committee: \_\_\_\_\_

Evidence to support decision: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date and type of parent contact regarding the committee decision: \_\_\_\_\_

\_\_\_\_\_

Appeal Approval Level 1: ☐ Yes ☐ No



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Formulario de nivel 1 de apelaciones para dotados y talentosos

Nombre legal del estudiante: \_\_\_\_\_ Fecha: \_\_\_\_\_

Campus: \_\_\_\_\_ ID: \_\_\_\_\_

Dirección de casa: \_\_\_\_\_

Dirección de correo electrónico de los padres: \_\_\_\_\_

Número de teléfono: \_\_\_\_\_

Apelación de nivel 1: un padre o tutor puede apelar la decisión de colocación de su estudiante completando el formulario adjunto y devolviéndolo al consejero del plantel dentro de los 10 días hábiles posteriores a la notificación de la colocación. El comité G/T se reúne y revisa la información de las pruebas. El comité de Nivel 1 se reúne y revisa la información de las pruebas. El comité de Nivel 1 consistirá de un mínimo de 3 maestros G/T calificados. Después de revisar las pruebas, el consejero del campus informa a los padres de los resultados.

Para ser completado por el consejero del campus

Fecha de la solicitud de apelación de nivel 1: \_\_\_\_\_

Nombres de los miembros del comité que revisaron las pruebas: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Decisión del comité: \_\_\_\_\_

Evidencia para respaldar la decisión: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Fecha y tipo de contacto con los padres con respecto a la decisión del comité: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Nivel de aprobación de apelación 1: ☐ Sí ☐ No



## Gifted and Talented Appeals Level 2 Form

Date: \_\_\_\_\_ Student Name: \_\_\_\_\_ ID: \_\_\_\_\_

Level 2 Appeal: If the parent or guardian wishes to appeal the decision of the Level 1 GT committee, the parent or guardian will complete the information the level 2 appeal forms to appeal the District GT Appeals Committee. Parents must be able to provide substantial evidence that creates a compelling argument for the student's need for gifted and talented services. The committee cannot consider testing done by private practitioners in the appeal. The level 2 appeal must be received by the campus counselor within 10 days of the Level 1 decision notification.

After the Level 2 appeal is received, it will first be determined if the Level 1 appeal was completed according to guidelines. If the Level 1 appeal was completed according to guidelines, the district level committee will move forward with reviewing the testing information for the Level 2 appeal. If the Level 1 appeal was not completed according to guidelines, the notice will be sent back to the parent to complete Level 1 prior to filling a Level 2 appeal.

The Level 2 appeal committee will consist of an executive curriculum director and two qualified GT teachers not involved in the Level 1 committee. The parents will be offered a conference in which the parents will provide of the student's abilities as they relate to gifted and talented services. No decision will be made during the conference. The District GT Appeals Committee will then review GT assessments as well as the information provided by the parents. A written response that provides the Level 2 committee's decision will be mailed to the home address of the student within 30 days of the appeal conference.

The portion below is to be completed by parent/guardian.

State your reason for a Level 2 Appeal:

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Please include your documentation that show substantial evidence of your students need for gifted and talented services. The committee cannot consider testing provided by outside sources.

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



## Formulario de nivel 2 de apelaciones para dotados y talentosos

Fecha: \_\_\_\_\_ Nombre de Estudiante: \_\_\_\_\_ ID: \_\_\_\_\_

Apelación de nivel 2: Si el padre o tutor desea apelar la decisión del comité de GT de nivel 1, el padre o tutor completará la información de los formularios de apelación de nivel 2 para apelar al Comité de apelaciones de GT del distrito. Los padres deben poder proporcionar evidencia sustancial que cree un argumento convincente para la necesidad del estudiante de servicios para estudiantes dotados y talentosos. El comité no puede considerar pruebas realizadas por médicos privados en la apelación. El consejero de la escuela debe recibir la apelación de nivel 2 dentro de los 10 días posteriores a la fecha en que reciban notificación de la apelación Nivel 1.

Después de recibir la apelación de Nivel 2, primero se determinará si la apelación de Nivel 1 se completó de acuerdo con las pautas. Si la apelación de Nivel 1 se completó de acuerdo con las pautas, el comité a nivel de distrito seguirá adelante con la revisión de la información de las pruebas para la apelación de Nivel 2. Si la apelación de Nivel 1 no se completó de acuerdo con las pautas, el aviso se enviará de vuelta a los padres para que completen el Nivel 1 antes de presentar una apelación de Nivel 2.

El comité de apelación de Nivel 2 estará compuesto por un director de plan de estudios ejecutivo y dos maestros GT calificados que no participen en el comité de Nivel 1. A los padres se les ofrecerá una conferencia en la que los padres proporcionarán las habilidades del estudiante en relación con los servicios para dotados y talentosos. No se tomará ninguna decisión durante la conferencia. El Comité de Apelaciones de GT del Distrito luego revisará las evaluaciones de GT, así como la información proporcionada por los padres. Una respuesta por escrito que proporcione la decisión del comité de Nivel 2 se enviará por correo a la dirección del hogar del estudiante dentro de los 30 días posteriores a la conferencia de apelación.

La parte a continuación debe ser completada por el padre/tutor.

Indique el motivo de una Apelación de Nivel 2:

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Incluya su documentación que muestre evidencia sustancial de la necesidad de sus estudiantes de servicios para dotados y talentosos. El comité no puede considerar pruebas proporcionadas por fuentes externas.

Firma del padre/tutor: \_\_\_\_\_ Fecha: \_\_\_\_\_

## GLOSSARY

<b>ACCELERATION</b>	strategy of mastering knowledge and skills at rates faster or ages younger than the norm
<b>AREA OF GIFTEDNESS</b>	the specific set of abilities in which a student performs or shows potential to perform at a remarkably high level of accomplishment
<b>ARRAY OF LEARNING EXPERIENCES</b>	a menu of challenging activities or opportunities that fit the unique interests and abilities of advanced-level students
<b>ARTISTICALLY GIFTED</b>	possessing outstanding ability in the visual and/or performing arts
<b>COMPLEXITY</b>	extension of content in, between, and across disciplines through the study of themes, problems, and issues; seeing relationships between and among ideas in/within the topic, discipline, and disciplines; examining relationships in, between, and across disciplines over time and from multiple points of view
<b>CONCURRENT ENROLLMENT</b>	the practice of enrolling in a college or university to earn college or university credit while in high school
<b>CONTINUUM OF LEARNING EXPERIENCES</b>	articulated intellectual, artistic, creative, and/or leadership activities and opportunities that build upon one another each year a student is in school
<b>CREATIVELY GIFTED</b>	possessing outstanding imagination, thinking ability innovative or creative reasoning ability, ability in problem solving, and/or high attainment in original or creative thinking
<b>CREDIT BY EXAM (CBE)</b>	method in which a student may receive credit for a subject/course or accelerate through a grade by taking one or more exams
<b>DEPTH</b>	exploration of content within a discipline to include analyzing from the concrete to the abstract, familiar to the unfamiliar, known to the unknown; exploring the discipline by going beyond facts and concepts into generalizations, principles, theories, laws; investigating the layers of experience within a discipline through details, patterns, trends, unanswered questions, and/or ethical considerations
<b>DIFFERENTIATION</b>	modification of curriculum and instruction according to content, pacing, and/or product to meet unique student needs in the classroom
<b>DISTINGUISHED ACHIEVEMENT PROGRAM (DAP)</b>	the most rigorous of three (3) Texas high school programs
<b>DISTINGUISHED ACHIEVEMENT</b>	



<b>PROGRAM (DAP)</b>	the most rigorous of three (3) Texas high school programs
<b>DIVERSITY</b>	the presence of difference between individuals and among groups including but not limited to age, socioeconomics, education, race and ethnicity, gender, culture, and religious beliefs
<b>DUAL CREDIT</b>	an opportunity for a student to earn high school credit for successful completion of a college course
<b>FOUNDATION CURRICULAR AREAS</b>	English language arts/reading, mathematics, science, and social studies
<b>FURLOUGH</b>	a leave of absence from program services
<b>GIFTED IN LEADERSHIP</b>	possessing the natural ability to influence others; possessing skills interpersonal relationships demonstrated, for example, by outstanding ability in such activities as student government
<b>GIFTED IN SPECIFIC ACADEMIC FIELDS</b>	possessing superior ability or potential in a specific course of study such as English language arts/reading, mathematics, science, or social studies
<b>GIFTED/TALENTED SERVICES</b>	services and activities not ordinarily provided by the school that are specifically designed to fully develop the capabilities of students who give evidence of high achievement or capability in areas such as intellectual, creative, artistic, or leadership capacity
<b>INDEPENDENT STUDY</b>	self-directed learning strategy where the teacher acts as guide or facilitator, and the student plays a more active role in designing and managing his or her own learning
<b>INTELLECTUALLY GIFTED</b>	possessing superior intelligence, with potential or demonstrated accomplishments in several fields of study; ability to perform complex mental tasks
<b>MENTORSHIP</b>	community member who shares his or her expertise with a student of similar career or field-of-study aspirations
<b>QUALITATIVE MEASURES</b>	performance indicators that cannot be recorded numerically and that include observations, anecdotal records, checklists, interviews, student products, performances, etc.
<b>QUANTITATIVE MEASURES</b>	performance indicators that can be expressed in terms of definite numbers or amounts such as scores on achievement tests
<b>TEXAS PERFORMANCE STANDARDS PROJECT (TPSP)</b>	statewide standards and assessment system which includes instructional materials designed to provide assistance as districts achieve the state goal for gifted/talented students (complete information at <a href="http://www.texaspsp.org/">http://www.texaspsp.org/</a> )