

RAYMONDVILLE INDEPENDENT SCHOOL DISTRICT

COMPREHENSIVE MANUAL

FOR ACADEMICALLY GIFTED AND TALENTED STUDENTS

Revised 9/7/26



Nondiscrimination

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

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STATE GOAL FOR SERVICES FOR GIFTED STUDENTS

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

STATE DEFINITION OF GIFTED/TALENTED STUDENT

§ 29.121. DEFINITION: In this subchapter, "gifted and talented student" means a child or youth who performs at, or shows the potential for performing at, a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

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

(Added by Acts 1995, 74th Leg., ch. 260, § 1, eff. May 30, 1995.)

RAYMONDVILLE ISD'S DEFINITION OF GIFTED AND TALENTED SERVICES

Raymondville ISD defines gifted and talented as any child or youth in grades K-12 who performs, or shows the potential for performing, at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment. The gifted and talented student also exhibits high performance capability in general intellectual ability; **or** excels in one or more specific academic fields: math, science, language arts, and/or social studies.

RAYMONDVILLE INDEPENDENT SCHOOL DISTRICT GOAL FOR THE GIFTED/TALENTED SERVICES

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

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

- **IDENTIFICATION**: Identify students in grades K-12 who demonstrated academic need for gifted services using the criteria established by the district, approved by the board, and in compliance with the state mandates.
- **SELF-DIRECTED LEARNERS**: Develop the students' capacities to become self-directed and to be confident in their ability to research and process information and to create and communicate their findings as they produce and present advanced-level products or performances as well as products and performances of professional quality at the high school exit level.
- **COMPLEX THINKING SKILLS**: Enhance and refine the abstract and complex thinking and reasoning of these students through more sophisticated creative and critical thinking activities as they reflect and refine their own thinking processes.
- **APPROPRIATE INSTRUCTIONAL STRATEGIES**: Provide students with multiple opportunities to participate in learning experiences using advanced content (within the four core areas) which are defensibly differentiated in depth, complexity and range through modification to content and/or process and/or product. Students will be able to work independently, with groups of other gifted students, and with groups of non-gifted peers.

GIFTED AND TALENTED PROGRAM IMPLEMENTATION

All teachers serving GT students shall complete 30 clock hours of required GT training and will complete 6 clock hours (update) annually thereafter.

Elementary

In Elementary, the district will provide differentiated instruction to students during a designated pull-out time such as Power Hour. The instructional delivery will be developmentally appropriate, and the content will be related to broad based issues, themes, and/or problems. Students will be served in an array of appropriately challenging learning experiences in each of the four (4) foundation curricular areas. Additionally, the curriculum is differentiated by the implementation of The Texas Performance Standards Project. These curricular units are TEKS based and incorporate the CCRS for grades K-5. *Services for identified GT students in kindergarten shall begin prior to March 1st.*

Middle School

In grades 6-8, GT students will be served in heterogeneous settings, with sufficient numbers of able learners identified from the top of the able learner list to fill the Advanced Academics class. The able learners' list will be compiled from: observation checklist (nomination form, grades in the core areas, and state assessment results). The service requirements will be met through Honors classes.

High School

In grades 9-12, GT students will be served in heterogeneous settings, with sufficient numbers of able learners identified from the top of the able learner list to fill the Advanced Academics class. The able learners' list will be compiled from: observation checklist (nomination form, grades in the core areas, and state assessment results). The service requirements will be met through Pre-AP, AP and dual-enrollment classes.

Using the guidelines set by the Texas Performance Standards Project, gifted and talented students in secondary program will participate in independent learning experiences and research projects that are aligned to the Texas Essential Knowledge and Skills (TEKS) in the content areas of English language arts and reading, mathematics, science, and social studies with interdisciplinary connections.

IDENTIFICATION PROCEDURES AND PROCESSES K-12

Raymondville Independent School District has board approval on the identification procedures and processes of students K-12 for the services of the Gifted/Talented Program. These procedures meet state requirements (§29.121 & TAC 89.1) and have been designed to ensure the identification of any student who demonstrates educational need for the services of the program under the established guidelines.

Texas Administrative Code §89.1: Student Assessment.

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

- 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;
- Include assessment measures collected from multiple sources according to each area defined in the Texas State Plan for the Education of Gifted/Talented Students;
- Include data and procedures designed to ensure that students from all populations in the district have access to the assessment process and, if identified as having significant educational need for advanced academics, services for the gifted/talented program;
- Texas Administrative Code (TAC), Chapter 89, Adaptations for Special Populations, Subchapter A – Gifted/Talented Education. Specifically, §89.1 Student Identification, Number 5 states:
*"Final selection of students must be made by a committee composed of at least three local district educators who have received training in the nature and needs **and** identification of gifted students."*
- Include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.

*Kinder screener

DISTRICT IDENTIFICATION TIMELINE

TIMELINE

Referral procedures published in local newspaper and on district website	September 14
Referrals for grades K-12 accepted from parents, teachers, and community members	October 12-23
Screenings and assessments conducted after written parental permission obtained.	Late Fall- Early Spring
Gifted/Talented committee meets on kindergarten screenings.	February
Written parental permission for services obtained for identified students in Kindergarten	February
Services begin for identified kindergarten students	Prior to March1
Gifted/Talented committee meets on grades 1-12 screenings	June
Written parental permission for services obtained for identified students in grades 1-12	June
Services begin for identified students	August

DISSEMINATING INFORMATION

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

Parents are informed of the identification policies through the district or campus handbook, and/or the district website, and/or by request of the written policy and procedures for the Gifted/Talented program. In addition, parent awareness sessions are held annually during the fall semester.

REFERRAL, SCREENING, QUALIFICATION REFERRAL PROCESS

Referrals can originate from teachers, parents or community members during the referral period. Students are nominated with a formal referral sheet to be given to the campus office. Written parent or guardian permission is required to screen/assess a student. If a parent does not want his/her child to be screened, this information will be documented.

SCREENING/ASSESSMENT PROCESS

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

- Iowa Test of Basic Skills/Logramos for K-12,
- Classroom grades,
- Renzulli-Hartman Scales Parts I & III,
- Cognitive Ability Test (CogAT)

QUALIFICATION PROCESS

The student profile identifies the student's strengths and weaknesses. The percentiles and/or scores from the assessment instruments are plotted on the student profile. Each student's profile is individually evaluated by the Gifted/Talented Committee through a blind (no name) process. A student clearly qualifies for Gifted/Talented services if three out of four of the evidence on the profile falls within the **High** and/or **Superior** ranges on the profile. The decision is based on the committee's observation of the preponderance of the evidence on the student's profile.

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

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

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

Once the identification process is complete, parents or guardians are notified of the Gifted/Talented Committee's decision via letter correspondence within 10 school days. Parents of all screened students may request a conference to examine their child's assessment results. Request should be made through the student's home campus.

ADDITIONAL POLICES AND PROCEDURES TRANSFER

PROCEDURES

All students who have participated in gifted and talented programs prior to coming to Raymondville ISD may be considered for the Gifted/Talented Program. Once screening records are received from the student's previous district, the records will be examined for correspondence to Raymondville ISD's criteria. If the transfer data is insufficient, Raymondville ISD will assess the student to see if placement in the program is in the student's best interest. A decision will be made regarding qualification within 30 school days of the receipt of the student's Gifted/Talented assessment results from the previous district.

APPEALS PROCESS

Once the identification process is complete, parents or guardians are notified of the results via U.S. Mail within 10 school days of the committee's decision. A parent or staff member may appeal an identification decision by writing an appeal letter to the Gifted/Talented Selection committee after the committee has issued letters documenting its qualification decisions. The appeal letter must be postmarked within 10 business days of receipt of the parent/guardian letter written indicating the committee's initial decision. The committee will reconvene in order to consider the need for further assessment data or other information.

FURLOUGH PROCEDURES

A furlough is a temporary "leave of absence" from the Gifted/Talented Program designed to meet the individual needs of an identified student. Anyone may request a furlough: parent, student, teacher, or administrator. Requests for a furlough will be given to the campus administrator and members of the Gifted/Talented Selection committee for consideration. A student may be furloughed for a period of time deemed appropriate by the Gifted/Talented committee. At the end of the furlough, the student's progress shall be reassessed, and the student may re-enter the Gifted/Talented program, be removed from the program or be placed on another furlough. Furloughs are designed to be short-term and temporary and should never be used for an entire school year.

A furlough does not indicate a permanent exiting of the program. Furloughs could be utilized for a variety of extenuating circumstances. Any student may be granted a furlough from the program for various issues such as unable to maintain satisfactory performance, family concerns, serious illness, or any other circumstances which would inhibit or curtail the student's performance in the program.

The furlough may also be used prior to a formal exit from the program for those students who are unable to maintain satisfactory performance within the learning opportunities of the Gifted/Talented program. A furlough might also provide the student an opportunity to attain performance goals established by the Gifted/Talented committee. A furlough is arranged to meet the individual needs of the student.

REASSESSMENT

As per EHBB (Local) the District shall not perform routine reassessments.

EXIT

Student performance in the program shall be monitored. A student shall be removed from the program at any time the Gifted/Talented committee determines it is in the student's best interest **and** a furlough has been ineffective. If a parent requests their child be removed from the program, the Gifted/Talented committee shall grant the request. Once a student is exited from the program he/she must adhere to the identification procedures and exhibit educational need to be readmitted.

PROVISION OF SERVICE DESIGN

Raymondville Independent School District offers a variety of learning experiences and opportunities for Gifted and Talented students in grades K-12 which meet the mandates of the Texas Administrative Code. These services include, but are not limited to, integrating Depth and Complexity into the curriculum, requiring advanced level products and performances, and allowing identified Gifted and Talented students the opportunity to work with other identified students.

Texas Administrative Code §89.3. Student Services

School districts shall provide an array of learning opportunities for gifted/talented students in kindergarten through Grade 12 and shall inform parents of the opportunities. Options must include:

- Instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently;
- A continuum of learning experiences that leads to the development of advanced-level products and performances as well as differentiated strategies in the regular classroom and the Honors, Pre-AP and AP classrooms;
- In-school and, when possible, out-of-school options relevant to the student's area of strength that are available during the entire school year; and opportunities to accelerate in areas of strength.

A continuum of learning experiences will be provided in the Gifted and Talented services which lead to the development of advanced-level products and/or performances. Such services will include use of depth and complexity elements, differentiation of content, process and/or product in the heterogeneous classroom, Honors, Pre-AP or AP classroom. Additionally pull-out program, participation in regional Gifted and Talented student seminars, independent studies, participation in the Texas Performance Standards Project, concurrent or dual-enrollment classes, and other services as deemed appropriate for the student will be provided. Services are available in all four core academic areas including Language Arts, Math, Science and Social Studies. Identified students will work independently, with other identified students, and with students of other abilities.

Documentation of services will be maintained and parents will be notified of in-school and out of-school options during the school year that are relevant to the needs of the gifted and talented students. Progress reports may be included in the student's report card. Credit by Examination is available through the District to assist students in acceleration through classes and/or grade levels. For more information on Credit by Examination, contact the student's campus.

PROFESSIONAL LEARNING

ONGOING TRAINING

Raymondville Independent School District is committed to providing its staff with appropriate and meaningful professional development which enables the staff to meet the unique and individual educational needs of all students including services for gifted/talented students. It is important that all staff who are responsible for formally servicing these students obtain appropriate training for educating the gifted child.

New teachers to the district receive an orientation to the district's G/T identification process and services.

The district will require at least the minimum hours of training as mandated by the state:
Texas Administrative Code §89.2. Professional Development.

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;

Teachers without training required in paragraph (1) of this section that provide instruction and services that are part of the gifted/talented program **must complete the 30-hour training requirement within one semester**;

Teachers who provide instruction and services that are a part of the program for gifted students receive a **minimum of 6-hour update annually of professional development** in gifted education; and

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.

EVALUATION OF PROGRAM

Raymondville ISD will annually evaluate the Gifted/Talented program by surveying all stakeholders including students, parents/guardians, and teachers. The evaluation data will be presented to the school board and will be used as a needs assessment to be addressed in the district/campus improvement plan.

RAYMONDVILLE ISD GIFTED AND TALENTED FORMS

Identification

Referral periods announcement page #14 Referral Form page #15-16 Parent permission for assessment page #17-18 Student Profile Sheet and Committee Signatures page #19-20 Parent permission for services page #21-22 Committee letter for non-placement of student page #23 **Program Services** Furlough from Services page #24-25 Exit from Services page #26-27 Rubric for 30-hour Required Professional Development page #28 **Personnel**

Responsibilities

District Coordinator Checklist page #29 Campus Administrator Checklist page #30 G/T Teacher Checklist page #31

PUBLIC ANNOUNCEMENT OF REFERRAL PERIOD*

Public Notice

Raymondville ISD will accept referrals for students who may need Gifted/Talented Services for the school year. This program is designed for students who exhibit intellectual and creative thinking abilities at an extraordinary level not normally served in the regular classroom. The nomination window will open for students in grades K-12 in **September**. Services are provided only upon identification of education needs of the student. Anyone wishing to refer a student attending Raymondville ISD in kindergarten through twelfth grade this school year is asked to go by the student's campus office during the designated window and request a copy of the referral form. Those unable to go by the school should call the student's campus to request a form be sent to them.

Aviso Público

El distrito escolar de Raymondville aceptará referencias para alumnos que podrán necesitar servicios de dotados y talentosos para el año escolar. Este programa es diseñado para alumnos que exhiben habilidades intelectuales y de pensamientos creativos a un nivel extraordinario que normalmente no se sirve en el salón regular. Cada octubre se designan dos semanas en que se podrán nominar los alumnos en los grados Kinder a 12 para este programa. Servicios serán disponibles solamente cuando se identifiquen las necesidades educativas del alumno. Cualquier persona que guste referir a un alumno de Kinder-12 que asiste clases en el distrito escolar de Raymondville, se le pide que pase por la oficina de la escuela que asiste el alumno durante las primeras dos semanas de octubre por la forma apropiada. Los que no puedan pasar por la escuela por la forma, favor de llamar la escuela y se le enviara una copia.



Raymondville ISD
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Gifted/Talented Referral Form

I, _____, as parent/guardian/teacher/community member would like to refer
_____ for the Gifted and Talented screening assessment process. I believe
this child has an extraordinarily high level of intellectual or academic ability and that his/her
educational needs can best be met by Gifted/Talented Services. I understand the school district
will make every effort to determine the best possible
educational services based on the student's educational needs. This child is currently in grade
_____.

Signature of person making referral :

Date: _____

PLEASE RETURN TO CAMPUS SECRETARY BY:

Date: _____



Forma para referencia al programa de dotado y talentoso

Yo, _____, como padre/guardian/maestro/miembro de la comunidad me gustaria referir a _____ para el proceso de seleccionar y evaluar para el programa de estudiantes dotados y talentoso. Yo creo que este niño tiene un nivel extraordinario de habilidad intelectual y académico y sus necesidades educacionales se pueden alcanzar mejor con los servicios de dotado y talentoso. Yo entiendo que el distrito escolar hará cada esfuerzo para determinar los mejores servicios educacionales basado en las necesidades educacionales del alumno. Este niño esta en el grado _____.

Firma de la persona haciendo la referencia

Fecha: _____

Favor de regresar a la secretaria de la escuela para la fecha indicada:



Parent Permission for Gifted/Talented Screening/Assessment Form

Dear Parent,

Your child, _____, has been referred for testing to see if he/she would benefit from Gifted and Talented Services for Raymondville ISD. To receive proper services, your child will need to be assessed. The Gifted/Talented Committee will look at numerous pieces of information before eligibility for services can be established. After the student is tested and the Gifted/Talented Selection Committee has evaluated all information by a blind process, the Committee will determine what is best for your child based on your child's assessment data. You will receive written notification of the decision made by the committee.

Please return this form to your child's teacher as soon as possible if you would like the school to assess your child. Thank you for your cooperation.

Sincerely,

Child's Name: _____

____ Yes, I give my permission for you to assess my child for Gifted/Talented Services.

____ No, I do not wish to have my child tested at this time.

Parent/Guardian Signature: _____

Date: _____



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Parent Permission for Gifted/Talented Screening/Assessment Form

Estimados Padres:

Su niño(a), _____, ha sido referido para evaluar y determinar si él/ella beneficiaria de los servicios de dotado y talentoso de Raymondville I.S. D. (distrito escolar independiente de Raymondville). El comite de dotado y talentoso tendra que ver numerosas piezas de información antes de que la elegibilidad para servicios sean establecidos. Después de que el alumno tome los exámenes, y el comité haiga evaluado toda la información por un proceso ciego, el comité determinará que es la mejor colocacion para su niño basado en los resultados de todas las evaluaciones.

Usted recibirá notifiicias por escrito de la decisión del comité.

Por favor regrese esta forma al maestro de su niño tan pronto posible si le gustaría que su niño (a) sea evaluado por la escuela. Gracias por su cooperación.

Sinceramente,

Nombre de niño: _____

___Sí, doy permiso para evaluar a mi niño para servicios de dotado y talentoso.

___No, no deseo que mi niño sea evaluado a este tiempo.

Firma del padre/guardian: _____

Fecha: _____



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Student Profile Sheet

School			LOW	AVERAGE	HIGH	SUPERIOR
		IOWA MATH	49	50.....74	75.....89	90.....99
Name		IOWA READING/ELA	49	50.....74	75.....89	90.....99
		IOWA SCIENCE	49	50.....74	75.....89	90.....99
Grade	Year	IOWA SOCIAL STUDIES	49	50.....74	75.....89	90.....99
Logramos <i>ELL Option</i> IOWA for Kindergarten includes: <i>Language Arts/Reading & Math</i> IOWA for grades 1-12 includes: <i>Complete battery</i>		Cognitive Ability Test VERBAL	49	50.....74	75.....89	90.....99
		Cognitive Ability Test QUANTITATIVE	49	50.....74	75.....89	90.....99
		Cognitive Ability Test NON-VERBAL	49	50.....74	75.....89	90.....99
		RENZULLI-HARTMAN Part 1 Learning	20	21.....26	27.....29	30.....32
		RENZULLI-HARTMAN Part 3 Creativity	25	26.....33	34.....37	38.....40
		CLASSROOM GRADES (overall average)	84	85.....89	90.....94	95.....100
Achievement	IOWA MATH					
	IOWA READING/ELA					
	IOWA SCIENCE					
	IOWA SOCIAL STUDIES					
Grades	Language Arts/ Reading					
	Math					
	Science					
	Social Studies					
Teacher Rating	Renzulli-Hartman: Part I Learning					
	Renzulli-Hartman: Part III Creativity					
Aptitude	CogAT Verbal					
	CogAT QUANTITATIVE					
	CogAT NON-VERBAL					

Students MUST reach High or Superior Level in three out of four measures (achievement, grades, teacher rating and aptitude) to qualify as Gifted and Talented. Student academic strengths should be plotted for consideration of Honors and AP assignments.

- *IOWA
- *CLASSROOM GRADES
- *RENZULLI-HARTMAN PART 1 and
- *COGNITIVE ABILITY TEST (CogAT)



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Gifted/Talented Committee Action:

At this time, this student does, or does not exhibit an educational need to receive Gifted/Talented services.

Student #: _____ Date of Decision: _____

Committee Member Signatures:



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Parent Permission for Gifted/Talented Services Form

Student's Name: _____

Address: _____

Home phone: _____ Work phone: _____

Grade: _____ Teacher: _____

Dear Parent,

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

Please check the appropriate space:

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

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

Parent/Guardian Signature:

Date: _____



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Parent Permission for Gifted/Talented Services Form

Nombre del alumno: _____

Dirección: _____

Teléfono de la casa: _____ Teléfono de trabajo: _____

Grado: _____ Maestro: _____

Estimado Padre:

Su hijo/hija cumplió los requisitos educativos para poder entrar al programa de dotado y talentoso. Antes de oficialmente empezar los servicios del programa para su hijo/hija, necesitamos su permiso por escrito. Favor de llenar esta forma y regresarla a la escuela tan pronto possible.

Por favor marque el espacio apropiado:

_____ Sí, doy permiso para que mi hijo/hija recibe los servicios de dotado y talentoso.

_____ No, quiero que mi hijo/hija reciba los servicios de dotado y talentoso.

Firma del Padre/Guardián: _____

Fecha: _____



Gifted/Talented Services Determination of Educational Need Form

To the Parents of: _____ Date: _____

After examining your child's assessment data and evaluating your child's specific educational needs, your child did not qualify for Gifted /Talented services because they did not meet the RISD criteria. According to the TEA guidelines, a student can be tested twice in elementary, twice in middle school, and twice at the high school level.

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

Sincerely,

A los padres de: _____ Fecha: _____

Después de examinar los datos de evaluación de su hijo y evaluar sus necesidades educativas específicas, su hijo no calificó para recibir los servicios para superdotados y talentosos porque no cumplió con los criterios de RISD. Según las pautas de la TEA, un estudiante puede ser evaluado dos veces en la escuela primaria, dos veces en la escuela secundaria y dos veces en la escuela preparatoria.

Si desea programar una cita para ver la evaluación de su hijo o para obtener más información sobre los resultados, comuníquese con el campus de su hijo al _____.

Sinceramente,



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Gifted and Talented Services Furlough from G/T Services Form

Requested by: _____

Student's Name: _____

Student's Grade: _____ Date: _____

Length of Furlough Requested: _____

Reason for request:

Gifted/Talented Committee Decision:

Furlough Granted _____ Furlough Denied _____

Date of committee meeting: _____ Return date: _____

Length of Furlough: _____

Comments:

Signatures:

Student: _____

Parent: _____

Gifted/Talented Committee Members:



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Raymondville Independent School District

Gifted/Talented Services Exit from G/T Services Form

Student's Name: _____

Date: _____ Grade Level: _____

Person Requesting Exit: _____

Relationship to Student: _____

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

Was a furlough from G/T services considered and/or granted?

____ Yes ____ No

Results of furlough:

Gifted/Talented Committee Decision:

Exit Granted _____ Exit Denied _____

Note: Once a student has been exited from Gifted/Talented services, the student is subject to referral and identification to determine educational need for the program before readmission.

Comments

Signatures:

Student: _____ Parent: _____

Gifted/Talented Committee Members:

_____	_____
_____	_____
_____	_____



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Required Gifted/Talented 30-Hour Training

Educator Name: _____

Class	Available from Region One, ESC	Date Completed
Nature and Needs of the Gifted	Face-to-Face or online	
Assessing Student Needs for the G/T Program	Face-to-Face or online	
Curriculum and Instruction for Gifted Students 1	Face-to-Face or online	
Curriculum and Instruction for Gifted Students 2	Face-to-Face or online	
Curriculum and Instruction for Gifted Students 3	Face-to-Face or online	

Raymondville Independent School District
Gifted/Talented Campus-Administrator Responsibilities

August-September	October-January	February-June
New district faculty members providing G/T services have secured the 30 hours of G/T foundational required professional development. If this is not possible, new faculty must obtain the training within one semester.	Campus office should have referral forms available.	Kindergarten assessment should be completed by mid-February .
Administrators and counselors, who have authority to make program decisions, or assess students, should have 6 hours of Nature and Needs of the Gifted professional development.	Host a district-wide parent information meeting on identification procedures and program services. Involve teachers from each campus to explain how identified students are served.	Meet with G/T Committee to discuss qualification of Kindergarten students prior to March 1 . Identified students must receive services by March 1.
Place notice of referral for student assessment in local newspaper or on school website. Notice should be available in English as well as Spanish.	Once the referral period has closed, obtain written parental permission for assessment of each student.	Make sure campuses enter PEIMS coding of identified kindergarten students prior to March 1 .
Annually establish means of informing parents how students will receive services (meeting, letter, website).	Maintain staff development records of applicable staff.	Administer and collect surveys over G/T services from teachers, students, and parents. Aggregate data and disseminate to superintendent, campus administrators, school board, and District Improvement Team.
Make a copy of local G/T policy and procedures available at each campus as well as The Texas State Plan for the Education of G/T Students (http://ritter.tea.state.tx.us/gted/GTStatePlanEnglishAug05.pdf), and upon request by individuals.	Conduct and or oversee administration of assessment instruments to nominated students.	Attend G/T Coordinator meeting at Region 1.
Check with PEIMS coding coordinator to confirm correct coding of newly identified students.	Attend G/T Coordinator meeting at Region 1.	Make sure Campus self ratings are entered in PEIMS
Attend G/T Coordinators' Meeting at Region 1.		Meet with G/T Committee to discuss qualification of students by mid-May .
		Have all new GT students identified in PEIMS by no later than the last day of May .

Raymondville Independent School District
Gifted/Talented Campus-Administrator Responsibilities

August-September	October-January	February-June
Ensure that new campus faculty members providing G/T services have secured the 30 hours of G/T foundational required professional development. If this is not possible before the school year begins, new faculty must obtain the training within one semester.	Make available referral forms for parents and community members who wish to nominate a student for testing. Notice should be available in English as well as Spanish.	Assist G/T Coordinator in administering and collecting surveys over G/T services from teachers, students, and parents.
To the extent possible, cluster G/T students in the same class sections.	Once the referral period has closed, obtain written parental permission for assessment of each student.	Campus Improvement Plans should contain at least one indicator for improvement of G/T services each year based on campus survey data.
Campus G/T teachers are provided with an updated list of identified Gifted/Talented students.	Maintain staff development records of G/T teaching staff.	As spring identification are finalized, place copy of student profile for qualifying students in permanent records.
Maintain a copy of local G/T policy and procedures as well as The Texas State Plan for the Education of G/T Students available to G/T parents upon request.	Assure current G/T teaching faculty has obtained a 6-hour G/T credit professional development update by the end of the first semester.	If identified students are moving to another campus, collect students' TPSP and send to new campus.
Establish means of informing parents how students will receive services (meeting, letter, and website).		Meet with G/T Committee to discuss qualification of Kindergarten students prior to March 1 . Identified students must receive services by March 1 .
Check with PEIMS coding coordinator to confirm correct coding of newly identified students.		Make sure PEIMS coding of identified kindergarten students are entered prior to March 1 .
At the elementary and middle school check that teachers have begun TSPS with students by the end of the first 3 weeks.		Test all nominated students by the first week of May . Meet with GT committee to discuss qualification of students by mid- May
Check to confirm students' TPSP projects are received by students' new teachers.		Have all new GT students identified in PEIMS by no later than the last day of May .

Raymondville Independent School District
Gifted/Talented Campus-Administrator Responsibilities

Beginning of Year	Ongoing	End-of-Year
If this is your first year to provide G/T services, make sure you have secured the 30 hours of G/T foundational required professional development. If this is not possible prior to the school year beginning, it must be obtained before the end of the first semester.	Differentiate for identified students on a regular basis through incorporating Depth and Complexity, as well as advanced products and performances. Other means of differentiation can be offered at your discretion based on student needs. Grades should always be based on grade-level TEKS.	Assist G/T Coordinator and campus administrator in administering and collecting surveys over G/T services from teachers, students, and parents.
Maintain copies of professional development records as proof of training.	Make sure you have received 6-hours of G/T update professional development credit each year you provide G/T services and maintain copy of certificate for proof	Send students' TSPS to the next grade level. Check with your campus administrator if you are unsure of who should receive them.
Obtain a current list of identified G/T students.	At the Elementary and Middle schools have students work on their TPSP during the school day.	
View a copy of local G/T policy and procedures as well as The Texas State Plan for the Education of G/T Students (both are online). Familiarize yourself with district and state requirements.		
Coordinate with your campus administrator to establish a means of informing parents how students will receive services (meeting, letter, website, etc.).		
If parents of identified students request copies of local G/T policy and/or procedures, as well as The Texas State Plan for the Education of G/T Students, secure copies from your campus administrator.		
At the Elementary and Middle schools have students work on their TPSP during the school day.		

**Raymondville Independent School District
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Addendum

SPECIAL PROGRAMS
GIFTED AND TALENTED STUDENTS

EHBB
(LEGAL)

Using criteria established by the State Board of Education, a district shall adopt a process for identifying and serving gifted and talented students in the district and shall establish a program for those students in each grade level. Under this provision, a district may establish a shared services arrangement with other districts.

A district shall adopt a policy regarding the use of funds to support the district's program for gifted and talented students.

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
Policies**

A district shall develop written policies on student identification that are approved by the board and disseminated to parents. The policies must include:

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, services 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.

SPECIAL PROGRAMS
GIFTED AND TALENTED STUDENTS

EHBB
(LEGAL)

The policy must not limit the number of students the district may identify as gifted/talented or served under the district's program for gifted/talented students.

19 TAC 89.1

Fiscal Policy

A district shall adopt a policy regarding the use of funds to support the district's program for gifted and talented students.

The policy must:

1. Ensure that 100 percent of state funds allocated for gifted/talented education are spent on providing gifted/talented services or enhancing the district's gifted and talented program; and
2. Establish a method to account for the expenditure of the gifted and talented allotment in alignment with the Texas Education Agency's financial compliance guidance.

19 TAC 89.4

**Program
Accountability**

A district shall ensure that:

1. 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 (State Plan);
2. It annually certifies to the commissioner of education that the district's program for gifted/talented students is consistent with the State Plan and that the district's use of funds complies with 19 Administrative Code 89.4 [see Fiscal Policy, above]; and
3. The board annually measures the performance of the district in providing gifted/talented services in alignment with the State Plan.

19 TAC 89.5

**Learning
Opportunities**

A district shall provide an array of learning opportunities for gifted/talented students in 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.

SPECIAL PROGRAMS
GIFTED AND TALENTED STUDENTS

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(LEGAL)

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

Note: See DMA(LEGAL) for training requirements for teachers of gifted and talented education.

SPECIAL PROGRAMS
GIFTED AND TALENTED STUDENTS

EHBB
(LOCAL)

Referral	Students may be referred for the gifted and talented program during the referral period by teachers, school counselors, parents, or other interested persons.
Screening and Identification Process	The District shall provide assessment opportunities to complete the screening and identification process for referred students at least once per school year. The District shall schedule a gifted and talented program awareness session for parents that provides an overview of the identification procedures and services for the program prior to beginning the screening and identification process.
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 placement committee shall evaluate each 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.
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 and talented program.

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GIFTED AND TALENTED STUDENTS

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(LOCAL)

Reassessment	If the District reassesses students in the gifted and talented program, the reassessment shall be based on a student's performance in response to services and shall occur no more than once in elementary grades, once in middle school grades, and once in high school grades.
Transfer Students Interdistrict	When a student identified as gifted by a previous school district enrolls in the District, the placement committee shall review the student's records and conduct assessment procedures when necessary to determine if placement in the District's program for gifted and talented students is appropriate. [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 the Board-approved program, 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 and talented program, be placed on another furlough, or be exited from the program.
Exit Provisions	The District shall monitor student performance in response to gifted and talented program services. If at any time the placement committee or a parent determines the program is not meeting the student's educational needs, the committee shall meet with the parent and student before finalizing an exit decision.
Appeals	A parent, student, or educator may appeal any final decision of the placement committee regarding services in the gifted and talented program. Appeals shall be made first to the placement 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 and talented 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,

SPECIAL PROGRAMS
GIFTED AND TALENTED STUDENTS

EHBB
(LOCAL)

administrators, teachers, school counselors, students in the gifted and talented program, and the community.

Funding

The Superintendent shall develop administrative procedures to ensure that 100 percent of the state funds allocated for the gifted and talented program are spent providing and enhancing the District's program and that a method accounting for expenditures related to the gifted and talented program is established and aligns with the Texas Education Agency's financial compliance guidance.

**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.