Refugio I.S.D.
Gifted and Talented
Guidelines
2018-19

Reviewed by the Refugio ISD Board of Trustees on
August 30, 2018
2018-19 TIMELINE FOR IDENTIFYING G/T STUDENTS
GRADES K-12

October 11  Notice of nominations (Gr. 1-12) and parent meeting goes out on report cards.

October 29  Notice of nominations (GR. 1-12) and parent meeting sent to County Press.

November 1  Notice of parent meeting sent to County Press.

Parent/teacher nominations begin (Gr 1-12) and notice of permission for additional testing begins.

**Parent meeting at Refugio Elementary Library @ 5:30 p.m.**

November 16 Parent/teacher nominations end.

December 3  Permission forms for further testing returned to Counselor.

December 18 Testing of nominated students and matrices completed. (GR. 1-12)
S.S.E. Committee selects 2018-19 G/T students.
Letters of notification sent to parents.

January 7, 2019 Parent/teacher nominations and notice for permission for additional testing begin. (Kindergarten only)

January 14, 2019 Parent permission form for G/T placement (Gr 1-12) returned to Counselor.

Classes of newly identified students begin for grades (Gr.9-12).

January 18, 2019 Parent/teacher nominations end for Kindergarten .

February 1, 2019 Permission forms for testing (Kindergarten) are returned to Counselor.

February 22, 2019 Testing for Kindergarten is complete.

February 25, 2019 S.S.E. Committee selects 2018-19 Kindergarten G/T students.

March 1, 2019 G/T services for newly identified Kindergarten students begin.
REFUGIO INDEPENDENT SCHOOL DISTRICT
GIFTED/TALENTED PROGRAM

DEFINITION/PHILOSOPHY STATEMENT:

The Gifted/Talented Program is designed for those students who are identified by professional and qualified persons as having outstanding abilities, who consistently excel academically, or possess above average intellectual ability.

Selected students require stimulation that is unique from that received by their age peers. However, it is the district’s contention that these students should not be isolated from their peers. The program is designed to provide appropriate learning experiences for these students while requiring them to function with their age peers during a majority of the school day.

Gifted and talented students are potentially-able adults and possess the ability to be leaders in our society. If not challenged, however, their ability can become stale and their creative thinking regimented. The Gifted/Talented Program will exercise and develop this natural resource for students.

In order to express our district’s commitment to higher level learning opportunities for all students, we support and adopt the Texas State Board of Education’s goals for services for gifted students. The state’s goal for services for gifted students is designed to 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 students will have produced products and performances of professional quality as part of their program services.
LOCAL PROGRAM DEFINITION:

The Gifted/Talented Program of the Refugio Independent School District shall be a pullout program for grades K-6. Students in 7th and 8th grade will be serviced by a GT certified core subject teacher. Students in grades 9-12 will be serviced through Honors, Advanced Placement, and Dual-Credit courses.

DISTRICT PROGRAM GOALS:

The following program goals are based on the position/philosophy statement:

1. To identify students for the G/T program;
2. To understand the abilities and needs of each student;
3. To provide learning alternatives that will enable each student to develop his/her abilities to the fullest potential;
4. To help each participating student gain a realistic and healthy concept of himself/herself. To help each student recognize his/her strengths, weaknesses, areas of needed improvement, and potential; and
5. To help each participating student develop into an intellectually and creatively capable, productive, and compassionate human being.

RESPONSIBILITIES AND ASSURANCES:

The superintendent is responsible for the educational program in the district. The campus principal is responsible for the instructional program on the campus. Implementation and maintenance of the program requires a cooperative effort from the administration and teaching staff. The cooperation of parents is solicited in accomplishing the program goals.

STUDENT ASSESSMENT:

The Gifted/Talented Program of RISD is interdisciplinary in nature, thereby allowing branching into a variety of subject areas. Giftedness shall be in the area of general intellectual ability, reading/language arts, math, science and social studies. G/T Program students are those who are identified by professional and qualified persons as having outstanding abilities, manifest creative or productive thinking, and are task oriented.
A. Nomination for Program Candidacy

Nominations may be made by any of the following persons who are familiar with the student’s abilities, potential, performance, and past records by completing the appropriate nomination form:

- Teachers
- Parents
- Counselors
- Administrators
- Self-nomination by student
- Community members

Written permission will be secured from the parent when testing is needed for G/T screening.

There will be specific nomination periods each year and the time table for each grade is located at the front of this manual. Nomination forms may be picked up in the office of the Counselor at each campus.

B. Screening

Screening is based upon data from a minimum of three sources that include both quantitative and qualitative measures. These may include, but are not limited to the following criteria:

- standardized achievement test
- teacher observation
- IQ Test

*Kindergarten

All nominated kindergarten students are assessed during the fourth six weeks to determine eligibility for the G/T program. Identified kindergarten students will receive G/T services beginning on March 1 of the current school year.
C. Identification

Identification is conducted by the S.S.E.C., which is composed of the campus principal, G/T teacher, and the campus counselor. Identification will be based upon completion of a student profile. Student scores will be only one criterion. The child will be holistically evaluated by the S.S.E.C. and decisions will be made for the G/T Program based on a preponderance of evidence. Services will begin for newly identified students in January (with the exception of Kindergarten).

PROGRAM DESIGN/CURRICULUM AND INSTRUCTION:

The Gifted/Talented Program of the Refugio Independent School District for grades K-6 will be a pullout program, which addresses the content areas of reading, language arts, math, science, social studies, and technology using an interdisciplinary approach. Students in grades 7-12 will be served through our Honors, Advanced Placement, and College Dual-Credit courses or by GT certified subject teachers.

FURLOUGHS, REASSESSMENT, EXITING, TRANSFER, and APPEALS:

A. Furloughs allow for students to have a leave of absence from Gifted/Talented Program services for specified reasons and for a certain period of time without being exited.

Students who are unable to maintain satisfactory performance within the structure of the Gifted/Talented Program may be placed on furlough by the selection committee. The purpose of such a furlough is to provide the student an opportunity to attain performance goals established by the selection committee. A furlough also may be granted at the request of the student and/or parent. A student may be furloughed for a period of time deemed appropriate by the selection committee. At the end of the furlough, the student’s progress shall be reassessed, and the student may re-enter the gifted program, be removed from the program, or be placed on another furlough (EHBB - LOCAL). A student may not be furloughed more than twice consecutively.

B. Reassessment of gifted/talented students is based on performance in the program for gifted/talented students, and if reassessment occurs at all, it is no more than once in grades three through five, once in grades six through eight, and once in grades nine through twelve.

C. Exiting of students from Gifted/Talented Program services is based on multiple criteria, including student performance in the program, and is finalized by committee decision after consultation with parents and student regarding the most appropriate educational placement (see EHBB - LOCAL).

D. The district ensures that transfer students are properly assessed and appropriately placed within six weeks of enrollment in the district. When a student in
grades K-12 identified as gifted by a previous school district transfers into the District, the student’s records shall be reviewed by the selection committee to determine if placement in the District’s program for gifted and talented students is appropriate (EHBB - LOCAL). All transfer students must meet RISD guidelines to be admitted to the local program.

E. Appeals allow parents, students, and educators to appeal assessment decisions in a timely manner and to present new data, if appropriate (see EHBB - LOCAL).

PROGRAM EVALUATION:

The Gifted/Talented Program shall be evaluated periodically, and evaluation information shall be shared with Board members, administrators, teachers, counselors, students in the gifted and talented program, and the community.
FORMS

Profiles
Permission for Testing
Student Nomination by Parent or Teacher
Self-Nomination
Permission to Enroll
Notification of Non-Qualification
Request for Furlough
Exit
Guidelines Receipt
RISD Board Policy EHBB (LOCAL)
RISD Board Policy EHBB (LEGAL)
**Student Profile**  
**Gifted/Talented Identification**  
**Refugio ISD**  
**Grades K-6**

<table>
<thead>
<tr>
<th>Name: ______________________</th>
<th>SS#: ______________________</th>
<th>Date: _____________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>D.O.B.: _________________</th>
<th>Age: _________________</th>
<th>Grade: _____________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>School: _____________________</th>
<th>Ethnic Code: (Circle)</th>
<th>A</th>
<th>AA</th>
<th>H</th>
<th>NA</th>
<th>WE</th>
</tr>
</thead>
</table>

**Scaled Score**

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>

**Purdue Academic Rating Scale**

<table>
<thead>
<tr>
<th>44-43</th>
<th>42-41</th>
<th>40-39</th>
<th>38-37</th>
<th>36-35</th>
</tr>
</thead>
</table>

*Maximum of 5 pts awarded for highest area*

**Language Arts**

**Mathematics**

**Science**

**Social Studies**

**Individual Achievement Test**

<table>
<thead>
<tr>
<th>99%ile</th>
<th>98-97%ile</th>
<th>96-95%ile</th>
<th>94-93%ile</th>
<th>92-91%ile</th>
</tr>
</thead>
</table>

*Maximum of 5 pts awarded for highest area*

**Reading (Comprehension Gr 1-6)**

**Listening**

**Math (Problems/Problem Solving)**

**I.Q. Test**

<table>
<thead>
<tr>
<th>99%ile</th>
<th>98-97%ile</th>
<th>96-95%ile</th>
<th>94-93%ile</th>
<th>92-91%ile</th>
</tr>
</thead>
</table>

Grades K-12

**Column Total**

(10 Points or higher qualifies for the G/T Program)

**Other Consideration or Evidence:**

Grades K-12

**Signatures:**

G/T Teacher

Principal

Counselor
# Student Profile

## Gifted/Talented Identification

**Refugio ISD**  
**Grades 7-12**

<table>
<thead>
<tr>
<th>Name: ______________________</th>
<th>SS#: ________________</th>
<th>Date: _____________</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.O.B.: ____________________</td>
<td>Age: _____________</td>
<td>Grade: ____________</td>
</tr>
<tr>
<td>School: _____________________</td>
<td>Ethnic Code: (Circle)</td>
<td>A AA H NA WE</td>
</tr>
</tbody>
</table>

## Scaled Score

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>

## Purdue Academic Rating Scale

<table>
<thead>
<tr>
<th>60-58</th>
<th>57-56</th>
<th>55-54</th>
<th>53-52</th>
<th>51-50</th>
</tr>
</thead>
</table>

*Maximum of 5 pts awarded for highest area

- Language Arts
- Mathematics
- Science
- Social Studies

## Individual Achievement Test

<table>
<thead>
<tr>
<th>99%ile</th>
<th>98-97%ile</th>
<th>96-95%ile</th>
<th>94-93%ile</th>
<th>92-91%ile</th>
</tr>
</thead>
</table>

*Maximum of 5 pts awarded for highest area

- Reading (Comprehension)
- Listening
- Math (Problems/Problem Solving)

## I.Q. Test

**Grades K-12**

<table>
<thead>
<tr>
<th>99%ile</th>
<th>98-97%ile</th>
<th>96-95%ile</th>
<th>94-93%ile</th>
<th>92-91%ile</th>
</tr>
</thead>
</table>

## Column Total

(10 Points or higher qualifies for the G/T Program)

## Other Consideration or Evidence:

**Grades K-12**

## Signatures:

- G/T Teacher
- Principal
- Counselor
Dear Parents,

Your child has been nominated for the Refugio G/T Program, a program for gifted and talented students, for the 2018-19 school year. To identify the children who are capable of performing well in this program, it is often necessary to do additional testing and to follow special screening and documentation procedures. Before your child is given further consideration, we need an indication of your interest in the program and your permission to involve your child in additional testing if necessary.

When final selections for the program are completed, you will be notified. It should be noted that a nomination does not mean that your child will be accepted into the program. It only indicates that he/she will be considered as a possible candidate.

This form should be returned to your child’s teacher by _______________.

I do _____ do not _____ want my child, ________________________________, (Child’s Name) considered for the Refugio G/T Program. I understand that my desire to have my child considered includes permission to give him/her additional tests if necessary.

____________________________________________
Parent’s Signature
Refugio Independent School District  
Gifted and Talented Student Nomination Form

Student’s Name ___________________________ Date __________________

School ___________________________ Teacher __________________

Nomination made by: ________________________________________________

1. What makes this child seem special to you? ___________________________
   ________________________________________________________________
   ________________________________________________________________

2. Are you aware of any experiences of this child suggesting he/she has special gifts or talents (early reading, creations, activities, leadership)? Describe in specific terms. ____________________________________________
   __________________________________________________________________
   __________________________________________________________________

Check the column which best describes the child’s functioning.

<table>
<thead>
<tr>
<th>Description</th>
<th>Occasionally</th>
<th>Often</th>
<th>Most of the Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Learns rapidly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Thinks clearly, recognizes implied relationships, comprehends meaning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Reads above grade level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Retains what he/she has heard or read without appearing to need much rote or drill</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Has a large vocabulary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. Is independent, individualistic, self-sufficient</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G. Is curious, investigative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H. Asks penetrating, searching questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. Has long attention span</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>J. Produces original products</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K. Prefers complex ideas</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Form D
Refugio Independent School District
Self-Nomination Form

Student’s Name ____________________________________  Date ______________
School __________________________________________  DOB ______________

Check areas in which you think you have special abilities or talents and tell why
you think you have special abilities or talents in these areas.

Areas

_____ General Intellectual Ability
_____ Math
_____ Science
_____ Social Studies
_____ Language Arts
_____ Reading
I give permission for my child, ________________________________, to enroll in the Refugio G/T Program. I understand that participation in this program is voluntary and on a selective basis. I also understand that periodical reviews of my child’s progress will be made to ascertain the need for his/her continued placement in the program.

______________________________
Signature of Parent/Guardian

______________________________
Date
Dear Parent,

After carefully considering all the criteria for selection into the Refugio G/T Program for the school year, ______________________________________ ’s score did not qualify him/her for the program. Please understand that not all students who were nominated for the program qualify. If you wish, your child may be nominated again next year or you may schedule an appointment with the counselor to discuss this decision.

If you have any questions about the screening and selection process, please contact the campus principal.

<table>
<thead>
<tr>
<th>SSE Committee</th>
<th>Position</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Form F

Refugio Independent School District
Notice of Non-qualification

Form G
Refugio Independent School District  
Gifted/Talented Program  
Request for Furlough Form

Child’s Name ___________________________________  Date _________________

Person making the request for a furlough ___________________________________

Position of the person making the request for a furlough (Parent, Guardian,  
Student,…etc.) __________________________________________________________

Reason for the furlough request:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

________________________
Signature of Person Making Request

___ Placed on furlough (Beginning Date _______ Ending Date _______)

___ Re-enter the G/T Program

___ Exit the G/T Program

___ Placed on another furlough (Beginning Date _______ Ending Date _______)

<table>
<thead>
<tr>
<th>SSE Committee</th>
<th>Position</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Parent/Student Signature ____________________________________________

*A student may not be furloughed more than twice consecutively.

Form H
Refugio Independent School District
Gifted/Talented Program Exit Form

Student: ______________________________________________

This is to indicate that the principal, the G/T teacher, the classroom teacher and the parent of _________________________________ have been informed that the best educational plan for him/her would be not to continue in the Refugio G/T Program. We understand that the student will be eligible to be nominated for the G/T Program next year.

Reason for Exit:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

__________________________
Date

__________________________
Parent/Guardian Signature

SSE Committee Signatures:

__________________________
Principal

__________________________
G/T Teacher

__________________________
Counselor

Form I
Refugio Independent School District
Gifted/Talented Guidelines Receipt

Student’s Name __________________________________________________________
School Name __________________________________________________________

Please place a check in the blank by your choice of G/T Guidelines.

___ I will access the Gifted and Talented Guidelines through the Refugio ISD
    website:  www.refugioisd.net so I do not need a hard copy.
___ I would like to receive a hard copy of the Gifted and Talented Guidelines.

____________________________________
Signature of Parent/Guardian

__________________________
Date
<table>
<thead>
<tr>
<th>NOMINATION / REFERRAL</th>
<th>Students may be nominated/referred for the gifted and talented program at any time by teachers, counselors, parents, or other interested persons.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCREENING AND IDENTIFICATION PROCESS</td>
<td>The District shall provide assessment opportunities to complete the screening and identification process for nominated/referred students at least once per school year.</td>
</tr>
<tr>
<td>PARENTAL CONSENT</td>
<td>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.</td>
</tr>
<tr>
<td>IDENTIFICATION CRITERIA</td>
<td>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.</td>
</tr>
<tr>
<td>ASSESSMENTS</td>
<td>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.</td>
</tr>
<tr>
<td>SELECTION</td>
<td>A selection committee shall evaluate each nominated/referred student according to the established criteria and shall identify those students for whom placement in the gifted and talented program is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students, as required by law, and shall be established at each campus.</td>
</tr>
<tr>
<td>NOTIFICATION</td>
<td>The District shall provide written notification to parents of students who qualify for services through the District's gifted and talented program. Participation in any program or services provided for gifted students shall be voluntary, and the District shall obtain written permission from the parents before placing a student in a gifted program.</td>
</tr>
<tr>
<td>NO REASSESSMENT</td>
<td>The District shall not perform routine reassessments.</td>
</tr>
<tr>
<td>TRANSFER STUDENTS</td>
<td>When a student identified as gifted by a previous school district enrolls in the District, the selection committee shall review the student's records to determine if placement in the District's program for gifted and talented students is appropriate.</td>
</tr>
</tbody>
</table>

DATE ISSUED: 4/7/2011
LDU 2011.01
EHBB(LOCAL)-X
The selection committee shall make a determination within 30 calendar days of the student’s enrollment in the District and shall base the decision on the transferred records, observation reports of District teachers who instruct the student, and student and parent conferences.

[See FDD(LEGAL) for information regarding transfer students and the Interstate Compact on Educational Opportunities for Military Children]

**FURLOUGHS**

The District may place a student on a furlough if the student has been unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted and talented program. A furlough may be initiated by the District, the parent, or the student.

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

**EXIT PROVISIONS**

The District shall monitor student performance in the program. If at any time the selection committee determines it is in the best interest of the student and his or her educational needs, the committee may exit a student from the program. If a student or parent requests removal from the program, the selection committee shall meet with the parent and student before honoring the request.

**APPEALS**

A parent or student may appeal any final decision of the selection committee regarding selection for or exit from the gifted program. Appeals shall be made first to the selection committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.

**PROGRAM EVALUATION**

The District shall annually evaluate the effectiveness of the District’s gifted program, and the results of the evaluation shall be used to modify and update the District and campus improvement plans. The District shall include parents in the evaluation process and shall share the information with Board members, administrators, teachers, counselors, students in the gifted and talented program, and the community.

**COMMUNITY AWARENESS**

The District shall ensure that information about the District’s gifted and talented program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program.
SPECIAL PROGRAMS
GIFTED AND TALENTED STUDENTS

The District shall establish a process for identifying and serving gifted and talented students and shall establish a program for those students in each grade level. The District may establish a shared services arrangement with other districts. *Education Code 29.122*

**DEFINITION**

"Gifted and talented student" means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who exhibits high performance capability in an intellectual, creative, or artistic area, possesses an unusual capacity for leadership, or excels in a specific academic field. *Education Code 29.121*

**IDENTIFICATION**

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

1. Provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in Education Code 29.121.

2. Assessment measures collected from multiple sources according to each area defined in the Texas State Plan for the Education of Gifted/Talented Students.

3. Data and procedures designed to ensure that students from all populations in the District have access to assessment and, if identified, to services provided for the gifted/talented program.

4. Provisions for final selection of students to be made by a committee of at least three local District educators who have received training in the nature and needs of gifted students.

5. Provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of District decisions regarding program placement.

*19 TAC 89.1*

**LEARNING OPPORTUNITIES**

The 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.
3. In-school, and when possible, out-of-school options relevant to the student’s area of strength that are available during the 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.