SOUTH TEXAS INDEPENDENT SCHOOL DISTRICT



A Comprehensive Manual for the Gifted and Talented

6TH – 12th Grade

Board Approved
October 2026

Gifted and Talented Comprehensive Manual

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Preface

South Texas ISD is committed to providing program and curricular options to meet the unique needs of the gifted/talented student. This document presents the official policies, processes, and procedures for organizing, operating, and evaluating the gifted and talented services at South Texas ISD.

Program Vision

South Texas ISD will be a leader in developing gifted/talented students' intellectual, creative, and leadership potential through an exemplary program responsive to their strengths and needs.

Program Mission

The mission of the South Texas ISD Gifted and Talented Program is to identify, teach, support, and nurture gifted/talented students as lifelong scholars, critical thinkers, innovators, leaders, and global contributors.

Texas State Goal for Gifted/Talented Students 2024

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

South Texas ISD will:

- comply with gifted/talented accountability standards and monitor the effectiveness of assessment and services for gifted/talented students.
- implement identification procedures and progress monitoring that allows students to demonstrate and develop their diverse talents and abilities.
- implement viable service options which provide a research-based learning continuum that is developed and consistently implemented throughout the district to meet the needs and reinforce the strengths and interests of gifted/talented students.
- ensure all personnel involved in the planning, creation, delivery and administration of services to gifted/talented students possess the knowledge required to develop and provide differentiated programs and services, and
- involve family and community members in services designed for gifted/talented students throughout the school year.

Philosophy/Rationale

South Texas ISD recognizes the individual strengths and needs of gifted/talented students. Because these students require learning experiences that differ from those ordinarily provided, the district will provide appropriate academic challenge and support for their social and emotional needs.

South Texas ISD recognizes that gifted and talented students are found in all cultures, socioeconomic groups, geographic locales, and environments. South Texas ISD will serve the needs of those students who perform at or show the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment.

Program Goals

Goal 1: Establish an equitable and effective identification process for gifted and talented students.
Goal 2: Maintain equitable participation and increase performance in advanced academic opportunities.
Goal 3: Expand and diversify enrichment experiences (academic, creative, social-emotional) to meet the varied strengths and interests of gifted and talented students.
Goal 4: Equip families, teachers, and staff with accessible, ongoing training and resources to effectively advocate for and support the needs of gifted and talented students.

Definition of Gifted and Talented Students

"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 (TEC Subchapter D §29.121).

Gifted and Talented Committees

District Advisory Committee

The district may convene an advisory committee to review program goals, services, evaluation information, and family or community input. Membership may include district and campus

administrators, counselors, gifted/talented teachers, parents, community representatives, and other personnel as appropriate.

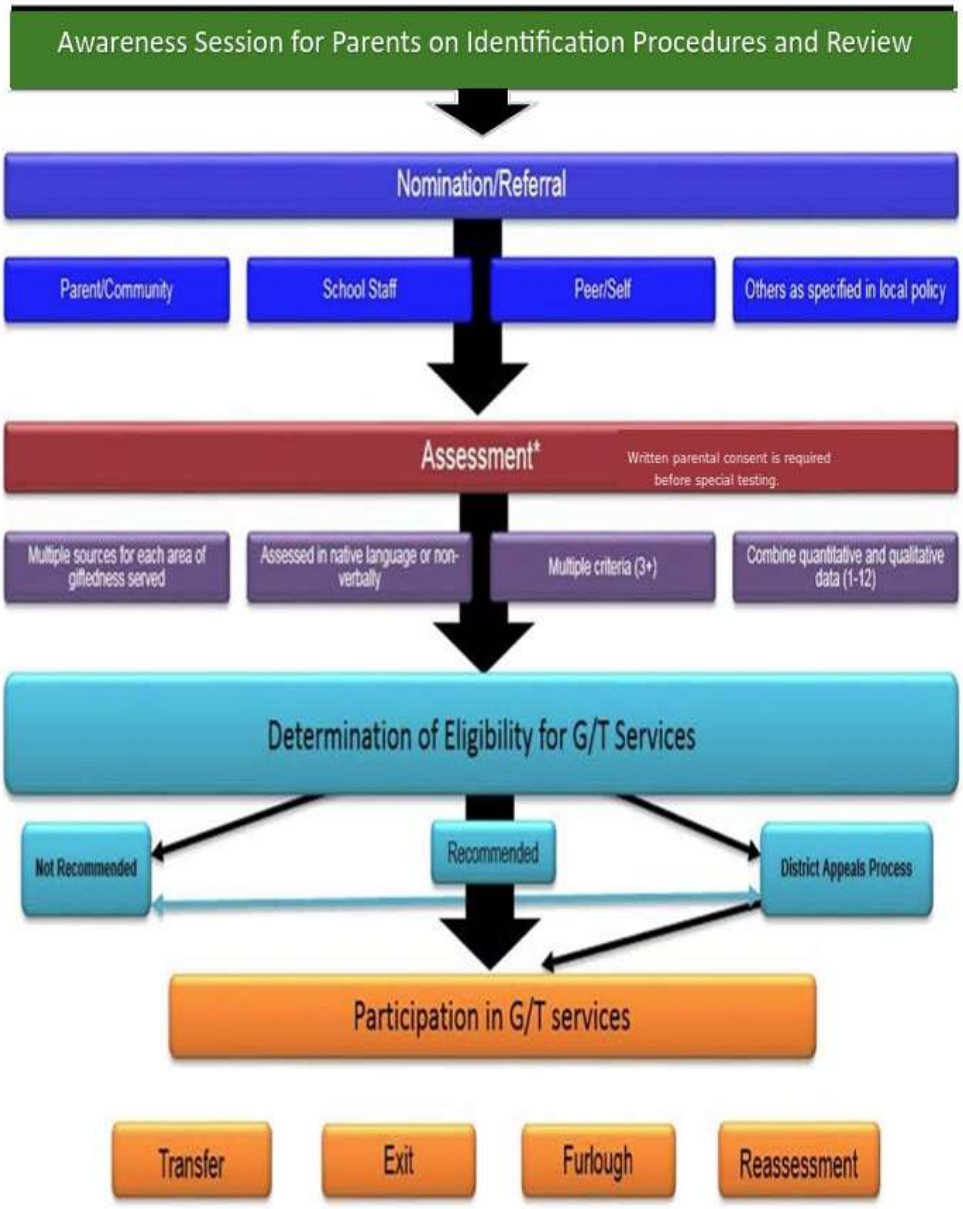
Campus Gifted/Talented Placement Committee

Each campus will use a placement committee of at least three local district or campus educators who have received training in the nature and needs and identification of gifted students. Participants may include principals, assistant principals, teachers, counselors and Gifted and Talented Coordinator. The committee will meet, review individual student data, and make placement decisions using Board-approved criteria aligned with EHBB (Local)

Gifted/Talented Identification for Services

Identification Flow Chart

Reference: The Texas State Plan for the Education of Gifted/Talented Students, 2026, Student Assessment



Student Identification and Selection Process

South Texas ISD uses a three-stage identification process: referral, screening and assessment, and determination of eligibility for gifted/talented services.

Communication with Parents and Community

Before the screening and identification process begins, South Texas ISD will provide families with an overview of identification procedures and available services. Information, referral procedures, and forms will be provided in a language families understand, or translation or interpretation will be provided to the extent possible. The district will encourage input from families and community members.

Referral

A student may be referred at any time by a parent or guardian, teacher, school counselor, administrator, the student, or another interested person. Referral forms will be available from the campus counselor and through district communication channels. A district processing calendar may identify review periods but will not restrict when a referral may be submitted.

Screening

The Campus Gifted/Talented Placement Committee will review the referral and available information to determine appropriate assessment procedures. Information may include prior school records, family and teacher input, student interests, course performance, achievement or ability data, creativity measures, and student products. No single score or screening measure will automatically remove a referred student from the identification process.

Assessment

South Texas ISD will provide an opportunity to complete the gifted/talented assessment and identification process at least once each school year. Written parental consent will be obtained before special testing or individual assessment. In grades 6–12, qualitative and quantitative data from three or more measures will be collected for each area of giftedness served. The placement committee will conduct a balanced review of all data and consult with other committees or staff, as needed, to address disability, language, or other student circumstances. If a matrix or threshold system is used, it will not assign a scoring value based on race, ethnicity, sex, socioeconomic status, or disability. Assessment procedures will provide equitable access for all student populations, and the district will not impose a local cap on the number of students identified or served.

Selection and Notification

A placement committee will meet and review each student's data to determine whether gifted/talented services are the most appropriate educational setting. Families and staff will be informed of assessment results and placement decisions and may request a conference to discuss the data. Parents or guardians will receive written notice of the decision, and written permission will be obtained before services begin.

Transfer Students

When a student identified as gifted by another school district enrolls in South Texas ISD, the placement committee will review the student's records and conduct assessment procedures when necessary to determine whether placement in the district's gifted/talented program is appropriate. A student transferring between South Texas ISD campuses at the same grade level will continue to receive district gifted/talented services. When an identified student transfers to another district, South Texas ISD will provide the receiving district with appropriate assessment and service records in accordance with applicable requirements. As per FDD Legal see requirements regarding transfer students and the Interstate Compact on Educational Opportunities for Military Children.

Furloughs

A furlough may be initiated by the district, parent, or student when temporary withdrawal from services is appropriate. In accordance with the Board-Approved program, the placement committee will identify the reason and length of the furlough. At the end of the specified period, the student may reenter services, receive another furlough, or be considered for exit.

Reassessment

If South Texas ISD reassesses an identified student, the reassessment will be based on the student's performance in response to services and will occur no more than once during the middle school grades and once during the high school grades. Parents or guardians will be informed before reassessment.

Exit from Program Services

South Texas ISD will monitor student performance in response to gifted/talented services. If the placement committee or a parent determines that the services are not meeting the student's educational needs, the committee will meet with the parents and student before finalizing an exit decision.

Appeals

A parent, student, or educator may appeal a final placement committee decision regarding gifted/talented services and may present new data when appropriate. Appeals will be made first to the placement committee. Subsequent appeals will follow FNG(LOCAL), beginning at Level Two.

Service Design

Once identified, students will receive services based on their documented strengths and interests, including opportunities for acceleration and the development of advanced-level products and performances. South Texas ISD provides a full-time inclusion service model for students identified through district procedures. Identified students receive appropriately challenging instruction during the school day and throughout the school year in the four foundation curricular areas. Inclusion classes may include students who are not identified as gifted/talented.

Services will be structured and sequenced to address students' documented strengths and interests. Students will have opportunities to work together as a group, work with other students, and work independently. Flexible grouping, independent investigation, acceleration, and flexible pacing will be used as appropriate.

Service options may include:

- Instruction from teachers who have completed required gifted/talented professional learning;
- Advanced coursework, Advanced Placement, International Baccalaureate, and dual or concurrent enrollment, when available;
- Texas Performance Standards Project tasks, independent study, research, performance tasks, and advanced-level products or performances;
- Distance learning, credit by examination, early graduation, summer programs, enrichment, and out-of-school opportunities, when available; and
- Counseling, peer interaction, and other support addressing the social and emotional needs of gifted/talented students.

South Texas ISD will inform parents and guardians about available service options and will review services as part of the district's annual program evaluation.

Curriculum and Instruction

South Texas ISD will provide identified gifted/talented students with learning opportunities commensurate with their abilities in the four foundation curricular areas. Curriculum and instruction will modify the depth, complexity, content, process, product, and pacing of the standard curriculum and will provide opportunities for acceleration, guided or independent research, and advanced-level products or performances for audiences beyond the classroom.

Services will be available during the school day and throughout the school year and will be structured or differentiated to address students' strengths and interests. Opportunities may include Honors courses, Advanced Placement, dual enrollment, the Texas Performance Standards Project, independent study, project-based learning, inquiry-based instruction, and other experiences that support the development of advanced-level products and performances.

The district may also provide enrichment and extracurricular opportunities through Region One Education Service Center, University Interscholastic League, Innovative Inventions for grades 6–8, Robotics and Science Olympiad for grades 7–12, and other specialized events related to students' strengths and interests. Some opportunities may also be available to other students; however, services for identified gifted/talented students will be based on their documented strengths and needs.

South Texas ISD instructional staff will differentiate or modify the general education curriculum, as appropriate, to meet the needs of gifted/talented students, including twice-exceptional, highly gifted, and English learners.

Assessment of Student Progress and Performance

South Texas ISD will periodically assess student progress and performance in the areas identified and served. Parents or guardians will be informed of student progress, and the results will be used to adjust instruction and services when needed. Evidence may include:

- Course performance and grades in advanced or appropriately challenging courses;
- Progress toward advanced-level products and performances;
- Rubrics aligned with the Texas Performance Standards Project or locally developed service expectations;
- Qualitative and quantitative evidence of progress in the student's identified area or areas of giftedness; and
- Other measures aligned with district service options.

Professional Learning

South Texas ISD will provide regular professional learning opportunities in gifted/talented education and will share information about those opportunities with district personnel.

New Teacher Orientation

Each teacher new to the district will receive an annual orientation to the district's gifted/talented identification process and services.

Teachers Providing Gifted/Talented Services

Teachers who provide instruction and services as part of the district's defined gifted/talented program will complete a minimum of thirty hours of professional learning in the nature and needs of gifted/talented students, identification and assessment, and curriculum and instruction. Teachers assigned before completing the training will complete it within one semester of assignment. These teachers will also receive a minimum of six hours of gifted/talented professional learning annually.

Administrators and Counselors

Administrators and counselors who have authority for gifted/talented program decisions will complete a minimum of six hours of professional learning that includes the nature and needs of gifted/talented students and program options. Counselor training will also address social-emotional needs. Administrators and counselors will receive an update after each legislative session.

District Gifted/Talented Coordination

A South Texas ISD staff member who has completed thirty hours of professional learning in gifted/talented education and receives annual six-hour professional learning updates will coordinate district-level services for every grade level served by the district.

Board of Trustees

The South Texas ISD Board of Trustees will receive training on the Texas State Plan for the Education of Gifted/Talented Students to support program accountability and will receive an update after each legislative session.

Documentation and Evaluation

Evidence of completed gifted/talented professional learning will be maintained in district records by the appropriate district department. The district will evaluate the implementation of gifted/talented professional learning and use the results to plan future staff development. A written professional learning plan based on identified needs will be implemented and updated annually.

Family and Community Involvement

South Texas ISD will inform parents and guardians annually about district policies and procedures related to gifted/talented identification and services. Information will be made available through the district gifted/talented webpage, student handbook, meetings, or other appropriate communication methods.

Each year, South Texas ISD will seek input from families and community members regarding gifted/talented identification, assessment, and services. The district will provide an orientation for parents of newly identified students and periodic updates about available services, program expectations, and ways families can support students' academic and social-emotional needs.

Gifted/Talented Advocacy and Parent Participation

To the extent possible, South Texas ISD will provide parents and community members opportunities to participate in a gifted/talented parent or advocacy group and other program-planning activities.

Sharing Student Products and Achievements

Throughout the school year, South Texas ISD will share the products and achievements of gifted/talented students with the community through appropriate methods, which may include public presentations, district events, social media, and the district website.

Program Evaluation

South Texas ISD will annually evaluate the effectiveness of gifted/talented services. A summary with program highlights will be shared with the Board of Trustees, and outcomes and findings will be shared with parents of identified students. The results will be used to improve services and update district and campus improvement plans. Parents will be included in the evaluation process. For any State Plan accountability standard the district does not meet, the district will develop a written improvement plan identifying actions and timelines for compliance.

The locally developed evaluation process may include:

- Quantitative and qualitative evidence of student performance and growth;
- Comparison of the identified gifted/talented population with district and campus demographics;
- Access, participation, and service data for student groups that may be underrepresented;
- Staff professional learning completion and identified professional learning needs;
- Completion of Texas Performance Standards Project tasks or other advanced-level products and performances; and
- Feedback from students, parents, staff, and community members.

Certification and Reporting

South Texas ISD will annually certify to the commissioner that its gifted/talented program is consistent with the current Texas State Plan and that its use of funds complies with 19 TAC §89.4. The Board of Trustees will annually measure the district's performance in providing gifted/talented services in alignment with the State Plan

Fiscal Responsibility

The Superintendent will maintain administrative procedures ensuring that 100 percent of state funds allocated for gifted/talented education are spent on providing services or enhancing the district's program. The district will maintain a method for accounting for those expenditures in alignment with TEA financial-compliance guidance

PEIMS Reporting

South Texas ISD will report gifted/talented program design, identified students, students receiving services, expenditures, and other required information using current-year TSDS, PEIMS, and TEA financial-compliance standards. District staff will verify submission timelines, codes, and Student Attendance Accounting Handbook requirements each year.

Appendices

STISD Gifted and Talented Process Overview

Nomination

- Parent/Teacher/Student submits nomination
- Administrator reviews the nomination
  - Is student already coded as GT eligible? if yes, notify parent and do not continue with the process
  - If student is not already coded, then move to next step

Assessment

- Gather data from teachers, grades, etc
- Administer CogAT
- Place data on GT Matrix

Selection

- GT committee meets to review data.
- Make a selection, based on the preponderance of the data, of who will be included in the program.

Notification

- If a student is selected, then send home a permission slip to be signed by a parent. Permission must be received to place a PEIMS identification label on a student.
- If a student is not selected, send home a letter stating that information. Parents have the right to appeal the committee's decision by no later than April 28. 2023.

Placement/Participation

- If parent signs GT permission slip.
- Code student as GT eligible in SIS

Revised February, 2023

Step by Step Process

1. Review the Infinite Campus to find out if student is already coded as "GT" eligible.
    a. If the student is coded, review the CUM folder to ensure coding is accurate based on TREX records—if it is accurate skip to "Notification"
    b. If the student is not coded, review the CUM folder to ensure coding is accurate based on TREX records. If the student is not already GT eligible proceed to step 2.
2. Gather student information
    a. Parent checklist
    b. Teacher checklist
    c. Grades
    d. Anecdotal information
3. Get parent consent PRIOR to administering the test
4. Administer CogAT
    a. Verbal
    b. Non-Verbal
    c. Quantitative
5. Use STISD GT Matrix to input and review data
    a. Student must have at least 4 scores in the Above Average, Superior, and Exceptional range
    b. No scores below High Average will be considered
6. Convene your campus GT Committee
    a. Review GT Matrix Data
    b. Review other sources of data (refer to step 2)
    c. Not meeting criteria on a single assessment tool shall not prevent further data collection or consideration for gifted identification, if other indicators suggest exceptional potential as observed in a body of evidence.
    d. Make an eligibility determination



        i. If the student meets GT eligibility move to next step
        ii. If the student does not meet GT eligibility move to "Notification"
        iii. Information to consider--- You may have a large talent pool. However, not all talented students may meet GT eligibility. A talent pool is defined as a group of students who demonstrate an advanced or even exceptional ability in a particular area, but at this time do not meet the criteria for gifted identification. Students within the talent pool should receive appropriate programming options and/or interventions to address strength or potential areas.
7. Complete the STISD Student GT Profile
    a. Verify parent consent for services on the assessment consent
    b. Place the profile in the student's CUM folder
    c. Submit documentation to PEIMS clerk for coding---if parent consented to program (see parent consent for permission)
8. Notify parents
    a. Use the sample letter template for parent notification

Revised February, 2023

South Texas Independent School District
Gifted and Talented Program
NOMINATION FORM

Student Name:	
Date of Birth:	
Person making nomination:	
Relation to Student:	
Student's Grade	Campus
Student's Teacher	ID#
Parent(s) Name(s)	Home Phone
Address	

Content areas recommended for screening: _____

Reasons for referral: Please describe the reasons that you are nominating this student for the Gifted and Talented Program. Include the qualities and characteristics that you feel demonstrate his/her giftedness. The characteristics of a gifted and talented student attached to this form may be a helpful reference. If extra space is needed, you may attach an additional page to this form.

_____
_____
_____
_____

Permission to screen (to be completed when parent nominating a student)

_____I understand that my child has been nominated for the Gifted and Talented Program. I give permission for my child to be tested for these services. If my child is selected for this program, I give permission for him/her to participate.

_____I decline permission for my child to be tested for the Gifted and Talented Program.

Parent/Guardian Signature _____ Date _____

Please return this form to your child's campus by _____

THE BRIGHT/GIFTED CHILD

BRIGHT CHILD	GIFTED LEARNER
Knows the answers	Asks the questions
Is interested	Is highly curious
Is attentive	Is mentally and physically involved
Has good ideas	Has wild, silly ideas
Works hard	Plays around, yet tests well
Answers the questions	Discusses in detail
Top group	Elaborates beyond the group
Listens with interest	Shows strong feelings and opinions
Learns with ease	Already knows
6-8 repetitions for mastery	1-2 repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs school	Manipulates information
Technician	Inventor
Good memorizer	Good guesser
Enjoys straightforward, sequential presentation	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical

South Texas Independent School District
Programa para dotados y talentosos
FORMULARIO PARA POSTULACIÓN

Nombre del estudiante	
Fecha de nacimiento	
Persona que presenta la postulación:	
Relación con el estudiante:	
Grado del estudiante	Escuela
Maestro del estudiante	Núm. de identificación
Nombre(s) del padre(s)	Teléfono del hogar
Dirección	

Áreas de contenido que se recomienda evaluar: _____

Razones para la referencia: Por favor, describa las razones por las cuales postula a este estudiante para el Programa de Dotados y Talentosos. Incluya las cualidades y características que considera que demuestran que es dotado. Las características de un estudiante dotado y talentoso se anexan a este formulario a manera de referencia útil. Si necesita espacio adicional, puede agregar una hoja a este formulario.

_____
_____
_____

Permiso para el proceso inicial de selección (requerido)

_____Es de mi conocimiento que mi hijo ha sido postulado para el Programa de Dotados y Talentosos. Doy mi autorización para que mi hijo sea examinado para estos servicios. Si mi hijo es seleccionado para este programa, doy permiso para que participe.

_____No otorgo el permiso para que mi hijo sea examinado para el Programa de Dotados y Talentosos.

Firma del padre o tutor _____ Fecha_____

EL ESTUDIANTE BRILLANTE/DOTADO

EL ESTUDIANTE BRILLANTE	EL ESTUDIANTE DOTADO
Sabe las respuestas	Hace preguntas
Se muestra interesado Es atento	Muestra gran curiosidad
Tiene buenas ideas	Participa tanto mental como físicamente
Trabaja duro	Tiene ideas atrevidas y divertidas
Responde las preguntas	Juega pero responde bien en los exámenes
Se ubica a la cabeza del grupo	Discute en detalle, elabora
Escucha con interés	Se ubica más allá del grupo
Aprende con facilidad	Muestra sentimientos y opiniones firmes Ya sabe
Repite 6-8 veces para dominar el conocimiento	Repite 1-2 para dominar el conocimiento
Entiende las ideas	Construye abstracciones
Disfruta la compañía de sus compañeros Capta el significado	Prefiere a los adultos
Termina las tareas	Elabora inferencias
Es receptivo	Inicia proyectos
Copia con precisión	Es intenso
Disfruta la escuela	Crea diseños nuevos
Absorbe la enseñanza	Disfruta del aprendizaje
Técnico	Manipula la información Inventa
Memoriza bien	Muestra destreza al adivinar
Disfruta las presentaciones directas y secuenciales	Se desarrolla ante la complejidad
Se mantiene alerta	Es observador agudo
Se siente satisfecho con su propio aprendizaje	Es altamente autocrítico

2026-2027
Notification of Program Entry- Gifted & Talented Program

Date:

Dear Parents/Guardians:

Thank you for allowing us to test your child for the district's Gifted and Talented Program. The results of the screening assessment(s) used in the identification of potentially Gifted and Talented students have been determined. After careful consideration of all the data collected, we are pleased to inform you that your child **has met** the eligibility criteria to participate on the South Texas ISD Gifted and Talented Education Program.

The Gifted and Talented Education Program is designed to meet the instruction needs of all identified students through differentiation of depth, complexity and pace in order to ensure that students receive appropriate learning opportunities that allow them to fulfill their potential and excel in all areas. Participation in any program or services offered to Gifted and Talented students is voluntary on the part of the student (TAC Chapter 89.51-F).

Should you have any questions concerning the identification process, do not hesitate to call the GT Coordinator at the student's campus.

It is crucial that you indicate approval or denial for the student participation in the Gifted and Talented Education Program. Please return this form back to the GT Coordinator at the student's campus or at the campus main office.

We thank you for allowing us an opportunity to work with your child.

PLEASE CHECK (✓) ONE OF THE FOLLOWING STATEMENTS:

( ) **Yes** my child ***may*** participate in the Gifted and Talented Education Program

( ) **No** my child ***may not*** participate in the Gifted and Talented Education Program

_____	_____	_____	_____
Student Name	ID #	Grade	Campus

_____ _____

Parent's Signature Date

100 MED HIGH DR. MERCEDES, TX 78570 PHONE (956)514-4259 FAX (956)565-1767

It is the policy of South Texas ISD not to discriminate on the basis of gender, color, race, national origin, religion, disability or age.
Es la póliza de South Texas ISD no discriminar en base a género, color, raza, origen nacional, religión, discapacidad o edad.

2026-2027

Notificación de Ingreso- Programa de Estudiantes Dotados y Talentosos

Fecha:
Estimados Padres/Guardianes:

Gracias por permitirnos evaluar a su hijo(a) para el programa de Dotados y Talentosos del distrito. Los resultados de las evaluaciones utilizadas en la identificación de estudiantes potencialmente dotados y talentosos se han determinado. Después de considerar cuidadosamente todos los datos recopilados, nos complace informarle que su hijo/a **ha cumplido** con los criterios de elegibilidad para participar en el Programa de Educación para Estudiantes Dotados y Talentosos de South Texas ISD.

El Programa de Educación para Dotados y Talentos está diseñado para satisfacer las necesidades de instrucción de todos los estudiantes identificados a través de la diferenciación de profundidad, complejidad y ritmo para garantizar que los estudiantes reciban oportunidades de aprendizaje apropiadas que les permitan alcanzar su potencial y sobresalir en todas las áreas. La participación en cualquier programa o servicio ofrecido a los estudiantes dotados y talentosos es voluntario por parte del estudiante (TAC Capítulo 89.51 -F).

Si tiene alguna pregunta sobre el proceso de identificación, no dude en llamar al Coordinador de GT en la escuela del estudiante.

Es crucial que indique su aprobación o rechazo para la participación del estudiante en el Programa de Educación para Dotados y Talentosos. Devuelva este formulario al Coordinador de GT de la escuela del estudiante o a la oficina principal de la escuela.

Le agradecemos por permitirnos la oportunidad de trabajar con su hijo/a.

POR FAVOR MARQUE (✓) UNA DE LAS SIGUIENTES DECLARACIONES:

( ) **Sí**, mi hijo **puede** participar en el Programa de Educación para Dotados y Talentosos

( ) **No**, mi hijo **no puede** participar en el Programa de Educación para Dotados y Talentosos

_____	_____	_____	_____
Student Name	ID #	Grade	Campus

_____ _____

Firma del Padre o Guardián Date

100 MED HIGH DR. MERCEDES, TX 78570 PHONE (956)514-4259 FAX (956) 565-1767

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Parent Survey for the Gifted Talented Child
6- 12th Grade

Student's Name: _____ **Grade:** _____

School: _____ **Date:** _____

Section 1: For each group of related questions below, select the choice that best describes your child.

	CRITERIA	NEVER	SOMETIMES	OFTEN
Language Arts	Your son/daughter is interested in word play, definitions, relationships of words, sounds, and has a large vocabulary for his/her age.			
	Your son/daughter has a good sense of humor and uses jokes, puns, and multiple meaning in conversations or in writing.			
	Your son/daughter reads or listens to a wide variety of types of literature; may focus on one type for a period of time and then switches his/her focus to another.			
	Your son/daughter elaborates well when reading, speaking, or writing, uses vivid expressions, voices to make words “come alive”.			
	Your son/daughter is motivated to write in a variety of genres (stories, poems, songs, or plays); keeps a journal or diary.			
Math	Your son/daughter applies numbers to real life situations; and is able to visualize spatially by creating visual images of mathematical problems and solutions.			
	Your son/daughter reasons effectively and is able to estimate and make predictions that involve organizing data to discover patterns or relationships.			
	Your son/daughter enjoys trying to solve challenging problems such as puzzles, logic problems, or games of strategy and is persistent in finding solutions.			
	Your son/daughter can solve difficult problems intuitively, but may not always be able to explain his/her solution or strategy.			
Social Studies	Your son/daughter is interested and knowledgeable about social issues or world problems such as world hunger, pollution, war, global warming, etc.			
	Your son/daughter enjoys studying maps, globes, almanacs, and geography to understand regions and cultures.			
	Your son/daughter is interested in global issues, ethical dilemmas, moral questions, and causation of complex events; fairness is extremely important to him/her.			
	Your son/daughter suspends judgement, entertains alternative explanations, considers multiple perspectives, and enjoys debating historical, political and current events.			
Science	Your son/daughter exhibits interest in science outside of school activities (books, programs, science fiction, technology, collections, or hobbies).			
	Your son/daughter relates science to real world situations, makes interesting connections that sometimes surprise you or make you look at things differently than before.			
	Your son/daughter enjoys demonstrates intellectual curiosity and uses problem solving to investigate, study things in detail, and create solutions to improve daily life.			
	Your son/daughter is focused and persistent (continues investigation in spite of difficulties), demonstrates high level of intellectual energy.			
		Total		

1. Do you have other children who have been identified as gifted and talented?

Yes_____ No_____

2. Are any of them rec eiving services in the gifted and talented program?

Yes_____ No_____

Parent Survey for the Gifted Talented Child
6- 12th Grade

Section 2: Please read the following characteristics and see if they describe your child. Mark “Never” “Sometimes" or "Often” for each characteristic. Please give an example when you mark “Often” If you need assistance, you may request an interview.

Characteristics	NEVER	SOMETIMES	OFTEN
1. Learns Rapidly			
2. Creative or inventive			
3. Defends own ideas			
4. Independent			
5. Responsible			
6. Excellent memory			
7. Concerned with fairness			
8. Asks for information			
9. Leader			
10. Wide range of interests			
11. Prefers older friends or adults			
12. Large vocabulary in dominant language			

Filling in the items below and returning this form constitutes permission for South Texas ISD to use this information in making professional determinations about your child regarding the Gifted and Talented Program. I give permission for child to be screened and tested for the STISD- Gifted/ Talented Program. I understand I will be notified by the campus if my child qualifies or does not qualify to participate in the Gifted/Talented Program.

Name of Student (print): _____ **Date:** _____

GIFTED and TALENTED Program

6TH – 12th
Student Identification Matrix 2026-2027

Student Name: _____ **ID:** _____

Campus: _____ **Grade:** _____

Quantitative & Qualitative DATA		Rating	1	2	3	4	5	6	7	8	9	
		Range	Well Below Average	Below Average	Below Average	Average	Average	High Average	Above Average	Superior	Exceptional	1-9
	CogAT - Verbal Cognative Abilities Test	Percentile Rank	1-4	5-11	12-23	24-40	41-59	60-76	77-88	89-95	96-99	
	CogAT - Quantitative Abilities Test	Percentile Rank	1-4	5-11	12-23	24-40	41-59	60-76	77-88	89-95	96-99	
	CogAT-Nonverbal Abilities Test	Percentile Rank	1-4	5-11	12-23	24-40	41-59	60-76	77-88	89-95	96-99	
	Parent Checklist	Raw Score	1-3	4-9	10-20	21-35	36-52	53-67	68-78	79-84	85-87	
	Teacher Checklist	Raw Score	0-16	17-32	33-53	53-69	69-85	86-101	101-118	119-135	135-144	

Identification Criteria:
Students must have at least 4 scores in the **Above Average, Superior**, and **Exceptional** range.
No scores below High Average will be considered.

Met Criteria

☐ Screened and Identified to receive Services from Gifted/Talented Program

Committee Member's Signature

_____
_____
_____

☐ Not Identified to receive services from the Gifted/Talented Education Program

Committee Member's Signature

_____
_____
_____

Date of Meeting: _____

* Students compared only to other students in South Texas ISD that were administered same tests.

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Es la póliza de South Texas ISD no discriminar en base a género, color, raza, origen nacional, religión, discapacidad o edad.

GIFTED and TALENTED Program

STUDENT GT PROFILE
2026-2027

Student Name: _____ ID_________

Grade Level at Time of Testing: _____ Test Date:_____

Campus Tested: _____

GT SCORES

Evaluation Instruments	
CogAT Verbal: ***Grade Score***	_____
CogAT Quantitative: ***Grade Score***	_____
CogAT Non-Verbal: ***Grade Score:***	_____
Teacher Checklist:	_____**out of 144**
Parent Checklist:	_____ **out of 87**

ADDITIONAL INFORMATION:

_____ was referred and tested for GT Services. The _____ Committee identified her/him as needing GT Services. Parent provided written consent for identification and participation, please see parent consent form attached.

If you have any questions, please call the campus or the Special Programs Department at (956)514-4259.

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South Texas Independent School District
Gifted and Talented Program
REQUEST FOR GIFTED AND TALENTED FURLOUGH

Furlough Procedures
A furlough allows a student to take a "leave of absence" from the program for specified reasons and for a period of time less than one school year, without being exited. Gifted and Talented students may be granted a furlough for reasons for health, personal/family crisis, or scheduling conflicts.

Student's Name _____ ID# _____
Student's Grade _____ Campus _____
Parent(s) Names) _____ Home Phone _____
Address _____ City, State, Zip _____
Furlough Requested by: _____
Due to Scheduling Conflict? _____ (No reason needed if answer is yes)

Reason for Furlough:

_____
_____
_____

Circle: Math Science Language Arts Social Studies All

Duration of Furlough: _____

Student will automatically reenter Gifted and Talented classes beginning _____

No letter of reinstatement is needed or will be issued.

Student's Signature	Date	Parent Signature	Date
Coordinator's Signature	Date	Principal's Signature	Date
Committee Member's Signature	Date	Committee Member's Signature	Date
Committee Member's Signature	Date	Committee Member's Signature	Date
GT Log updated by:	Date		

Gifted and Talented Program Policies

Texas Education Agency Gifted and Talented Education page:
https://tea.texas.gov/specialpopulations-and-support/gifted-and-talented

Texas State Plan for the Education of Gifted/Talented Students, revised July 2026:

https://tea.texas.gov/special-populations-and-support/gifted-and-talented-education/gtstate-plan-2026-english.pdf South Texas ISD EHBB LEGAL

https://pol.tasb.org/PolicyOnline/PolicyDetails?key=263&code=EHBB#legalTabContent South Texas ISD EHBB LOCAL

https://pol.tasb.org/PolicyOnline/PolicyDetails?key=263&code=EHBB#localTabContent

Bibliography

Silverman, L. K. (1997–2001). *Jacob K. Javits gifted/bilingual project assessment instruments* [Unpublished assessment instruments]. Gifted Child Development Center, Denver, CO.

South Texas Independent School District. EHBB LEGAL Gifted and Talented Students.

South Texas Independent School District. EHBB LOCAL Gifted and Talented Students.

Texas Administrative Code, Title 19, Chapter 89, Subchapter A, Gifted Talented Education.

Texas Education Agency. Texas State Plan for the Education of Gifted/Talented Students, revised July 2026.

Texas Education Code, Chapter 29, Subchapter D, Educational Programs for Gifted and Talented Students.

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Executive Director for Special Programs

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