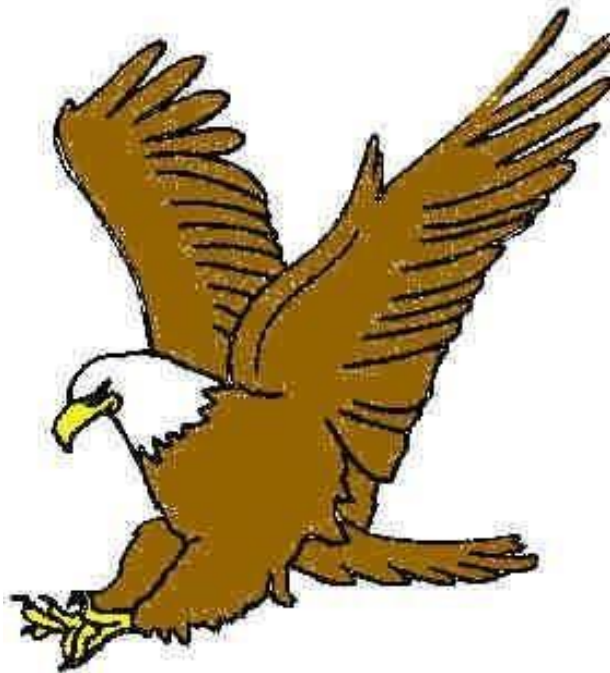


Gifted and Talented Handbook



**Sidney Independent School District
P.O Box 190**

**Sidney, Texas 76474
(254)842-5500**

**Sidney Independent School
District**

Educational Program For The Gifted and Talented

1

Who to Contact?	4
Rationale for Gifted and Talented Curriculum Differentiation	4
State Definition of Gifted/Talented Students	5
District Philosophy on Gifted Education and Gifted Students	5
Overview of G/T Program Services _____	6
G/T Student Identification Procedures _____	6
District Identification Committees _	7
Nomination of Students _____	7
Timelines for Identification _____	8
Profile Matrix _____	8
Notification of Student Placement ____	9
G/T Transfer Students _____	9
Exit, Furloughs, and Reassessment Procedures G/T	10
Program Survey and Evaluation _____ G/T Program	10 11
Student Records _____	
Nomination Process	12
Teacher Nomination Letter _____	13
Bright Child/Gifted Learner Characteristics	
Table of Contents _____	
Assessment Procedures	14
_____	15
Parent Permission Form For Student G/T Screening	17
Parent Observation K _____	20
Characteristics Related To Potential Giftedness	24
Renzulli/Hartman(K-5) _____	25
G/T Checklist _____	26

G/T Folder Checklist _____	27

Parent Inventory _____	28
Parent Forms	29
Parent Notification Of Acceptance Into G/T Program	30
	31
	32
Parent Notification Of Non-Acceptance Into G/T Program	
Request for Records _____	
Identification Appeal/Grievance Form _____	
Furlough Request _____	
Program Exit Form _____	
Program Evaluation	
Gifted and Talented Education Program Parent Survey _____	
	33
Gifted and Talented Education Program Elementary Student Survey _34	
Gifted and Talented Education Program Secondary Student Survey _35	

**Sidney Independent School District
P.O. Box 190
Sidney, Texas 76474**

Educational Program For The Gifted and Talented

Who to Contact?

Sidney School 254-842-5500

Doug Bowden, Superintendent ext 111

James Rucker- Principal ext 116

Jasmine Salinas Coordinator ext 131

**Rationale for Gifted and Talented Curriculum
Differentiation**

The state of Texas has mandated that all school districts in the state have a working gifted and talented program Grades K-12 beginning with the 1990-91 school year. The Texas Education Agency in its position statement on gifted education states:

“Commitment to the future demands fostering and developing the abilities of gifted/talented youth. To deny such students opportunities is to deny excellence. Just as a sport coach works to strengthen discipline the abilities of a superior young athlete, so must the classroom teacher strengthen and discipline the abilities of a superior student. While gifted/talented students may master the basic skills more readily than other students at their grade level, without assistance or enriching experiences, these same students may become underachievers or behavior problems. In some cases, gifted students fail to develop their exceptional abilities because they lack encouragement to do so.”
(THE TEXAS STATE PLAN AND GUIDELINES FOR THE EDUCATION OF THE GIFTED/TALENTED, TEXAS EDUCATION AGENCY, Austin, Texas, page 6)

State Definition of Gifted/Talented Students

“Gifted and talented” 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. (Senate Bill 1, Sec. 29.121)

District Philosophy on Gifted Education And Gifted Students

Position Statement

The Sidney Independent School District recognizes the gifted and talented as those students whose abilities, talents and potential for accomplishment are so outstanding

they require a variety of special provisions to meet their educational needs. As students, they are found in all races, socioeconomic groups, geographic locales and environments; as adults, they are leaders in government, medicine, invention, creative arts, communicative arts, philosophy, industry, science, and many other fields. In a democratic society, which seeks to offer educational opportunities appropriate to each student's ability, it is necessary to provide for the unique needs of the gifted and talented.

Gifted and talented students are those who excel consistently or who show the potential to excel in general intellectual ability and/or specific subject matter achievement. Approximately 5% of the student population shall be identified through the use of multiple criteria and identified as the gifted population of Sidney Independent School District. These students require educational experiences beyond those normally provided by the regular school program. The Sidney Independent School District recognizes that students identified as gifted and talented can come from all races, socioeconomic groups, geographical locales, and environments with no regard to learning disabilities.

District Long-Range Goals for Gifted/Talented Educational Program

The Sidney Independent School District shall identify students who demonstrate exceptional ability or potential to excel in the areas of intellect or a specific academic field. All populations of SISD have access to assessment.

The Sidney Independent School District shall provide for staff development in the area of gifted/talented through local in-service programs, Region XIV workshops, institutes, and conventions. Staff Development will be provided for certified staff in order to help all gifted/talented students excel to their full potential.

Curriculum shall be based on extended activities of the regular curriculum developed to address state mandated guidelines including advanced placement.

Overview Of Gifted/Talented Program Services

Students from kindergarten through twelfth grade will be identified using at least three assessments based on annual nominations. Identified students receive differentiated curriculum within the regular classroom designed to meet the needs of gifted/talented students. The curriculum will include elements of creative and productive thinking, problem solving, and critical thinking skills.

Grades nine through twelve may be served through dual credit courses through a cooperative area college; as well as advanced study options through Independent Research.

Gifted/Talented Student Identification Procedures

District Identification Committee

A district identification committee which may consist of classroom teacher(s), G/T coordinator, campus administrator(s), and/or district administrator, the majority of who have completed thirty (30) hours G/T training, will make student selection for the gifted/talented program. During the academic school year, all students grades K-12 will have the opportunity to be nominated and tested.

Nomination of Students

Teachers, administrators, school personnel, and/or parents may nominate students for the gifted/talented program in the Sidney Independent School District. Students will be considered nominated for the program when a nomination inventory has been completed and parental permission for testing has been received. The nomination process for services provided as part of the gifted program is held annually or as needed for student new to the district. All students nominated will be screened for placement.

Gifted/Talented Student Identification Procedures

Timelines for Identification

Testing and identification of Kindergarten students will take place before March 1st. Nominated students in grades 1 – 12 will be tested beginning in February. The District Identification Committee will make placement decisions no later than May 15th. Letters to parents regarding their child's placement will be mailed immediately following committee decisions.

Profile Matrix

For any student nominated, a student summary profile/matrix will be prepared. This profile/matrix will be utilized in considering students for final identification and placement in the Sidney Independent School District gifted/talented program. Included in this profile/matrix will be compilation of results obtained from appropriate formal and informal instruments. The identification committee makes the final placement into Gifted and Talented program. This committee has the authority to overrule any testing results.

Grades K-12 students who meet or exceed the district minimum requirements will be identified and served in the gifted/talented program. Those students who have met the minimum requirements of the district will be identified in areas of gifted/talented.

Gifted/Talented Student Identification Procedures

Notification of Student Placement

Within four weeks after all assessments have been completed, staff and families will be informed of student placement.

All reasonable inquiries concerning possible errors in the identification of gifted/talented students will be addressed in order to secure the most reliable and valid information on individual students. All grievances concerning identification of students for the program will be made and submitted in written form to the campus administrator. Notification of

grievances will be made to the identification committee. The committee will arrange a conference with the person submitting the grievance. If a consensus cannot be reached, a written appeal may be made to the district coordinator for the gifted/talented program.

G/T Transfer Students

A student who has verification of being an identified gifted/talented student from another school district will be temporarily placed in the appropriate gifted/talented environment until the Sidney Independent School District gifted/talented coordinator verifies the assessment meets district criterion OR assessment can be completed. The Gifted/Talented Coordinator will request records indicating qualifying assessment for G/T identification.

G/T students withdrawing from Sidney ISD will have a letter forwarded, upon request, to the receiving school district verifying identification and participation in the G/T program, including a copy of the student profile.

Exit, Furloughs, and Reassessment Procedures

At any time if a parent, teacher, or the campus principal has evidence a gifted/talented student is not profiting fully from their educational program, a conference will be scheduled with the student, teacher, campus principal, and the parent/guardian. If the student is to be exited from the gifted/talented program, the district gifted/talented committee will meet to review the student's progress and act accordingly.

The district gifted/talented committee will, at any time upon request from parent/guardian or student, determine the amount of time for a furlough from the gifted/talented program. Furloughs will be granted at the district gifted/talented committee's discretion.

G/T Program Survey And Evaluation

A district advisory group of community members, parents of gifted/talented students, gifted/talented students, and school staff may meet annually to evaluate the gifted/talented program data and make recommendations as needed for program improvements. The improvements will be reflected in the Campus Improvement Plan.

Gifted/Talented Program Student Records

Description

The permanent records of identified G/T students participating in the program shall include records of all testing, referral forms, student profile, and parental consent forms.

Persons Responsible

The G/T coordinator will be responsible for the maintenance of student's G/T records.

Procedures for Student Records

1. The G/T coordinator will maintain required G/T information in a folder.
2. The data in the G/T folder may be organized with the most recent data on top. The G/T folder checklist will be located the front of the folder and checked and dated as appropriate.

Date

Teachers,

It is time to begin the identification process for the G/T Program. Nomination packets will be ready in January.

If you feel a student shows above average ability in your class, it would be a good idea to begin compiling notes on some of these students. Attached is a matrix to assist you in determining what attributes and characteristics can be observed in gifted students. Keep this matrix handy where you can write in a student's name when you observe a behavior. Specific indicators for underserved populations are on the back. Please familiarize yourself with these indicators so that you will recognize them when you see them.

I have also included some information on Characteristics Related to Potential Giftedness. Please read this carefully as this may be beneficial to you in the nomination process. Please remember that not ALL gifted children possess ALL characteristics.

If you have any indication at all that a student may qualify for the G/T program, but are not sure, please ask about it, talk with other teachers, and refer!

Thank you,

Jasmine Salinas – GT coordinator

Sidney Independent School District Gifted Education Program

There is a difference between the bright student and the gifted learner. The bright student is a pleasure to teach and is always eager to please. He/she will most often receive many honors for academic achievements during his/her public school experience. Gifted learners are distinct in their thinking. If your child exhibits the gifted learner characteristics listed below to such a degree that you feel he/she may benefit from a special program, you may consider nominating your child to be screened for the Sidney Gifted Education program

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

By Janice Szabos

Sidney Independent School District P.O.

Box 190

Sidney, Texas 76474

(254)842-5500

Parental Permission Form for Student G/T Screening

Dear Parent/Guardian:

Your child has been nominated by his/her teacher as a possible participant in the Sidney ISD Gifted and Talented Program. Please see the attached list of characteristics of a gifted learner.

In order to complete the identification process, your child needs to participate in some special testing. Your signature below indicates your consent for this testing and eventual placement into the Sidney ISD Gifted and Talented Program should he/she qualify.

Nomination and testing does not insure placement into the program. A committee of staff and administrators will make the final decision after conferring on each student's screening results. Should your child qualify for the Gifted and Talented Program, he/she will be served in their regular classroom through differentiation of curriculum.

For more information about the SISD Gifted Education Program and nomination process, contact Darla Norvil at 254-842-5500.

.....

I give my permission to Sidney ISD personnel to administer necessary testing for possible gifted and talented identification to

Grade Level:____
(Student's Name)

Parent/Guardian Signature

Date

Telephone #

Please return this completed form to your child's principal's office by _____.

Parent Observations - Kindergarten

In order to help us know more about your child, please complete the following inventory.

Name of Student: _____

Grade: _____

The traits listed below are shown by your child:

- 0. not observed
- 1. to a small degree
- 2. somewhat
- 3. to a great degree

Check the appropriate blank and give an example for all ratings of 1,2,or 3.

	0	1	2	3
1. Is mature beyond his/her years. <i>Give an example of how your child shows this trait:</i>				
2. Has may different ways of approaching problems. <i>Give an example of how your child shows this trait:</i>				
3. Has interests similar to those of older children or adults in games and reading. <i>Give an example of how your child shows this trait:</i>				
4. Is observant. <i>Give an example of how your child shows this trait:</i>				

5. Is aware of problems others often do not see. <i>Give an example of how your child shows this trait:</i>				

Parent Observations Kindergarten, Page 2

	0	1	2	3
6. Wants to know how and why. <i>Give an example of how your child shows this trait:</i>				
7. Asks many questions about a variety of subjects. <i>Give an example of how your child shows this trait:</i>				
8. Is able to plan and organize. <i>Give an example of how your child shows this trait:</i>				
9. Sticks to a task once it is begun. <i>Give an example of how your child shows this trait:</i>				
10. Reads books independently. <i>Give an example of how your child shows this trait:</i>				
11. Sets high standards for self. <i>Give an example of how your child shows this trait:</i>				

12. Likes to solve difficult problems.

Give an example of how your child shows this trait:

--	--	--	--	--

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

about
average _____ somewhat
above average
_____ considerably above average

Characteristics Related to Potential Giftedness

There are certain student characteristics related to potential giftedness that can be more validly and reliably appraised by teachers, parents, and others who have extended opportunities to observe students than by tests or formal instruments. Some of the more important ones of these are:

1. Student's use of language. This includes such things as range of vocabulary, precision in the use of words, and complexity of sentence structure. Although these can be appraised in a test situation, one obtains a better appraisal of the level of habitual use of language through observation in a wide variety of everyday situations.
2. Quality of student's questions. Most children ask questions, and some children ask many questions. Although it is true that bright children typically ask many questions, it is the quality rather than the number of questions that discriminates most sharply between the potentially gifted child and other children. One wants to look at the unusualness of a question in relation to age or grade or the insightfulness of a question, i.e., indications that the individual has grasped the central nature of the phenomenon, or indications that the individual is relating the present task or situation to other experience.
3. Quality of examples, illustrations, or elaborations that a student used in explaining something or in describing events or in telling stories. Not only do exceptional students have a good command of language, but they also tend to use examples that are apt and original or to produce unusual analogies to illustrate points. Some students show unusual ability to translate verbal materials into pictorial modes or models or schematic diagrams. All these behaviors indicate a high level of understanding of the material that the students are using, ability to communicate ideas, and originality.

4. Student's use of quantitative expressions and quantitative reasoning. An example to illustrate this comes from the writer's experience in observing a kindergarten class where the students were playing a game in which each round resulted in the elimination of one child. After the game had progressed for several rounds, the teacher asked the children, "Are there more girls left in the game or more boys?" One child responded, "There are only onehalf as many boys left as girls." Not only was the response correct, it was also a highly unusual quantitative response for a kindergarten child to make. Some children exhibit the ability to translate rather lengthy, sometimes complex, verbal material into quantitative terms. The ability to do this kind of translation requires a level of abstraction and facility with quantitative expression that is important to identify.
5. Student's ability to devise or adopt a systematic strategy for solving problems and to change the strategy if it is not working. This ability discriminates between excellent problem-solvers and average problem-solvers. Children who are exceptional in cognitive development tend to have mastery of a large number of strategies for attacking novel or difficult problems and tend to be able to evaluate the effectiveness of the strategy as they work on the problems and change strategies when the one they are using does not appear to be working. Other children either have no systematic strategy or only one strategy, which they persist in using, even though it should be apparent to them that it is not working.
6. Special skills students exhibit that are unusual for their age or grade. The first five categories listed relate primarily to verbal, quantitative, or problem-solving skills. However, an observant teacher, parent, or other adult may notice children doing other kinds of things that are quite unusual for their age or grade. For example, the writer saw a first-grade child during a free activity period drawing in perspective, which is quite unusual for a child that age. There are numerous opportunities to observe such things as skill in expressive movement, artistry in mimicry or dramatizations, and originality in design or model building or art.
7. Student's innovative use of common materials in the classroom or outside of it. Some student's show exceptional ingenuity in using everyday materials in new ways or adapting or combining common materials to serve quite different purposes from those for which the materials were originally designed. This type of ingenuity is a good indicator of creativity and originality as well as problem-solving.
8. Student's breadth of information. There are numerous opportunities both in and out of the classroom to observe the range of topics or areas in which a student appears to have some knowledge. The breadth of information that a student has is usually a good indicator of the variety of his or her interests. It is also a good indicator of effective long-term memory and the store of information a student has, both of which are strongly related to problem-solving ability.
9. Student's depth of information in a particular area. Some student's develop an extensive knowledge about some particular area such as space, birds, art, or music. A student who has gained such an extensive knowledge has probably done so on his or her own as a result

of an extensive long-term interest. Like breadth of information, depth of information is a good indicator of effective long-term memory and store of information, both related to problem-solving ability.

10. Student's collections of materials or hobbies. Exceptional children tend to have hobbies or to make collections of materials that are quite different from those of typical children of their age or grade group. For example, a potentially gifted fourth grade boy may have a collection of photographs of spiders' webs, whereas other fourth grade boys collect pictures of baseball players. Sometimes the content of the collections may be the same, but the potentially gifted child organizes his or her collection in a more systematic or novel way than does the typical child. Parents are particularly good sources of information about these kinds of things.
11. Student's persistence on uncompleted tasks. Potentially gifted students tend to have a high level of desire to reach closure on a task or problem. They want to continue to work on uncompleted tasks and resist interruptions. They will use play time or miss meals or delay going to bed to complete something if they are permitted to do so. Other children do not seem to be bothered by leaving a task or problem before it is solved. They may work on the task during the allotted time but do not come back to the task or spend extra time of their own to complete it.
12. Student's absorption in intellectual tasks. Gifted students tend to focus intensively on intellectual task and become so absorbed in them that they are completely unaware of everything else that is going on around them or of the passing of time. When they are working on intellectual problems, they are highly resistant to distraction.
13. Extensiveness of student's exploratory behavior. Gifted students tend to be curious. As a result, they tend to engage in intensive exploratory activities when they see new materials or devices or face novel situations. Their exploratory activities are not only intensive; they are also purposeful, i.e., directed toward eliciting information about the materials, devices, or situations.
14. Student's criticalness of his or her own performance. Recent research on problem-solving indicates that one of the characteristics that discriminates excellent problem-solvers from average or poor problem-solvers is the ability of the former to evaluate their solutions objectively and realistically. Excellent problem-solvers appear to have an inner set of standards to judge the quality of their performance, which they constantly use and constantly refine. This type of self-criticism is not a reflection of false self-modesty but rather indicator of the ability to look at oneself and the performance in an objective, analytical way.
15. Student's preferences for complexity, difficulty, and novelty in tasks. Potentially gifted students tend to prefer to work at tasks that are complex and difficult. When permitted to

choose the tasks or problems on which they work, they most frequently choose the most complex or difficult ones or ones that present new challenges to them.

Hagen, Elizabeth. (1980) Identification of the gifted. Teachers College, Columbia University, pp.23-26.

Renzulli/Hartman Teacher Checklist of Behavioral Characteristics of Gifted (K-5)

Student's Name: _____ Date: _____

School: _____

Grade: _____ Age: _____

Teacher Completing This Form: _____

The items listed on these pages represent those characteristics most frequently noted in children who possess outstanding talents or academic abilities. Please read each item and rate the child on a scale of one to four as follows:

1. I have never observed this characteristic.
2. I have noticed this characteristic occasionally, but it is not generally true of the child.

3. I have noticed this characteristic frequently, but there have been a few occasions when this did not seem to be the case.

(For example: quick mastery of multiplication tables may be the one exception to Item 3 in Part I: Learning Characteristics.)

4. I have noticed this characteristic so often that I believe it occurs almost all of the time.

Whenever possible, give an example of the behavior. **Always** give an example when giving a four (4) rating.

Please total the scores on each page and record on the form below:

	Score
Learning Characteristics	
Motivational Characteristics	
Creativity Characteristics	

Please return completed forms to the G/T Coordinator.

Part I: Learning Characteristics

1. Has unusually advanced vocabulary for age or grade level, uses terms in a meaningful way, has verbal behavior characterized by “richness” of expression, elaboration, and fluency.	
2. Possesses a large storehouse of information about a variety of topics (beyond the usual interests of youngsters his age).	

3. Has quick mastery and recall of factual information.	
4. Has rapid insight into cause-effect relationships, tries to discover the how and why of things; asks many provocative questions (as distinct from informational or factual questions); wants to know what makes things (or people) “tick”.	
5. Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things; looks for similarities and differences in events, people, and things.	
6. Is a keen and alert observer; usually “sees more” or “gets more” out of a story, film, etc. than others.	
7. Reads a great deal on his/her own; usually prefers adult level books; does not avoid difficult material, may show a preference for biography, autobiography, encyclopedias, and atlases.	
8. Tries to understand complicated material by separating it into its respective parts, reasons things out for himself/herself; sees logical and common sense answers.	
Total (add # 1-8)	

II. Motivational Characteristics

1. Becomes absorbed and truly involved in certain topics and problems, is persistent in seeking task completion. (It is sometimes difficult to get him/her to move on to another topic.)	
--	--

2. Is easily bored with routine tasks.	
3. Needs little external motivation to follow through in work that initially excites him/her.	
4. Strives toward perfection; is self critical; is not easily satisfied with his/her own speed or products.	
5. Prefers to work independently; requires little direction from teacher.	
6. Is interested in many "adult" problems such as religion, politics, sex, race--more than usual for age level.	
7. Often is self assertive (sometimes even aggressive), stubborn in his/her beliefs.	
8. Likes to organize and bring structure to things, people, and situations.	
9. Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things.	
Total (add # 1-9)	

III. Creativity Characteristics

1. Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything.	
--	--

2. Generates a large number of ideas or solutions to problems and questions; often offers unusual (“way out”), unique, clever responses.	
3. Is uninhibited in expressions of opinion; is sometimes radical and spirited in in disagreement; is tenacious.	
4. Is a high-risk taker; is adventurous and speculative.	
5. Displays a good deal of intellectual playfulness; fantasizes; imagines (I wonder what would happen if...), manipulates ideas (i.e. changes, elaborates upon them), is often concerned with adapting, improving and modifying institutions, objects, and systems.	
6. Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.	
7. Is unusually aware of his impulses and more open to the irrational in himself/herself (freer expression of feminine interest for boys, greater than usual amount of independence for girls), shows emotional sensitivity.	
8. Is sensitive to beauty, attends to aesthetic characteristics of things.	
9. Nonconforming, accepts disorder; is not interested in details; is individualistic, does not fear being different.	
10. Criticizes constructively; is unwilling to accept authoritarian pronouncements without critical examination.	
Total (add #1-10)	

G/T Checklist

Name: _____
_____ (on _____)

Grade: _____

Phone: _____

Other Programs _____

Date of Referral _____
Address: _____
_____ Zip: _____

Referred by _____
Town: _____

DOB: _____ SEX: M F Ethnicity Code: _____ Lunch Status: Free/ Reduced/ Paid

Parent Permission Sheet Sent: _____ 2nd request _____
Renzulli-Hartman Requested _____ Received _____

Received: _____
Teacher _____

Test Dates

Test

Date

_____	_____
_____	_____
_____	_____
_____	_____

Committee Review Date _____
Accepted_ Not Accepted_____

Notification to Parent

Acceptance Notice of Acceptance and agreement to Participate Sent: _____

Returned: _____

Copy of ID Matrix, Committee signatures placed in PERMANENT FILE

Teacher(s) Notified: _____

Not Accepted

Notice Of Non-acceptance Sent: _____

Appeal Process Started

Written appeal from parent: _____

Conference with Committee scheduled for: _____

Conference held, file reviewed: _____

Committee decision: _____

10/01

Student: _____

Name/I.D. Number

G/T Folder Checklist

_____ Exit or Furlough letter signed, if applicable

_____ Profile-committee signatures

_____ Appropriate test forms

_____ Receipt of G/T handbook

_____ Signed parental consent to test/serve

_____ Teacher Observation

_____ Parent Observation (if parent nominated child)

Review date: _____

Reviewer: _____

Parent Inventory

Child's Name: _____

Date: _____

School: _____

Birthdate: _____ Grade: _____

You, the parent, know your child better than anyone else knows him/her. Please take a few minutes to help us better understand you child by checking the appropriate items below. This list is not intended to be all-inclusive, but general in nature. Filling in the items below and returning this form constitutes permission for Sidney ISD to use this information in making professional determinations about your child.

For each item, place a check in the Box which most applies to your child.	4	3	2	1	4- Almost Always 2-Rarely 3- Sometimes 1- Almost Never	4	3	2	1
1. Is alert beyond his/her years					16. Learns rapidly and retains information				
2. Is observant					17. Resourceful; can solve problems				
3. Has lots of ideas to share					18. Has ability to concentrate for longer period of time				
4. Is aware of problems others often do not see					19. Has high energy level				
5. Uses unique and unusual ways of solving problems					20. Has advanced vocabulary; expresses him/herself well				
6. Likes to pretend					21. Thinks quickly and recalls facts easily				
7. Other children call him/her to initiate play activities					22. Wants to know how things work				
8. Enjoys and responds to beauty					23. Was interested in books before starting school				
9. Is able to plan and organize activities					24. Asks for reasons; questions almost everything; curious				
10. Often finds and corrects own mistakes					25. Is adventurous, anxious to try new things				
11. Makes up stories and has ideas that are unique					26. Is persistent, sticks to a job or task				

12. Has a wide range of interests					27. Has good physical coordination and body control				
13. Likes to play organized games and is good at them					28. Displays signs of independence				
14. Enjoys other people and seeks them out					29. Has good relationships with others				
15. Is able and willing to work with others					30. Often plays with older children				

Parent's Signature

A.A.-III-D-Opt.1c

Sidney Independent School District
P.O Box 190 Sidney, Texas 76474 (254)842-5500

Parental Notification of Acceptance into G/T Program

Date: _____

Dear Parent/Guardian of _____,

Student evaluations for the Sidney Gifted/Talented program have been completed and the district committee has met to consider the results.

Your child's performance on the evaluation criteria indicates he/she could be successful participating in classes and activities addressing special needs of gifted/talented students.

Thank you for your interest in the district's gifted/talented program. If you wish to review the results from your child's evaluation, please call me for an appointment.

Sincerely,

Darla Norvil SISD Gifted and Talented Coordinator

**Sidney Independent School District P.O.
Box 190
Sidney, Texas 76474
(254)842-5500**

Date: _____

Dear Parent/Guardian of _____

Student evaluations for the Sidney Independent Gifted/Talented program have been completed and the district committee has met to consider the results.

While your child's performance on the evaluation criteria showed strength in some areas, his/her performance does not indicate areas requiring classes/activities addressing special needs of gifted/talented students. Your child's teacher will continue to do everything possible to challenge your child.

It is not unusual for a student to fail to meet the criteria the first time but to be successful the second time. We encourage you to re-nominate your child if you feel he or she should be able to qualify for the program.

Thank you for your support of your child's education. If you wish to review results from your child's evaluation, please call the coordinator at your child's campus for an appointment.

Sincerely,

Darla Norvil

G/T Coordinator

**Sidney Independent School District
P.O. Box 190 Sidney, Texas 76474**

(Date)

Sidney Independent School District would like to request any records you have pertaining to the assessment and identification of _____ for services through the Gifted and Talented Program.

Your prompt response and assistance will ensure our ability to provide the most appropriate instructional service to the above student in a timely manner.

Sincerely,

**Darla Norvil G/T
Coordinator**

**Sidney Independent School District Gifted
and Talented Program**

Identification Appeal/Grievance Form

Date: _____

Campus: _____ Grade Level: _____

Student Name: _____

Parent/Guardian Name: _____
_____ (home)

Telephone #
_____ (work)

Please briefly explain the nature of the appeal/grievance concerning the student named above.

Parent/Guardian Signature: _____ Date: _____

Campus Principal Signature: _____ Date: _____

Sidney Independent School District Gifted and Talented Program

Furlough Request

Date: _____

Student Name: _____

Parent/Guardian Name: _____

Telephone # _____ (home) _____ (work)

Campus: _____ Grade: _____

A furlough from the Sidney Gifted and Talented Program is requested for the student named above beginning _____.

Date

I/(We), the undersigned, understand _____

Student's Name

may have a furlough from the Sidney ISD G/T Program. If re-entry into the G/T program is requested, the selection committee will meet to determine if student needs to be re-evaluated for the G/T program.

Student

Parent/Guardian

Campus Principal

G/T Coordinator

Sidney Independent School District
Gifted and Talented Education Program P. O.
Box 190
Sidney, Texas 76474
(254)842-5500

Program Exit Form

The Sidney ISD gifted and talented program committee met _____
on _____ *Date*

and the decision was made to exit _____,
Student's name *Grade Level*
from the district's gifted and talented education program. This decision was based on the
following:

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Committee Members Signatures: _____ Date Signed: _____

Sidney Independent School District Gifted and Talented Education Program Parent Survey

Directions: Please do not sign your name to this survey. No attempt will be made to identify persons completing these forms. **Please return the survey to the campus principal's office by _____ . You can help to make the SISD**

Gifted and Talented Program
better by giving careful thought to each of the questions that follow. We appreciate your cooperation and assistance in helping us to evaluate our program.

Your child's grade level: _____

1. What do you perceive to be your child's area of giftedness? _____

2. Do you feel your child is being challenged in the following areas?

- | | | |
|------------------------|---------------------------|--------------------------|
| Math | <input type="radio"/> Yes | <input type="radio"/> No |
| English/Language Arts | <input type="radio"/> Yes | <input type="radio"/> No |
| History/Social Studies | <input type="radio"/> Yes | <input type="radio"/> No |
| Science | <input type="radio"/> Yes | <input type="radio"/> No |
| Electives | <input type="radio"/> Yes | <input type="radio"/> No |

3. Have you been provided with enough information about the activities and experience that your child pursues in the gifted and talented program? Yes No

If no, what information would you like to receive? _____

4. What do you feel are the strengths of the SISD G/T program? _____

5. What areas would you like to see improved? _____

Additional Comments: _____

Use back of this page if more space is needed.

Sidney Independent School District
 Gifted and Talented Education Program

Elementary Student Survey

1. Has participating in projects and activities helped improve your approach to new and different ideas? Yes No
2. Did you learn from the projects assigned this year? Yes No
3. I shared with my family activities that I participated in or ideas that I learned in the following areas:

	<u>Almost</u>	<u>Several Times</u>	<u>Several Times</u>	<u>Never</u>
	<u>Daily</u>	<u>Per Month</u>	<u>Per Year</u>	
Language Arts	_____	_____	_____	_____
Math	_____	_____	_____	_____
Social Studies	_____	_____	_____	_____
Science	_____	_____	_____	_____
Reading	_____	_____	_____	_____

4. I felt challenged in the following areas:

	<u>Almost</u>	<u>Several Times</u>	<u>Several Times</u>	<u>Never</u>
	<u>Daily</u>	<u>Per Month</u>	<u>Per Year</u>	
Language Arts	_____	_____	_____	_____
Math	_____	_____	_____	_____
Social Studies	_____	_____	_____	_____
Science	_____	_____	_____	_____

Additional Comments:

Sidney Independent School District

Gifted and Talented Education Program

Secondary Student Survey

I learned a lot and felt challenged in the following areas:

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	
English	_____	_____	_____	_____	_____ Math
	_____	_____	_____	_____	_____ Science
History	_____	_____	_____	_____	_____
Electives (<i>List your courses</i>)	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

I had a chance to share my work in the following areas: (*Example: You performed for an audience in or out of school, your work was displayed in the community—school hallways, stores, newspapers, magazines, etc.*)

	<u>Almost Daily</u>	<u>Several Times Per Month</u>	<u>Several Times Per Year</u>	<u>Never</u>
English	_____	_____	_____	_____
_____ Math	_____	_____	_____	_____
History	_____	_____	_____	_____
Science	_____	_____	_____	_____
Electives (<i>List your courses</i>)	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Additional Comments:
