



San Benito Consolidated Independent School District

**Gifted and Talented  
Program Handbook  
2019-2020**

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# **GIFTED & TALENTED COORDINATORS**

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<b>Veterans Memorial Academy .....</b>	<b>Ilsa Orta</b>
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<b>Miller Jordan Middle School .....</b>	<b>Elizabeth Bojorquez</b>
<b>Riverside Middle School.....</b>	<b>Elma Nunez</b>
<b>Angela Leal Elementary .....</b>	<b>Amanda Morin</b>
<b>Dr. Cash Elementary .....</b>	<b>Araceli Vasquez</b>
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<b>Frank Roberts Elementary .....</b>	<b>Diana Lozano</b>
<b>Fred Booth Elementary .....</b>	<b>Lilia Leal</b>
<b>Judge Oscar De La Fuente .....</b>	<b>Diana Lozano</b>
<b>La Encantada Elementary .....</b>	<b>Lori Verduzco</b>
<b>La Paloma Elementary .....</b>	<b>Noemi Leal</b>
<b>Rangerville Elementary .....</b>	<b>Linda Ramos</b>
<b>Sullivan Elementary .....</b>	<b>Deborah Morales</b>

# **Abstract**

This handbook sets forth the San Benito Consolidated Independent School District's Gifted and Talented Program. It includes the rationale, philosophy, and goals for addressing the needs of gifted and potentially gifted learners, as well as, a description of program services and assessment procedures.

The Gifted and Talented Program provides appropriately challenging learning experiences that emphasize content from the four core academic areas, develops talents in multiple areas, and provides enrichment services for gifted students.

# **Philosophy**

The San Benito Consolidated Independent School District is dedicated to providing a quality education for all students and recognizes that they are unique in their needs, interests, and abilities. By the nature of their exceptional abilities, gifted students need a differentiated educational program that provides learning activities commensurate with their abilities.

Gifted education in the San Benito Consolidated Independent School District has the responsibility to enrich and enhance the total educational program so that all students can be effectively educated. It encourages students to assume greater responsibility for recognizing and fulfilling their own affective and cognitive potential. Gifted education fosters intellectual ability, task commitment, creativity, and critical thinking.

In a rapidly changing world, students must be prepared to recognize trends, solve problems, and seize opportunities. We believe that students who have appropriate educational opportunities will be better prepared for tomorrow, possess the tools needed to actualize their potential, become producers of knowledge as lifelong learners, and enhance and enjoy the society in which they live.

# Concept Statement

**To:** Provide students with a well-rounded Gifted and Talented Program that is challenging at all grade levels

**In a way that:**

- Identifies and nurtures strengths in all student populations
- Provides challenging curricula for students who exhibit giftedness in intellectual, creative, or leadership areas
- Creates opportunities for gifted behaviors by developing above average ability, creativity, or task commitment
- Implements a plan for educator training and develops awareness to the community at large

**So that:**

- All students are aware of their strengths and are encouraged to achieve their maximum potential in order to become productive, contributing members of society.

## **State of Texas Definition**

§29.121. Definition.

According to the Texas Education Code, “gifted and talented students” 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.

# **PROGRAM GOALS**

## **Identification**

- To identify all students with special gifts, talents, abilities, and behaviors associated with giftedness, using culturally-sensitive assessments and processes that meet state guidelines
- To assure that the population served by the program for the gifted reflects the population of the total district

## **Curriculum & Instruction**

- To provide students with the time, place, and resources to develop their identified talents, using differentiated learning experiences
- To develop students affective/cognitive approaches to solving “real world” problems
- To establish provide differentiated instruction to all students in the four core content areas

## **Professional Development**

- To provide staff development that includes the initial 30-hour GT training and the yearly 6-hour GT update training to ensure that teachers in the four core areas have the strategies to differentiate and work with gifted learners
- To provide Pre-Advanced Placement and Advanced Placement staff development and teaching strategies
- To provide advanced training in curriculum development and a variety of instructional strategies

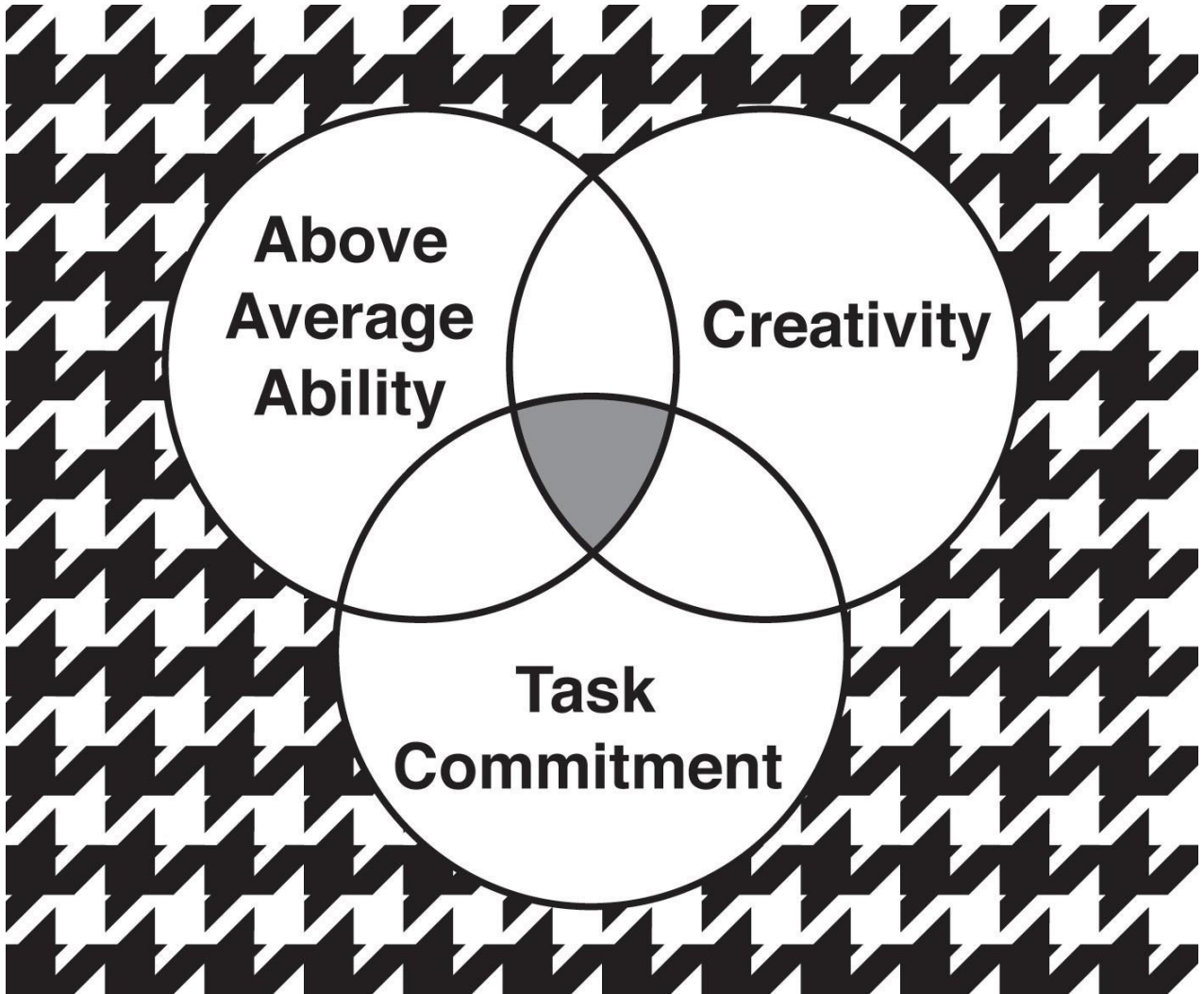
## **Family/Community Involvement**

- To provide parents with opportunities for involvement at both the campus and district level
- To provide awareness sessions to parents of both elementary and secondary regarding the district’s Gifted and Talented Program.

**Planning/Evaluation**

- To establish a task force composed of parents, teachers, and students to assist in program evaluation and planning.
- To conduct periodic program evaluations to guide program improvement.

## What Makes Giftedness?



Source: <http://gifted.uconn.edu/schoolwide-enrichment-model/identifygt/>

Research on creative/productive people has shown consistently that no single criterion can be used to determine giftedness. However, persons who have achieved recognition because of their unique accomplishments and creative contributions possess a relatively well-defined set of three interlocking clusters of traits, above average ability, creativity, and task commitment.

--Dr. Joseph Renzulli

# **Renzulli's Three-Ring Definition**

## **Well Above-Average Ability**

### **General Ability**

- High levels of abstract thinking, verbal and numerical reasoning, spatial relationships, memory and work fluency
- Adaptation to and the shaping of novel situations encountered in the external environment
- The automatization of information processing; rapid, accurate, selective retrieval of information

### **Specific Ability**

- The application of various combinations of the above general abilities to one or more specialized areas of knowledge or areas of human performance (e.g., the arts, leadership, administration)
- The capacity for acquiring and making appropriate use of advanced amounts of formal knowledge, tacit knowledge, technique, logistics, and strategy in the pursuit of particular problems or the manifestation of specialized areas of performance
- The capacity to sort out relevant and irrelevant information associated with a particular problem or area of study or performance

## **Creativity**

- Fluency, flexibility, and originality of thought
- Openness to experience; receptive to that which is new and different (even irrational) in the thought, actions, and products of oneself and others
- Curious, speculative adventurous, and mentally playful; willing to take risks in thought and action, even to the point of being uninhibited
- Sensitive to detail, aesthetic characteristics of ideas and things; willing to act upon and react to external stimulation and one's own ideas and feelings

## **Task Commitment**

- The capacity for high levels of interest, enthusiasm, fascination, and involvement in a particular problem, area of study, or form of human expression
- The capacity for perseverance, endurance, determination, hard work, and dedicated practice
- The ability to identify significant problems within specialized areas; the ability to tune into major channels of communication and new development within a given field
- Setting high standards for one's work, maintaining an openness to self and external criticism, developing an aesthetic sense of taste, quality, and excellence about one's own work and the work of others

# **Gifted and Talented Program Service Design**

The district's program is based on the following standards:

- Students are served through the four core areas which include language arts, math, science, and social studies.
- Identified students will be served by teachers who have acquired GT training.
- Students will participate in Texas Performance Standards Project (TPSP).

## **Elementary**

The Gifted and Talented Program at San Benito CISD places students in elementary classrooms with teachers that have received training to work with gifted students. These teachers utilize differentiation strategies to meet the needs of gifted students. In addition, students at the elementary level are introduced to the Texas Performance Standards Project (TPSP). The TPSP sets guidelines for independent learning experiences and research projects that students complete each year. This prepares students in developing and fostering research and presentation skills.

## **Middle School**

The Gifted and Talented Program at San Benito CISD places students in middle school classrooms with teachers that have received training to work with gifted students. The middle school students are served by enrolling in one or more of the Pre-Advanced Placement (AP) classes available in the four core areas each school year. Pre-AP courses prepare students academically for the demand for advanced course offerings at the high school. Students at the middle school also conduct research projects following the guidelines of the TPSP.

## **High School**

The Gifted and Talented Program at San Benito CISD places students in high school classrooms with teachers that have received training to work with gifted students. Students will receive services by enrolling in one or more of the Pre-AP or AP course offerings each year. Teachers in these programs have received Pre-AP and AP training in addition to the required course work necessary to serve gifted and talented students. Students at the high school also conduct research projects following the guidelines of the TPSP.

# **Gifted and Talented Program Pre-AP, Advanced Placement (AP), & Dual Enrollment Course Offerings for Secondary Students**

Students in grades 6-12 are serviced in the GT Program by enrolling in at least one Pre-AP, Advanced Placement (AP), and Dual Enrollment course per year to remain active in the Gifted and Talented Program.

Pre-AP middle school courses are designed to prepare students for high school Pre-AP, AP, and Dual Enrollment courses. The College Board's Advanced Placement (AP) Program, along with Dual Enrollment, is a cooperative educational endeavor between secondary schools and colleges and universities that affords students an opportunity to pursue college-level studies while still in secondary school.

The intent and design of the AP Program and Dual Enrollment is to bridge the transition from secondary school to college by offering students an opportunity to develop their academic strengths through rigorous curricula, challenging national examinations, and by exposing them to academic experiences usually reserved for college students.

The AP Program and Dual Enrollment provides access to quality education for students, accelerates learning, rewards achievement, and enhances the high school and college programs.

AP and Dual Enrollment courses equip students with analytical reasoning skills, and form study habits that can contribute to continued success at the college level. Furthermore, students who complete an AP course are able to take an AP exam at the end of the course. Students who earn a qualifying score on the exam earn college credit for the course. Dual Enrollment programs provide students with academic and college readiness advising with access to student support services to successfully bridge them into college course completion. Students have the opportunity to transition to and accelerate through postsecondary education. Thus, enabling students to earn college credit while in high school.

## **Course offering for Middle School students (Grades 6th-8th)**

### **6th Grade**

English Language Arts Pre-AP

Science Pre-AP

World Geography Pre-AP

### **7th Grade**

English Language Arts Pre-AP

Science Pre-AP

Texas History Pre-AP

### **8th Grade**

English Language Arts Pre-AP

Science Pre-AP

U.S. History Pre-

Math Pre-AP

Algebra 1

## Course Offerings for High School students (Grades 9th-12th)

### **Language Arts**

English I Pre-AP  
English II Pre-AP  
English III AP  
English III Dual Credit (Composition)  
English IV AP  
English IV Dual  
Credit (Rhetoric)

### **Math**

Algebra I Pre-AP  
Algebra II Pre-AP  
Geometry Pre-AP  
Pre-Calculus Pre-AP  
Pre-Calculus Dual  
Credit  
Statistics AP  
Calculus AB AP  
Calculus BC AP

### **Science**

Biology Pre-AP  
Biology AP  
Biology Dual Credit  
Physics Pre-AP  
Physics AP  
Chemistry Pre-AP  
Chemistry AP  
Environmental Science AP

### **Social Studies**

World Geography Pre-AP  
Human Geography AP  
World History Pre-AP  
World History AP  
U.S. History AP  
U.S. History Dual Credit  
Comparative Government & Politics AP  
Government AP  
Government Dual Credit  
Macroeconomics AP  
European History AP

For high school students, the following provisions shall apply beginning with students in the graduating class of 2017.

The District shall include in the calculation of class rank all high school credit courses taken during the school day in grades 9–12. Eligible AP courses, academic dual credit courses, and academic concurrent enrollment courses designated in the student handbook shall be categorized and weighted as Category I courses. Eligible pre-AP courses, technical dual credit courses, and technical concurrent enrollment courses designated in the student handbook shall be categorized and weighted as Category II courses. All other eligible courses not included in Category I or Category II shall be designated as Category III courses.

**Note:** The following provisions shall apply to all students, regardless of their graduating class.

**WEIGHTED GRADE POINT AVERAGE** The District shall convert semester grades to grade points in accordance with the following chart and shall calculate a weighted grade point average (GPA):

Grade	Category I	Category II	Category III
95–100	6.00	5.00	4.00
90–94	5.50	4.50	3.50
85–89	5.00	4.00	3.00
80–84	4.50	3.50	2.50
75–79	4.00	3.00	2.00
70–74	3.50	2.50	1.50

Beginning with the 2014–15 school year, a student shall be awarded additional grade points for scores earned on AP exams for eligible courses in Category I in accordance with the following:

<u>Score on AP Exam</u>	<u>Additional Grade Points</u>
3	1.00
4	1.50
5	2.0

Therefore, high school students who successful complete Pre-AP, AP, and Dual Enrollment courses earn more points towards their GPA due to the weighted GPA system above. In addition, students who earn a passing score on the AP exam reap double benefits, as they earn additional GPA points and college credit.

\*Refer to secondary grading policy for additional information.

# Curriculum & Instruction

The State of Texas outlines the following goal for services for Gifted & Talented students: “Students who participate in services designed for G/T students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who have participated in services for G/T students will have produced products and performances of professional quality as part of their program services.”

## Texas Performance Standards Project (TPSP)

Aligned with this goal, our G/T curriculum in San Benito is guided by the Texas Performance Standards Project (TPSP) for grades K–12 which provides tasks that are aligned to the TEKS, Research Skills, and College and Career Readiness Standards. “The tasks were designed to give G/T teachers the flexibility to integrate TPSP into existing programs and instruction. The tasks are open-ended and can be extended and adapted. The tasks provide teachers with a structured curriculum, but teachers still have the freedom to make appropriate adjustments and enhancements.”

Students participate in this curriculum which is divided in two phases. The first phase begins in the Fall in which students participate in learning experiences about a certain grade level unit/task. The second phase begins in the Spring, in which the students are expected to extend their learning about the task by focusing on producing original research related to the unit/task they learned about. “This curriculum framework is focused on students producing advanced, sophisticated products and performances for outside audiences.”

For more information visit the Texas Performance Standards Project’s website at [www.texaspsp.org](http://www.texaspsp.org)

<b>PROGRAM TIMELINES</b>	
Sept. 16-20, 2019	Send out Student Profile and participation Agreement form home. (Must be signed and returned.)
Sept. 23-Dec. 20, 2019	Phase I begins (Learning Experiences)
November 8, 2019	Issue Student Assigned numbers to campuses
January 8-April 16, 2020	Phase II begins (Independent Research)
January 8-147, 2020	Topic Submission & Approval Form (Student) – Campus Level.
January 31, 2020	Submit list of students’ projects
May 1, 2020	Submit list of Students Participating in GT Expo
May 14, 2020	Afternoon – Set up TPSP Projects
May 15, 2020	GT Expo 8:00-12:00

# Identification

## Student Identification

The purpose of identification is to determine which students will benefit from the services provided in the Gifted & Talented Program.

The identification process consists of three distinct steps that occur in all grades K-12:

1. Nomination of students for the program
2. Testing of all students nominated
3. Selection of students who meet the criteria

## Assessments

According to the Texas Education Code:

In grades K – 12, qualitative and quantitative data are collected through three (3) or more measures and used to determine whether or not a student needs gifted/talented services.”

Aligned with these policies, SBCISD utilizes two types of assessments to screen students for the Gifted and Talented Program. Qualitative assessments are those with subjective ratings and include the Renzulli Hartman Rating Scales. Quantitative measures are those with definite right or wrong answers included the Iowa Achievement Test, CogAT, and the Naglieri Nonverbal Ability Test (NNAT3).

### **Qualitative Assessment**

Renzulli-Hartman Scales (Online)

### **Quantitative Assessments**

Iowa Achievement Test (Online)

CogAt (Online)

Naglieri Non-Verbal Ability Test (NNAT-3) (Online)

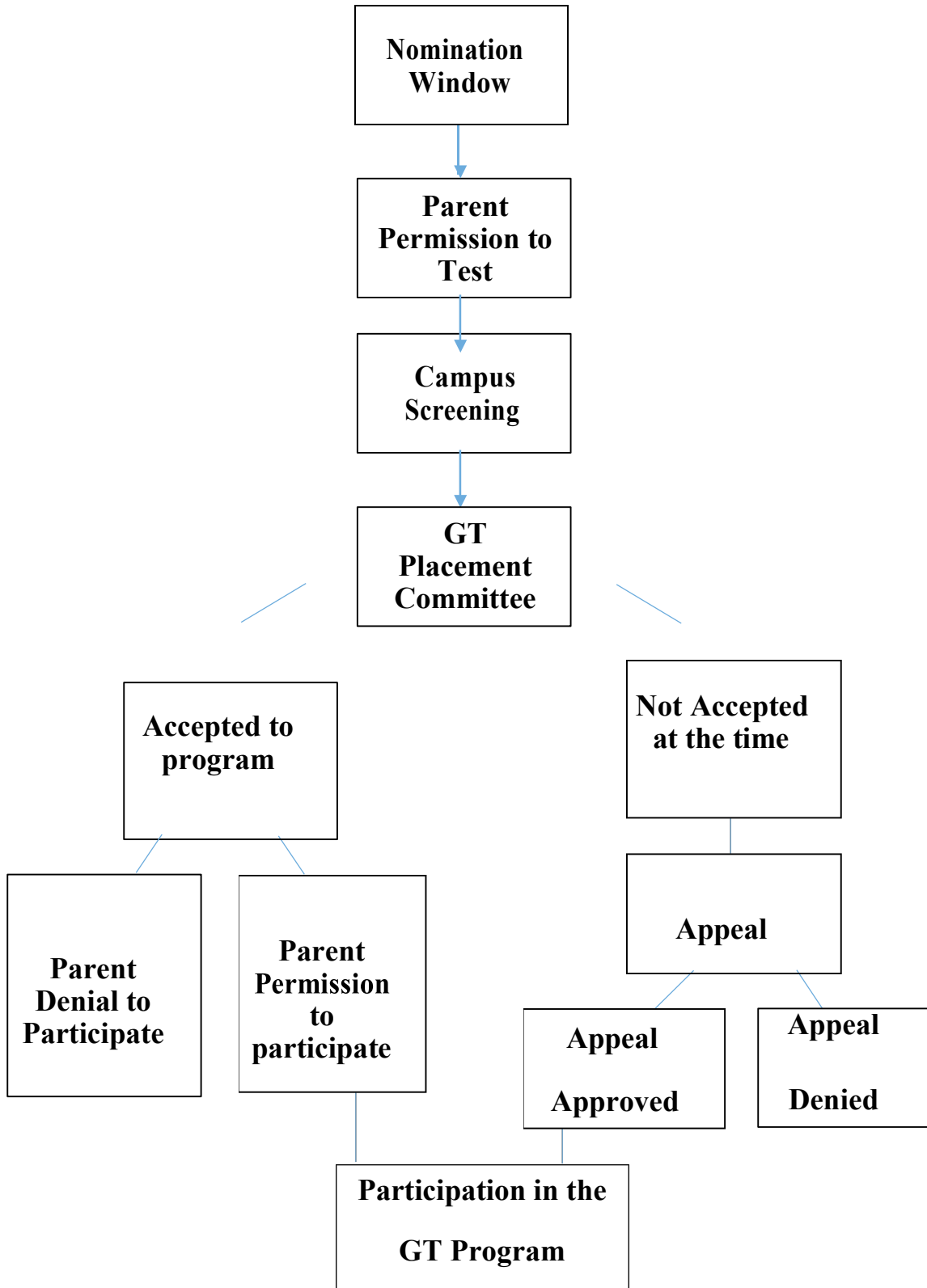
## Guidelines for Selection

Acceptance into the Gifted and Talented Program is recommended if the student earns one Quantitative Data score in the Superior to Very Superior range **AND** one Qualitative Data score in the Superior or Very Superior range.

## **Identification Procedures K-11th**

1. **Staff Development / Parental Awareness:** Teacher training is promoted in the San Benito CISD to better understand the characteristics of gifted and talented students and review the nomination process. Annual campus/district awareness sessions for families are held to provide an overview of the services for gifted and talented students and assessment procedures.
2. **Nomination Process:** Students will be nominated for the program by the completion of the nomination form. The forms may be completed by a parent, relative, community member, any member of the school staff, or by the student himself/herself. Once the nomination form is completed and returned to the designated school contact person, a parent permission form must be signed in order for the testing process to begin. If the parent declines to grant permission for testing, the identification process ends, and the student will not be eligible for screening for the program within the next 12 months following district testing calendar.
3. **Screening Process:** The counselor or designee on each campus conducts testing beginning in the fall of each school year. Students are assessed using measures collected from multiple sources. Each child will be given the opportunity to participate in the screening once a year.
4. **Selection Process:** The district based Gifted & Talented Placement Committee reviews each student's profile to determine which students qualify for the program. This committee will be comprised of one administrator, one counselor, and one teacher that have a minimum of 30 hours of gifted and talented program staff development.
5. **Placement:** Parents will receive notification of placement decisions via mail. Kinder notifications will go out in February and must be returned not later than Feb. 22, 2019. 1st-11th grade will go out in May. Parents of students who meet the criteria must grant permission in order for their child to participate in SBCISD's Gifted Talented Program.

# Identification Flow Chart



# Appeal Procedures

Parents, guardians or students may appeal any final decision made by the GT Placement Committee regarding selection, furlough, or exit from the GT Program.

To contest a decision, an Appeal Form must be filled out and submitted to the appropriate administrator. Appeals will follow the process outlined below as per local school board policy.

## Level 1 Appeals: Campus Level

1. A parent, guardian, or student who would like to appeal a decision made by the GT Placement Committee should fill out an Appeal Form (See Appendix) and submit it to the campus principal within fifteen (15) days of the time the student or parent had or should have had knowledge of a decision.
2. The principal shall schedule and hold a GT Placement committee meeting with the student and/or parent within ten (10) days of the request and made a decision regarding the appeal.
3. If the parent, guardian, or student is not satisfied with the decision, he/she may request a Level 2 appeal.

## Level 2 Appeals: District Level

1. A parent, guardian, or student must file the Level 2 Appeal in writing within ten (10) days of the Level One decision made by the campus GT Placement Committee to the district level administrator.
2. After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The individual may request a copy of the Level One record.

The Level One record shall include:

- a. The original complaint form and any attachments.
  - b. All other documents submitted by the individual at Level One.
  - c. The written response issued at Level One and any attachments.
  - d. All other documents relied upon by the Level One administrator in reaching the Level One decision.
3. The district level administrator will schedule and hold a conference within ten days after the appeal notice is filed.
  4. The Level 2 administrator shall provide the parent, guardian, or student a written response within ten days following the conference.

5. If the parent, guardian, or student is not satisfied with the decision, he/she may request a Level 3 appeal.

### **Level 3 Appeals: School Board**

1. A parent, guardian, or student must file the Level 3 Appeal in writing within ten (10) days of the Level Two decision made by the campus GT Placement Committee to the district level administrator.
2. The Superintendent or designee shall inform the individual of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.
3. The Superintendent or designee shall provide the Board the record of the Level Two appeal. The individual may request a copy of the Level Two record.

The Level Two record shall include:

- a. The Level One record.
  - b. The notice of appeal from Level One to Level Two.
  - c. The written response issued at Level Two and any attachments.
  - d. All other documents relied upon by the administration in reaching the Level Two decision.
4. The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the individual notice of the nature of the evidence at least three days before the hearing.
  5. The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]
  6. The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the individual and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.
  7. In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the individual or his or her representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

8. The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board up-holds the administrative decision at Level Two.

\*See Public Complaints GF (LOCAL) policy for further information regarding appeals.

## Reassessment Procedures

“The District shall reassess students to determine appropriate program placement when a student moves from the elementary level to the middle school, middle school to High School” (Note: High School refers to ninth grade). Board Policy EHBB

1. Student’s grades, current STAAR results, teacher recommendation, and other measures\* will serve as reassessments to determine appropriate program placement for students moving from the elementary level to the middle school, and from the middle school level to ninth grade.
2. A committee composed of at least three professional educators who have received training in the nature and needs of gifted students shall be appointed by the principal of the receiving school to review the student’s performance data and determine appropriate placement by completing the Review of Placement form (Parts I & II).
3. Parents will be notified of campus committee decisions.
4. Other measures selection from the following:

Portfolios, Performance Assessments, Authentic Assessments, Observations

# **Transfer Procedures**

## **TRANSFER STUDENTS INTERDISTRICT**

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

## **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.

# Furlough Procedures

A furlough is defined as a leave of absence from the Gifted and Talented Program. Parents, students, and teachers may initiate a request for the furlough. If a furlough request is initiated by staff for nonperformance, exit procedures may also be considered. The length of the furlough is determined by the selection committee.

## Furlough Process

1. Furlough request form is submitted to the principal or designee on campus.
2. Principal or designee schedules furlough conference.
3. Furlough conference is held with student, parents, teacher(s), counselor, principal, and other appropriate persons.
4. The committee may decide:
  - a. Furlough is granted with improvement plan.
  - b. No furlough recommended; Remain in program
5. Interventions will also be determined at this meeting.
6. Complete Part I of the Gifted and Talented Furlough Conference Form and file in student's purple folder.
7. At the end of the furlough period, schedule a follow-up conference to evaluate program interventions according to the need of the student.
8. GT Placement Committee meets to assess student progress. Complete Furlough Intervention Review Conference form and Review of Placement form.
9. Gifted Placement Committee may extend the furlough, require further intervention, return student to program or initiate the exit process.
10. Furlough should not be initiated until after the first six weeks period unless the student is experiencing a crisis which is affecting his/her academics.
11. GT Placement Committee must complete Review of Placement Form (Parts I & II).

## EXIT PROCEDURES

If a student is experiencing academic and/or social difficulties, a furlough should be considered. If a student continues experiencing difficulties in the Gifted and Talented Program it may be necessary to exit the student from the program. In the best interest of the student, a furlough should always be considered first.

It should be noted that participation in any program or service offered for gifted/talented students is voluntary on the part of the students and requires written permission of their parents or legal guardian.

The final decision regarding exiting is to be made after consultation with parents regarding the most appropriate educational placement for the student and may be based on educational, psychological, and personal reasons. Multiple sources of information will be used to evaluate student needs.

Requests to consider exiting a student from the program may be initiated by teachers, parents, guardians, principals, counselors, or the student. The request form should be submitted to the campus principal.

A student's placement will be re-evaluated based on the information submitted by the initiator of the exit request and any other information gathered as a result of the following procedures:

1. The initiator must submit the exit request form with rationale, signature, and date to the appropriate administrator.
2. The principal or designee notifies the Gifted and Talented Coordinator and schedules the exit conference. A committee composed of the parent(s), principal, campus GT Coordinator and two classroom teachers that have a minimum of 30 hours of G/T staff development, must be part of the committee.
3. The principal arranges an exit conference within 7 days of receipt of the request to discuss the student's educational needs and placement in GT program. The student may be asked to attend.
4. The committee members will render a decision.
5. The committee members may conclude that the student should:
  - a. remain in the program with the understanding that the student will meet certain guidelines, or
  - b. be placed on a furlough from the program for such time as agreed upon by the committee, not to exceed one year, or
  - c. be exited from the program as requested by the parents or the committee.

6. If the student is granted a furlough, the campus committee will specify date(s) (not to exceed one year) and /or under what conditions the student can resume participation in the GT Program.
7. Students who take a furlough from the program are readmitted when they meet the terms specified on the furlough agreement. In the event a student on furlough does not meet the terms set forth by the committee, the committee will reconvene to determine the appropriate action to meet the needs of the student.
8. The parent of a Gifted & Talented student may request that his / her child be withdrawn from the Gifted & Talented Program at any time.

# **Professional Development**

## **§89.2 Gifted & Talented Professional Development**

According to the Texas State Plan (2009) 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 (p.26).

Teachers that serve gifted and talented students in the four core areas will attend annual training. Multiple opportunities will be provided by the district to ensure teachers meet this requirement.

## **Procedures for GT Staff Development at San Benito CISD**

- (1) Once teachers have earned the initial 30 hours of GT training it remains valid for their entire teaching career as long as a copy of the certificate that documents the training has been filed with the campus and district GT Coordinators.
- (2) The annual 6-hour GT update is only required for teachers that have GT students in their classroom during that particular school year. The update needs to be completed by the end of the first semester during that particular school year and must be filed with the campus and district GT Coordinators.
- (3) Teachers must register on Eduphoria for GT training held at the district.
- (4) Professional development opportunities to satisfy these requirements will be offered during each school year.
- (5) Teachers must submit a copy of their professional development certificate to the campus GT Coordinator by Dec 15th of each school year to be in compliance. (Teachers are responsible for keeping backup documentation of their own GT professional development.)

## **Family/Community Involvement**

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.

Annual meetings will be held to inform the community about the nomination process and to advertise the nomination window.

An annual Gifted and Talented Expo will also occur at the end of each year for students to showcase their TPSP projects to the community.

Communication about the program is available at each campus and can also be found on the district's Gifted and Talented website located at <http://www.sbcisd.net>.

## **Program Evaluation**

The Gifted and Talented Program shall be evaluated periodically. The evaluation information shall be shared with San Benito CISD Board of Trustees, administrators, teachers, and community. The evaluation process shall ensure that those involved in the planning and implementation of the Gifted and Talented Program are also involved in its evaluation.

The effectiveness of the program will be evaluated annually by teachers, students, and parents. The feedback will be included in the evaluation process to help improve the gifted and talented program. Most feedback will be collected using surveys.

# Credit by Exams(CBEs)

The San Benito Consolidated Independent School District is committed to excellence in education for all students. According to Texas Education Code 28.023; 19 TAC 74.24, “The District shall develop or purchase examinations for acceleration that thoroughly test the essential knowledge and skills for each primary school grade level and for credit for secondary school academic subject.” Therefore we offer Credit by Examination (CBE) for acceleration at every grade level and subject area offered in accordance with the Texas State Board of Education rules. A student is allowed to advance one grade level or one course per academic year.

**Credit by exams will be offered four times throughout the school year.** Applications and a testing calendar are available at each campus through the counselor’s office. The CBEs are aligned with current Texas Essential Knowledge and Skills (TEKS).

## Credit by Exam for Kindergarten

In accordance with State Board rules, the Board shall approve procedures developed by the Superintendent or designee to allow a child who is five years old at the beginning of the school year to be assigned initially to grade 1 rather than kindergarten. Criteria for acceleration may include:

1. Scores on readiness tests or achievement tests that may be administered by appropriate District personnel.
2. Recommendation of the kindergarten or preschool the student has attended.
3. Chronological age and observed social and emotional development of the student.
4. Other criteria deemed appropriate by the principal and Superintendent.

Scores of an 80% or higher on each CBE including language arts, mathematics, science, and social studies are needed in order to be accelerated to the first grade.

## Credit by Examination for Acceleration, Grade 1 – Grade 5

A student in grades 1-5 must be accelerated one grade if the student scores 80% or higher on each CBE including language arts, mathematics, science, and social studies for the grade level the student wishes to advance past. Additionally, in order to qualify for acceleration, the student must be recommended, and the student’s parent or guardian must give written permission.

## Credit by Examination, Grades 6 – 12

A student in grades 6-12 may be awarded credit based on performance on a CBE taken either with no prior instruction or with prior instruction. Students may not attempt to earn credit by exam for the same high school subject more than two times.

### No Prior Instruction

Students who have had no prior instruction must be awarded credit for the applicable course if the student receives one of the following scores on a CBE approved by the local board of trustees:

80% or higher on CBE exam

If a student fails to earn credit by exam for a high school course before the beginning of the school year when the student would normally be expected to enroll in that course according to the district's schedule, the student must satisfactorily complete the course in order to earn credit.

**Prior Instruction**

Students who have had prior instruction in a course may be awarded credit for the applicable course if the student scores 70% or higher on a CBE approved by the local board of trustees. Prior instruction is determined by the local school district.

For more information visit:

[http://tea.texas.gov/Academics/Learning\\_Support\\_and\\_Programs/Credit\\_by\\_Examination/](http://tea.texas.gov/Academics/Learning_Support_and_Programs/Credit_by_Examination/)

Students that register for CBE at San Benito CISD will take approved CBE tests from the University of Texas at Austin High School. Study guides are available at [https://highschool.utexas.edu/cbe\\_study\\_guides](https://highschool.utexas.edu/cbe_study_guides)

**CREDIT BY EXAMS  
Testing Calendar 2019-2020**

<b>Application Due Date</b>	<b>Test Date</b>
August 21, 2019	September 27, 2019
October 1, 2019	December 20, 2019
January 24, 2020	March 27, 2020
April 1, 2020	June 25, 2020

## **Procedures for Credit By Exams**

1. The parent/guardian/teacher/student contacts their child's campus counselor regarding CBE options.
2. The counselor provides the parent/guardian/teacher/student the CBE registration form and verifies that the student is eligible for CBE.
3. The parent/guardian/student complete and sign the registration form.
4. The counselor scans and emails the registration form to the GT department by the deadline.
5. After score reports have been published by UT, the parent/guardian/student/ and campus counselor will be notified.
6. The counselor is responsible for providing a copy of the student's score report to the campus registrar if the student earns passing scores on the CBE. The campus registrar will file passing scores in the student's permanent record and will document earned credit on transcript.

# **Letters and Forms**



## Parent Acknowledgement Form

We acknowledge that we have been offered the option to receive a paper copy of the San Benito Consolidated Independent School District Student Gifted and Talented Handbook for the 2019–2020 school year or to electronically access them on the district’s website at [www.sbcisd.net](http://www.sbcisd.net). We have chosen to:

- Receive a paper copy of the Student Code of Conduct and the Student Handbook.
- Accept responsibility for accessing the Student Code of Conduct and the Student Handbook on the district’s website at [www.sbcisd.net](http://www.sbcisd.net).

Print name of student: \_\_\_\_\_

Signature of student: \_\_\_\_\_

Print name of parent: \_\_\_\_\_

Signature of parent: \_\_\_\_\_

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

School: \_\_\_\_\_

Grade level: \_\_\_\_\_

*Please sign this page and return it to the student’s school. Thank you.*

## GT Testing Calendar

### Gifted & Talented Testing Calendar for Kindergarten

Date	Descriptor
<u>November 1 -22, 2019</u>	Kindergarten Testing

### Gifted & Talented Testing Calendar for 1<sup>st</sup>-12<sup>th</sup> Grade

Date	Descriptor
December 6, 2019 - January 10, 2020	Student Nominations
February 3, 2020, - March 6, 2020	Testing at Campuses
April 2020	GT Selection Committee Meets
May 2020	Notification Letters Mailed to Parents
May 2020	Parents of Elementary and Secondary students GT Program Orientation Meeting



San Benito Consolidated Independent School District  
**Gifted and Talented Program**  
**Referral Form**

Name: \_\_\_\_\_ ID#: \_\_\_\_\_ Grade/Age: \_\_\_\_\_

Teacher: \_\_\_\_\_ School: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

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

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

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Dear Parent(s),

Your son/daughter has been nominated to be screened for the Gifted and Talented Program.

If you approve, he/she will be tested to determine his/her eligibility to participate in the

Gifted and Talented Program. If you should have any questions or need further

clarification, please contact the campus GT Coordinator.

**Please complete and return this form to the campus GT Coordinator/School Counselor.**

\_\_\_\_ Yes, I grant permission for Gifted and Talented testing.

\_\_\_\_ No I do not grant permission for Gifted and Talented testing.

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

\_\_\_\_\_  
Date



# San Benito Consolidated Independent School District Educacion para estudiantes dotados y talentosos

## Forma De Remisión

Nombre: \_\_\_\_\_ ID#: \_\_\_\_\_ Grado/Edad: \_\_\_\_\_

Maestro: \_\_\_\_\_ Escuela: \_\_\_\_\_

Fecha de Nacimiento: \_\_\_\_\_

Nomre de Padre/Tutor: \_\_\_\_\_

Domicilio: \_\_\_\_\_

Dirreccion: \_\_\_\_\_

Telefono(s)Casa: \_\_\_\_\_ Trabajo: \_\_\_\_\_

Estimados Padres de Familia:

Su hijo(a) ha sido nombrado(a) para ser evaluado(a) para tomar los exámenes del programa de estudiantes sobresalientes. Si usted esta de acuerdo, si hijo(a) sera evaluado para determinar si califica para participar en el prgrama de estudiantes Dotados y Talentosos. Si tiene alguna pregunta o necesita mas información, favor de ponerse en contacto con el/la consejero(a) de la escuela.

**POR FAVOR COMPLETE LA FORMA Y REGRESE AL CONSEJERO(A) DE LA ESCUELA**

\_\_\_\_\_ Si doy permiso para la administración de estos exámenes.

\_\_\_\_\_ No doy permiso para la administración de estos exámenes.

\_\_\_\_\_  
Firma de Padre o Tutor

\_\_\_\_\_  
Fecha



# San Benito Consolidated Independent School District Gifted and Talented Program

## Request for Parent Conference

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

Student Name \_\_\_\_\_ Student ID #: \_\_\_\_\_

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

Dear \_\_\_\_\_,

Your child is currently participating in SBCISD's Gifted and Talented Program. A conference is requested between you and the campus Gifted and Talented Committee.

This conference is scheduled for \_\_\_\_\_ at

\_\_\_\_\_. A conference is requested because \_\_\_\_\_

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

If you cannot come to the school at this scheduled time, please give me a time that is more convenient for you.

Sincerely,

Principal

\_\_\_\_\_ Yes, I can come on \_\_\_\_\_ at \_\_\_\_\_.  
Date Time

\_\_\_\_\_ No, I cannot come, but I prefer this time \_\_\_\_\_ at \_\_\_\_\_.  
Date Time



# San Benito Consolidated Independent School District

Programa para estudiantes dotados y talentosos

Solicitud de conferencia con Padres de Familia

Escuela: \_\_\_\_\_

Nombre del Estudiante: \_\_\_\_\_

Numero de Identificación: \_\_\_\_\_ Grado: \_\_\_\_\_

Maestro(a): \_\_\_\_\_ Fecha: \_\_\_\_\_

Estimados Padres,

Su hijo(a) esta participando en El Programa para alumnos dotados con talentos en la escuela \_\_\_\_\_.

Necesitamos tener una conferencia con Usted. Esta se llevara a cabo el \_\_\_\_\_.

La conferencia es necesaria porque \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

Si no puede usted asistir a la escuela en el día citado, favor de comunicarse con la Maestro para acordara una fecha mas conveniente.

Atentamente,

Director(a)

\_\_\_\_\_ Si podre asistir a la cita el día \_\_\_\_\_ a las \_\_\_\_\_.  
Fecha Hora

\_\_\_\_\_ No puedo asistir, pero si lo hare el día \_\_\_\_\_ a las \_\_\_\_\_.  
Fecha Hora



**Gifted and Talented Program  
STUDENT FURLOUGH/ EXIT  
Intervention Review Conference**

Date : \_\_\_\_\_ Campus: \_\_\_\_\_ Grade \_\_\_\_  
Teacher(s): \_\_\_\_\_

This conference was requested between parent of \_\_\_\_\_ and the Campus Gifted and Talented Committee. This conference was requested because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

The Campus Gifted and Talented Committee has made a decision as follows:

\_\_\_\_\_ Furlough from the Gifted and Talented Program from \_\_\_\_\_ to \_\_\_\_\_.  
He/she will be placed in regular education program.

\_\_\_\_\_ Intervention Strategy (Plan of Improvement) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Gifted and Talented Committee will review Intervention Strategy Plan on \_\_\_\_\_ to make placement recommendation.

\_\_\_\_\_ Further intervention (based on review of effectiveness of previous interventions) \_\_\_\_\_

\_\_\_\_\_ Will remain in Gifted and Talented Program

\_\_\_\_\_ Will be readmitted to the Gifted and Talented Program

\_\_\_\_\_ Exited from Gifted and Talented Program

<b>Campus Committee Members (APRC):</b>
<b>Administrator:</b>
<b>G/T Campus Coordinator:</b>
<b>Counselor:</b>
<b>G/T Teacher:</b>
<b>Parent's Signature:</b>
<b>Student's Signature:</b>



**Gifted and Talented Program  
STUDENT FURLOUGH/ EXIT  
Intervention Review Conference**

Date : \_\_\_\_\_ Campus: \_\_\_\_\_ Grade \_\_\_\_  
Teacher(s): \_\_\_\_\_

This conference was requested between parent of \_\_\_\_\_ and the Campus Gifted and Talented Committee. This conference was requested because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

The Campus Gifted and Talented Committee has made a decision as follows:

\_\_\_\_\_ Furlough from the Gifted and Talented Program from \_\_\_\_\_ to \_\_\_\_\_.  
He/she will be placed in regular education program.

\_\_\_\_\_ Intervention Strategy (Plan of Improvement) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Gifted and Talented Committee will review Intervention Strategy Plan on \_\_\_\_\_ to make placement recommendation.

\_\_\_\_\_ Further intervention (based on review of effectiveness of previous interventions) \_\_\_\_\_

\_\_\_\_\_ Will remain in Gifted and Talented Program

\_\_\_\_\_ Will remain in the regular education program

\_\_\_\_\_ Exited from Gifted and Talented Program

<b>Campus Committee Members (APRC):</b>
<b>Administrator:</b>
<b>G/T Campus Coordinator:</b>
<b>Counselor:</b>
<b>G/T Teacher:</b>
<b>Parent's Signature:</b>
<b>Student's Signature:</b>



**GIFTED/TALENTED PROGRAM**

**Parent/Teacher/GT Committee Conference Documentation**

Purpose of Conference (check one):

\_\_\_\_\_ Furlough

\_\_\_\_\_ Reassessment

\_\_\_\_\_ Exit

\_\_\_\_\_ Probation

A conference regarding the participation of \_\_\_\_\_  
in the Gifted/Talented Program was held \_\_\_\_\_, 20\_\_\_\_\_.

At this conference, the following topics were discussed (add additional documentation as needed):

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

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent

\_\_\_\_\_  
Date



## PROGRAMA DE ESTUDIANTES DOTADOS Y TALENTOSOS

### Documentacion de la conferencia dentro de padres, maestros, y la comite

Proposito de la conferencia:

- \_\_\_\_\_ Permiso
- \_\_\_\_\_ Re-evaluacion
- \_\_\_\_\_ Salida del programa
- \_\_\_\_\_ Periodo de prueba

Una conferencia con respecto a la participación de \_\_\_\_\_ en el Programa de Estudiantes Dotados y Talentosos fue llevada a cabo el \_\_\_\_\_, 20\_\_\_\_.

En esta conferencia se discutieron los siguientes tópicos:

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\_\_\_\_\_  
Principal

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Parent

\_\_\_\_\_  
Fecha

# SAN BENITO CONSOLIDATED INDEPENDENT SCHOOL DISTRICT GIFTED AND TALENTED PROGRAM

**EXITED PROGRAM**  
DATE: \_\_\_/\_\_\_/\_\_\_

Last/First Name \_\_\_\_\_  
 ID# \_\_\_\_\_ Birthdate: \_\_\_\_\_  
 Serial# \_\_\_\_\_ SS# XXX-XX-\_\_\_\_\_  
 [Place label here]

**GIFTED & TALENTED/ADVANCED  
ACADEMICS SERVICES PROGRAM**

Date: \_\_\_\_\_  
**PARENTAL DECISION:**  
 \_\_\_ Attending Gifted & Talented Program at \_\_\_\_\_ Elementary  
 \_\_\_ Attending \_\_\_\_\_  
 where he/she is currently enrolled  
 \_\_\_ Undecided  
 \_\_\_ Parent did not accept services at this time

Gifted & Talented Forms that need to be placed in this folder (if applicable) :

- \*Nomination Form
- \*Test Scores( ITBS, CoGAT, etc.)
- \*Notification Letter
- \*Parental Approval
- \*Student Transfer Recommendation
- \*Student Furlough Intervention Conference Form
- \*Request for Exit from G/T Program
- \*Exit from G/T Program
- \*Appeal Form
- \*Review of Placement

**Gifted and Talented/Advanced Academics Services Program - Placement & Review Committee  
Transfer Information/Recommendation**  
 (Must be completed within 30 days of enrollment)

Date of Enrollment: \_\_\_\_\_ Home Campus: \_\_\_\_\_ Grade Level \_\_\_\_\_  
 Last District Attended: \_\_\_\_\_ Last School Attended: \_\_\_\_\_

Previous School		Current School		Teacher	Comments
Subject	Grade	Subject	Grade		
Reading Avg.		Reading Avg.			
Lang. Arts Avg.		Lang. Arts Avg.			
Math Avg.		Math Avg.			
Science Avg.		Science Avg.			
Social St. Avg.		Social St. Avg.			

**STUDENT TRANSFER RECOMMENDATION**

Date of Meeting: \_\_\_\_\_ After a review of the student's records and reports, we have determined that the student:  
 \_\_\_\_\_ Will be admitted to the Gifted and Talented Program.  
 \_\_\_\_\_ Will not be admitted into to the Gifted and Talented Program due to \_\_\_\_\_

Committee Member's Signature(s):

Campus Principal		G/T Campus Coordinator	
G/T Certified Teacher		Counselor	

## REVIEW OF PLACEMENT

Furlough   
  Exit from G/T Program   
  Reassessment   
  5<sup>th</sup> to 6<sup>th</sup> grade   
  8<sup>th</sup> to 9<sup>th</sup> grade

**Date of Evaluation:** \_\_\_\_\_ **Campus:** \_\_\_\_\_ **Grade Level** \_\_\_\_\_

*Your child's performance is indicated by the following point scale:*

- |                    |   |
|--------------------|---|
| 2 – Satisfactory:  | The student meets or exceeds expectations.                      |
| 1 – Marginal:      | The student is experiencing difficulty in meeting expectations. |
| 0 - Unsatisfactory | The student is not meeting expectations.                        |

Subject	Read/LA	Math	Science	Social St.
<b>Academic Progress</b>				
Acquires knowledge independently	_____	_____	_____	_____
Comprehends information	_____	_____	_____	_____
Applies information and skills	_____	_____	_____	_____
<b>Motivation</b>				
Completes work in timely manner	_____	_____	_____	_____
Participates in classroom activities	_____	_____	_____	_____
Works beyond minimum expectations	_____	_____	_____	_____
<b>Thinking Skills</b>				
Solves problems	_____	_____	_____	_____
Generates new ideas/approaches	_____	_____	_____	_____
Analyzes and evaluates information	_____	_____	_____	_____
<b>Affective</b>				
Enjoys school and learning	_____	_____	_____	_____
Demonstrates coping skills	_____	_____	_____	_____
Mentally and physically involved	_____	_____	_____	_____
<b>TOTAL</b>				

**Extenuating Circumstances:** Student is experiencing academic difficulties due to a crisis.

Abuse   
  Family Problems   
  Illness   
  Divorce  
 Homeless   
 Death   
 Tragedy   
 Other

**Note:** Furlough will not be awarded based on the following:

- \*Student feels the course work is too challenging.
- \*Personality conflict
- \*Student did not complete a six-weeks, try-out period

**Campus Committee Members (APRC):**

**Administrator:** \_\_\_\_\_

**Counselor:** \_\_\_\_\_

**Reading/LA:** \_\_\_\_\_

**Math:** \_\_\_\_\_

**Science:** \_\_\_\_\_

**Soc. Studies:** \_\_\_\_\_

**Other:** \_\_\_\_\_

**RECOMMENDATION:**

Continues Placement  
 Furlough from Program  
 Continued Furlough, through \_\_\_\_\_ (date),  
 whereby student continues to follow the Plan for Improvement.  
 Exit From Program  
 Parent Signature \_\_\_\_\_

## REVIEW OF PLACEMENT

Furlough   
  Exit from G/T Program   
  Reassessment   
  5<sup>th</sup> to 6<sup>th</sup> grade   
  8<sup>th</sup> to 9<sup>th</sup> grade

**Date of Evaluation:** \_\_\_\_\_ **Campus:** \_\_\_\_\_ **Grade Level** \_\_\_\_\_

*Your child's performance is indicated by the following point scale:*

- |                    |   |
|--------------------|---|
| 2 – Satisfactory:  | The student meets or exceeds expectations.                      |
| 1 – Marginal:      | The student is experiencing difficulty in meeting expectations. |
| 0 - Unsatisfactory | The student is not meeting expectations.                        |

Subject	Read/LA	Math	Science	Social St.
<b>Academic Progress</b>				
Acquires knowledge independently	_____	_____	_____	_____
Comprehends information	_____	_____	_____	_____
Applies information and skills	_____	_____	_____	_____
<b>Motivation</b>				
Completes work in timely manner	_____	_____	_____	_____
Participates in classroom activities	_____	_____	_____	_____
Works beyond minimum expectations	_____	_____	_____	_____
<b>Thinking Skills</b>				
Solves problems	_____	_____	_____	_____
Generates new ideas/approaches	_____	_____	_____	_____
Analyzes and evaluates information	_____	_____	_____	_____
<b>Affective</b>				
Enjoys school and learning	_____	_____	_____	_____
Demonstrates coping skills	_____	_____	_____	_____
Mentally and physically involved	_____	_____	_____	_____
<b>TOTAL</b>				

**Extenuating Circumstances:** Student is experiencing academic difficulties due to a crisis.

Abuse   
  Family Problems   
  Illness   
  Divorce  
 Homeless   
 Death   
 Tragedy   
 Other

**Note:** Furlough will not be awarded based on the following:

- \*Student feels the course work is too challenging.
- \*Personality conflict
- \*Student did not complete a six-weeks, try-out period

**Campus Committee Members (APRC):**

**Administrator:** \_\_\_\_\_

**Counselor:** \_\_\_\_\_

**Reading/LA:** \_\_\_\_\_

**Math:** \_\_\_\_\_

**Science:** \_\_\_\_\_

**Soc. Studies:** \_\_\_\_\_

**Other:** \_\_\_\_\_

**RECOMMENDATION:**

Continues Placement  
 Furlough from Program  
 Continued Furlough, through \_\_\_\_\_ (date),  
 whereby student continues to follow the Plan for Improvement.  
 Exit From Program  
 Parent Signature \_\_\_\_\_



Gifted and Talented Program  
Student Transfer Form

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

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

Previous School Attended: \_\_\_\_\_ Grade \_\_\_\_\_

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

City, State: \_\_\_\_\_

Name of previous Gifted and Talented Program Attended \_\_\_\_\_

**TRANSFER STUDENTS INTERDISTRICT**

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

**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.

\_\_\_\_\_  
*Committee Member's Signature*

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

\_\_\_\_\_  
*Committee Member's Signature*

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

\_\_\_\_\_  
*Committee Member's Signature*

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

\_\_\_\_\_  
*Administrator's Signature*

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



Gifted and Talented Program  
Parent Permission Form Admittance-Transfer Students

\_\_\_\_\_ has been enrolled in the San Benito Consolidated Independent School District's Gifted and Talented Program.

San Benito Consolidated Independent School District has my permission to admit him/her into the Gifted and Talented Program.

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

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\_\_\_\_\_ ha sido enlistado en el programa dotado y talentoso del Distrito San Benito.

El Distrito de San Benito CISD tiene mi permiso de admitir a mi hijo/a en el programa dotado y talentoso.

Firma del padre \_\_\_\_\_ Fecha \_\_\_\_\_

PEIMS Confirmation:

\_\_\_\_\_ PEIMS Clerks Initials

\_\_\_\_\_ Date of Entry



## GIFTED/TALENTED PROGRAM

### Teacher/Parent Request for Exit

\_\_\_\_\_ is currently enrolled in a Gifted/Talented class. At this time, I request that he/she be considered for withdrawal from the program for the following reason: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.

If such a decision is made and the student wishes to reapply at a later date, reentry will be contingent upon reapplication for selection to the program for the following year.

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

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date



**PROGRAMA DE ESTUDIANTES DOTADOS Y TALENTOSOS**

**SOLICITUD DE SALIDA DEL PROGRAMA HECHO**

**POR EL MAESTRO Ó EL PADRE**

\_\_\_\_\_ está actualmente inscrito en una clase de  
Estudiantes Dotados y Talentosos. En este momento, solicito que él/ella sea considerado para darse  
debaja del programa porque:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

Si la decisión es aceptada y el estudiante desea hacer una nueva solicitud más adelante, su entrada  
al programa será contingente a una nueva solicitud para la selección al programa para el año siguiente.

\_\_\_\_\_  
Firma del Padre o Tutor

\_\_\_\_\_  
Firma del Maestro

\_\_\_\_\_  
Fecha

**SAN BENITO CISD TEACHER RECOMMENDATION  
KINDERGARTEN ACCELERATED TESTING/CREDIT BY EXAM(CBE)**

STUDENT NAME: \_\_\_\_\_ CAMPUS: \_\_\_\_\_

GRADE: \_\_\_\_\_ DOB \_\_\_\_\_ STUDENT ID \_\_\_\_\_

PHONE: \_\_\_\_\_ ALTERNATE/CELL \_\_\_\_\_

THIS FORM IS TO BE COMPLETED BY A SCHOOL OFFICIAL, PREFERABLY A TEACHER, WITH DIRECT KNOWLEDGE OF THE STUDENT'S ACADEMIC ABILITIES AND CLASSROOM BEHAVIORS. AFTER COMPLETION PLEASE RETURN THIS FORM TO THE SCHOOL'S COUNSELOR.

COMPLETED BY: \_\_\_\_\_ DATE: \_\_\_\_\_

POSITION: \_\_\_\_\_ CAMPUS: \_\_\_\_\_

PLEASE ADDRESS THE FOLLOWING QUESTIONS REGARDING YOUR OBSERVATIONS OF ABOVE NAMED STUDENT'S ABILITIES.

1. COMMENT ON STUDENT'S ACADEMIC ABILITIES AS COMPARED TO A TYPICAL STUDENT ENTERING FIRST GRADE.

MATH: \_\_\_\_\_

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LANGUAGE

ARTS: \_\_\_\_\_

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SCIENCE: \_\_\_\_\_

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SOCIAL

STUDIES: \_\_\_\_\_

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2. COMMENT ON STUDENT'S FINE AND GROSS MOTOR SKILLS. \_\_\_\_\_

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SAN BENITO CISD TEACHER RECOMMENDATION  
KINDERGARTEN ACCELERATED TESTING/CREDIT BY EXAM(CBE)

STUDENT: \_\_\_\_\_

3. COMMENT ON STUDENT'S ABILITY TO FUNCTION INDEPENDENTLY OF ADULT ASSISTANCE IN A CLASSROOM SETTING.

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4. COMMENT ON STUDENT'S SOCIAL AND EMOTIONAL DEVELOPMENT.

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5. WHAT ARE YOUR OVERALL COMMENTS ON THE ADVISABILITY OF ALLOWING THE STUDENT TO SKIP KINDERGARTEN AND ADVANCE TO FIRST GRADE?

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SAN BENITO CISD  
CREDIT BY EXAM PARENT APPLICATION AND CONSENT

NAME: \_\_\_\_\_ AGE: \_\_\_\_\_ GRADE: \_\_\_\_\_

STUDENT ID: \_\_\_\_\_ CAMPUS: \_\_\_\_\_

DOB: \_\_\_\_\_ CAMPUS COUNSELOR: \_\_\_\_\_

PHONE: \_\_\_\_\_ E-MAIL: \_\_\_\_\_

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TO BE CONSIDERED FOR TESTING YOUR CHILD SHOULD HAVE:

1. THE FINE MOTOR SKILLS (WRITING) ABILITY AT THE LEVEL EXPECTED OF A SIX-YEAR-OLD.
2. THE SOCIAL INDEPENDENCE OF THE AVERAGE SIX-YEAR OLD.
3. THE SOCIAL MATURITY OF A SIX-YEAR-OLD.
4. THE BASIC KNOWLEDGE OF MATH, READING AND LANGUAGE AT THE KINDERGARTEN LEVEL.

THE ATTACHED LETTER OF REFERENCE MUST BE COMPLETED BY A TEACHER OR SCHOOL OFFICIAL WHO IS FAMILIAR WITH HIS/HER ACADEMIC ABILITY AND RETURNED WITH PARENT APPLICATION AND CONSENT FORM.

YES, I GIVE CONSENT FOR CREDIT BY EXAM

\_\_\_\_\_  
PARENT SIGNATURE

\_\_\_\_\_  
DATE



APPLICATION FOR ELEMENTARY SCHOOL CBE – CREDIT BY EXAM. GRADES 1-5

APPLICATION: PLEASE PRINT LEGIBLY AND FILL OUT COMPLETELY.

STUDENT NAME: \_\_\_\_\_ DATE OF BIRTH \_\_\_\_\_
CURRENT CAMPUS: \_\_\_\_\_ CURRENT ENROLLED GRADE \_\_\_\_\_
PARENT/GUARDIAN NAME(S): \_\_\_\_\_
PARENT EMAIL: \_\_\_\_\_
PARENT/GUARDIAN CONTACT INFO: (HOME) \_\_\_\_\_ WORK \_\_\_\_\_
(MOBILE) \_\_\_\_\_

CREDIT BY EXAM SUBJECT AREAS: MATH, ENGLISH LANGUAGE ARTS, SCIENCE, AND SOCIAL STUDIES.

I UNDERSTAND THAT IF MY CHILD SCORES AN 80% ON ALL FOUR SUBJECTS THAT HE/SHE WILL BE ACCELERATED ONE (1) GRADE LEVEL BEYOND THE TESTED LEVEL FOR THE BEGINNING OF THE 2019-2020 SCHOOL YEAR. \*\*

YES, I GIVE CONSENT FOR CREDIT BY EXAM

\_\_\_\_\_  
PARENT SIGNATURE

\_\_\_\_\_  
DATE

\*\*STUDY GUIDES CAN BE LOCATED AT: [HTTP://CEE.UTEXAS.EDU/CE/K16/CBE-EA/ABOUT/](http://cee.utexas.edu/ce/k16/cbe-ea/about/)