

# Port Aransas ISD

Gifted and Talented Handbook



Port Aransas ISD

100 South Station Street

Port Aransas, Texas 78373

<http://portaransas.tx.schoolwebpages.com>

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## I. DEFINITIONS

The Texas State Plan for the Education of Gifted/Talented Students defines a gifted and talented student as 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

*Texas Education Code §29.121*

## II. PROGRAM GOALS

The Port Aransas Independent School district's program and services for students identified as gifted and talented are aligned with the state goal, below.

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.

## III. PROGRAM OBJECTIVES

The Port Aransas ISD program objectives for the gifted and talented students are aligned with the goals of the *Texas State Plan for Gifted Students*.

1. Student Assessment: Assessment instruments and gifted/talented identification procedures provide students an opportunity to demonstrate diverse talents and abilities.
2. Service Design: A flexible system of viable service options provides 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.
3. Curriculum and Instruction: The District meets the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school.
4. Professional Development: All personnel involved in the planning, creation, and delivery of services to gifted/talented students possess the knowledge required to develop and provide appropriate options and differentiated curricula.
5. Family Community Involvement: The district involves community and family members in services designed for gifted/talented students throughout the school year.

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#### IV. REFERRAL, ASSESSMENT, SELECTION, AND NOTIFICATION

##### Referral Procedures

Students may be referred for gifted/talented (G/T) testing at any time during the school year. A parent/guardian, counselor, teacher, or other interested person may refer students for G/T testing using the "Referral Form." Referral forms may be obtained from the campus G/T contact. General requests for referrals are announced in late fall or early spring of each year.

##### Assessment Procedures

Students referred for G/T testing will be screened no more than once every three years, e.g. students screened in Kindergarten may be screened in third grade, students screened in first grade may be screened in fourth grade, etc. This protects students from the consequences of continual testing with negative results, and decreases instructional time missed due to testing. Student, parent, or teacher requests for GT screening outside of the recommended once every three year schedule should include evidence of exceptional ability or achievement through student work samples and/or artifacts, and should be accompanied by a written recommendation from an educator who has instructed the student. The work samples and artifacts should be reviewed by the campus administration for their input and final decision on the special situation as outlined in the G/T timeline of activities. Students are tested during the school day by teachers and staff who have been trained in the delivery of the assessment instruments.

Port Aransas ISD uses both quantitative and qualitative assessment instruments to gather data on students referred for G/T services. Assessment instruments include an academic achievement test, a nonverbal logical-reasoning test, a divergent/creative thinking test, and rating scales for parents and teachers. Anecdotal information provided on the referral form is gathered and considered. Students referred for G/T testing are tested in languages they understand.

##### Selection Procedures

A committee of at least three District educators and administrators makes final selection of students for the gifted and talented program. Committee members have received training in the nature and needs of gifted students.

The District selection committee reviews assessment data to determine appropriate program placement for each student assessed. Selections are conducted anonymously, as student names are masked, and not revealed to the selection committee until after selections are completed.

The Student Data Profile identifies scores across measures, and is used to select students for the G/T program. The scores from each assessment instrument are plotted on the student profile. A student qualifies for Gifted/Talented services if at least two (2) quantitative scores and two (2) qualitative scores fall to the right of the cutoff line on the graph. The two quantitative scores must represent at least 2 of the areas (School Ability,

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Achievement, Divergent Thinking) and one of the scores must fall within an area of Achievement. At least one Qualitative and one Quantitative area must fall within the “Top 10 percentile range”. The committee’s selection decision is based on the evidence on the student’s profile. Student selections are based upon an educational need within four core academic areas, including English language arts-reading, math, science, and social studies.

The district does not discriminate in the identification process because of sex, race, creed, ethnic origin, religious preference, native language, or disabilities.

### Notification

Notification of selection status is sent to the parent/guardian of each referred student. For students who are selected for the program, written permission from parent/guardian will constitute enrollment in the program and services will begin for that student in the gifted and talented program.

### Appeal

A parent or student may appeal any final decision of the selection committee regarding the selection or removal of a student from the program. A *Gifted and Talented Program Selection Appeal* form is submitted to the Campus Principal within fifteen school business days of knowing (or should have known with reasonable diligence) about the decision of the selection committee (e.g., within fifteen school business days of the receipt of the notification letter). The parent is invited to meet with the principal and District Selection committee. The District selection committee then makes a determination about the decision, the principal talks with the parent about the decision, and notice of the decision is provided in writing within 10 working days of the appeal. The principal also places a copy of that response in the student’s file. Any subsequent appeals are completed in writing, in accordance with FNG (LOCAL), beginning at Level Two.

### Reassessment

Per Board policy (EHBB Local), students are not routinely reassessed for G/T programs.

### Transfer Students

Upon enrolling in a Port Aransas ISD school, a student who was identified as G/T in his or her most recent public school district will be considered by a placement committee consisting of at least three staff members who are knowledgeable of the district’s eligibility criteria. The committee will determine whether there is sufficient information for placement in the G/T program or whether the student should be evaluated using formal procedures and Port Aransas ISD eligibility criteria. Students who are determined to have sufficient data from the previous district will be placed in the program and begin receiving services upon PEIMS verification from the previous district and written permission from parent/guardian for placement in the program. Students who are determined to have insufficient data from the previous school district that the G/T criteria has been met will be recommended for additional assessment, for which parent/guardian consent is required.

### Furloughs

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

A furlough does not indicate a permanent exiting of the program. Furloughs could be utilized for a variety of extenuating circumstances. Any student may be granted a furlough from the program for various issues such as over commitment, family concerns, serious illness, or any other circumstance that would inhibit or curtail the student’s performance in the program. A furlough is arranged to meet the individual needs of the student.

### Exit

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

## V. SERVICE DESIGN, CURRICULUM AND INSTRUCTION

Port Aransas ISD offers an array of appropriately challenging learning opportunities that are commensurate with student learning abilities and emphasizes content in the four core academic areas, including English language arts-reading, math, science, and social studies. Opportunities to strengthen and develop artistic, creative and leadership skills are integrated within the G/T services in the core academic areas. Below are descriptions of learning opportunities offered to G/T students in PAISD.

### Differentiation

Using the TEKS as the beginning guide, teachers of gifted and talented students develop lessons and activities that provide appropriate challenges in pacing, content, and cognitive demand, using differentiated instructional strategies, and learning materials. Student products may be differentiated, and may include in-depth research skills, as well as engaging in a continuum of learning experiences leading to the development of advanced-level products and performances. Flexible grouping patterns, flexible pacing, and independent investigations may be used in the four core academic areas.

### Pull-out Support (Grades K-5 only)

The G/T pull-out support will be provided by a G/T certified teacher in a setting outside the general education classroom, where students with similar needs, interests, or abilities will

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work together at least twice per month. Students in the pull-out setting will be given the opportunity to engage in curriculum with increased depth and complexity, and to learn strategies to independently adjust for their emotional, social and academic needs within their classroom environment.

#### G/T Cluster Grouping

Wherever possible, G/T students may be clustered in a classroom with a G/T certified teacher. The G/T certified teacher provides instruction in the core academic curriculum as well as differentiating instruction for the G/T students.

#### Advanced Academic Courses

Students in the G/T program at Brundrett Middle School are provided instruction in core classes with teachers who are trained in gifted and talented education. Beginning in the seventh grade, students identified as G/T are eligible to enroll in advanced curriculum courses in selected core academic areas (such as Pre-AP courses). Students at Brundrett Middle School may also enroll in High School level courses, and earn credits toward high school graduation.

At Port Aransas High School, students may enroll in Pre-AP and AP courses in each of the core curriculum areas. Students may also enroll in Dual Credit courses at Port Aransas High School.

### VI. PROFESSIONAL DEVELOPMENT

Administrators and counselors who have authority for service decisions receive a minimum of six (6) hours of professional development including nature and needs of gifted/talented students and service options for gifted/talented students.

Teachers assigned to provide instruction to students in the G/T program complete a minimum of thirty (30) clock hours of professional development in gifted/talented education. In addition, teachers who provide instruction and services in the G/T program participate in professional development in gifted/talented education for a minimum of six (6) hours annually.

### VII. FAMILY-COMMUNITY INVOLVEMENT

The PAISD board of trustees approves written policies regarding gifted/talented student identification. Policies are available on the District website, or provided to parents upon request. Campus handbooks and/or the District website provide information to parents about gifted/talented services and opportunities.

An annual review of the effectiveness of the District's gifted and talented services provides data for updating and modifying district and campus improvement plans. Parents are included in the evaluation process.

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## VIII. TIMELINE OF ACTIVITIES

<p><b>July/August and year-Round as needed</b></p> <ul style="list-style-type: none"> <li>• 30-Hour Institute for New Teachers</li> <li>• 6 Hour G/T Update</li> <li>• Teachers are provided information regarding the area(s) of eligibility of qualifying students</li> </ul>	<p><b>September</b></p> <ul style="list-style-type: none"> <li>• Review and Evaluate GT Plan</li> </ul>	<p><b>October</b></p> <ul style="list-style-type: none"> <li>• Verify PEIMS GT Identified students</li> </ul>
<p><b>November and year-round as needed</b></p> <ul style="list-style-type: none"> <li>• Board Approval of GT Plan (if changes from previous year)</li> </ul>	<p><b>December</b></p> <ul style="list-style-type: none"> <li>• Grade K-12 Referrals are received and reviewed.</li> </ul>	<p><b>January</b></p> <ul style="list-style-type: none"> <li>• Grade K-12 Identification Process begins</li> </ul>
<p><b>February</b></p> <ul style="list-style-type: none"> <li>• Decisions about student identification and placement completed by mid-February.</li> <li>• Parent permission to serve students completed by the end of February.</li> </ul>	<p><b>March</b></p> <ul style="list-style-type: none"> <li>• Newly identified students served before March 1.</li> </ul>	<p><b>April</b></p>
<p><b>May</b></p> <ul style="list-style-type: none"> <li>• District meeting for students in the G/T program and their families. Meeting includes a showcase of student products and performances.</li> </ul>	<p><b>June</b></p> <p>Students may attend a variety of camps/activities designed to encourage development of skills and talents.</p>	<p>Note: Each teacher of record who teaches a GT student in one of the four core areas must have the 30-hour institute and 6-hour annual refresher training.</p>



## Office of Special Programs

100 S. Station Street ~ Port Aransas, Tx 78373  
361-749-1232 phone ~ 361-749-1215 fax

### Gifted/Talented Referral

I, \_\_\_\_\_, a  
(Please print)

\_\_\_\_\_parent/guardian

\_\_\_\_\_student

\_\_\_\_\_teacher

\_\_\_\_\_community member

\_\_\_\_\_counselor

would like to refer \_\_\_\_\_  
(student's name)

For the Gifted/Talented screening and assessment process. I believe this child has an extraordinarily high level of intellectual or academic ability and that his/her educational needs can be best met by Gifted/Talented services. I understand the school district will make every effort to determine the best possible educational services based on the student's needs. This child is currently in grade:\_\_\_\_\_.

\_\_\_\_\_  
Signature of person making referral

\_\_\_\_\_  
Date

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### Office of Special Programs

100 S. Station Street ~ Port Aransas, Tx 78373  
361-749-1232 phone ~ 361-749-1215 fax

### Gifted/Talented Permission for Testing

Dear Parent/Guardian,

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

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

Sincerely,

Child's Name: \_\_\_\_\_

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

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

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

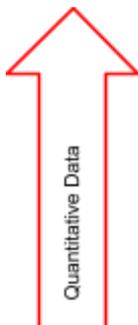
Date: \_\_\_\_\_

**Port Aransas ISD -- Gifted/Talented Program**  
**Student Data Profile---Student #\_\_\_\_\_**

*District Selection Criteria: Minimum of 2 Quantitative and 2 Qualitative criteria to the right of the line. Quantitative criteria must Represent at least 2 areas, one of which is in achievement. At least one Qualitative and one Quantitative area must fall within the "Top 10 percentile range".*



	Below Average	Average	Above Average	Top 10%ile
<b>School Ability</b>	<85	85-115	116-124	125+
• School Ability test				
<b>Achievement</b>	<85	85-115	116-124	125+
• Math/Science achievement test				
• ELA/SS achievement test				
• Reasoning				
<b>Divergent Thinking</b>	<85	85-115	116-124	125+
• Divergent/Creative Thinking test				
• Intellectual Ability	<85	85-115	116-124	125+
• Language Arts	<85	85-115	116-124	125+
• Mathematics	<85	85-115	116-124	125+
• Science	<85	85-115	116-124	125+
• Social Studies	<85	85-115	116-124	125+
• Creativity	<85	85-115	116-124	125+
• Leadership	<85	85-115	116-124	125+
• Intellectual Ability	<85	85-115	116-124	125+
• Language Arts	<85	85-115	116-124	125+
• Mathematics	<85	85-115	116-124	125+
• Science	<85	85-115	116-124	125+
• Social Studies	<85	85-115	116-124	125+
• Creativity	<85	85-115	116-124	125+
• Leadership	<85	85-115	116-124	125+





**Port Aransas ISD  
Gifted/Talented Committee Action:**

At this time, this student \_\_\_does \_\_\_does not exhibit the educational need to receive Gifted/Talented services in the Port Aransas ISD.

Student # \_\_\_\_\_

Date of Decision: \_\_\_\_\_

Committee Member Signatures:

_____	_____
_____	_____
_____	_____
_____	_____

**\*\*This section is completed only AFTER student name is unmasked AFTER the committee selection process is complete.**

Student Name \_\_\_\_\_

Date of Birth \_\_\_\_\_ Current Grade \_\_\_\_\_

\_\_\_\_\_



**Port Aransas ISD  
Gifted/Talented Services  
Determination of Educational Need**

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

To the parent/guardian of: \_\_\_\_\_

After examining your child's assessment data and evaluating your child's specific educational needs, the Gifted/Talented Identification Committee has determined:

\_\_\_\_\_ Your child exhibits an educational need to participate in Gifted/Talented services. Please complete and return the enclosed Permission for Services form.

\_\_\_\_\_ Your child's data does not match criteria to require participation in Gifted/Talented services. However, your child may be referred for testing again in 3 years for further evaluation.

If you would like to schedule an appointment to review your child's assessment results, please contact your child's principal at \_\_\_\_\_.

Sincerely,



**Port Aransas ISD  
Parent Permission for Gifted/Talented Services**

Student's Name: \_\_\_\_\_

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

Home phone: \_\_\_\_\_ Work phone: \_\_\_\_\_

Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_

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

Please check the appropriate space:

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

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

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

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



**Port Aransas ISD  
Gifted/Talented Program  
Teacher Notification of GT Status**

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

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

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

Teacher Name: \_\_\_\_\_

Area(s) of GT Eligibility: \_\_\_\_\_

To review the student's Gifted and Talented file, please contact the Special Programs Department at (361) 749-1232.



**Port Aransas ISD  
Gifted/Talented Program Selection Appeal**

To appeal the GT program selections status of your child, please fill out this form completely and submit it by hand delivery, fax, or U.S. mail to the appropriate campus principal within 15 school days of receipt of the letter notifying you of the GT selection committee's Determination of Educational Need.

1. Name \_\_\_\_\_

2. Address \_\_\_\_\_

3. Telephone number (\_\_\_\_) \_\_\_\_\_

4. Campus \_\_\_\_\_

5. Please describe why you are appealing the decision of the GT Selection Committee.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Please describe the outcome or remedy you are seeking as a result of filing this complaint.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. Student or parent signature

\_\_\_\_\_

8. Date of filing \_\_\_\_\_

**Port Aransas ISD  
Gifted and Talented Services  
Furlough from G/T Services**

Date: \_\_\_\_\_ Length of Furlough Requested \_\_\_\_\_

Furlough Requested by: \_\_\_\_\_

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Reason for request:

Gifted/Talented Committee Decision:

\_\_\_\_\_ Furlough Granted                      \_\_\_\_\_ Furlough Denied

Date of committee meeting: \_\_\_\_\_

Length of Furlough: \_\_\_\_\_ Return date: \_\_\_\_\_

Comments:

Signatures:

Student: \_\_\_\_\_

Parent: \_\_\_\_\_

Gifted/Talented Committee Members:

\_\_\_\_\_

\_\_\_\_\_

**Port Aransas ISD  
Gifted/Talented Services  
Exit from G/T Services**

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

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Person Requesting Exit: \_\_\_\_\_

Relationship to Student: \_\_\_\_\_

*To be completed by person requesting Exit:*

Reason for Exit Request:

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

Dates of furlough -- From \_\_\_\_\_ to \_\_\_\_\_

Results of furlough:

Gifted/Talented Committee Decision:

\_\_\_\_\_ Exit Granted          \_\_\_\_\_ Exit Denied

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

**Comments:**

Signatures:

Student: \_\_\_\_\_

Parent: \_\_\_\_\_

Gifted/Talented Committee Members:

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

**Port Aransas Independent School District  
Gifted/Talented Program Evaluation  
Student Survey**

Please complete the following questionnaire by checking a response for each question. Your teacher can help you, if needed.

<b>Program Design</b>			
Question	Yes	No	Don't Know
Are G/T services available to you in all four core areas?			
Are your parents informed each year on how you are receiving G/T services?			
Do you get to work with other G/T students?			
Are gifted services provided during the entire school year?			
Do you know that you might be able to skip a class or grade if you take a test and make 90 or above?			
Does your teacher use depth and complexity when teaching?			
a. Math <i>(Comments)</i>			
b. Science <i>(Comments)</i>			
c. Social Studies <i>(Comments)</i>			
d. Language Arts <i>(Comments)</i>			
<b>Curriculum and Instruction</b>			
Question	Yes	No	Don't Know
Do you work on skills in self-directed learning, thinking, research and communication?			
Do you get to create advanced level products and performances each year?			
<b>Family-Community Involvement</b>			
Question	Yes	No	Don't Know
Are students included in the annual gifted program evaluation?			
<b>Additional Comments/Suggestions</b>			

**Port Aransas Independent School District  
Gifted/Talented Program Evaluation  
Parent Survey**

Please complete the following questionnaire by checking a response for each question.

<b>Student Assessment</b>			
<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
Have you requested a copy of the board-approved written policy and procedures for gifted student identification?			
Does the above policy also address furloughs, reassessment, exiting of students from services, transfer of students, and appeals?			
Does the district take referrals and assess for identification at least once a year?			
Are referrals taken for all grade levels K-12?			
Does the district make accommodations for non-English speaking students when testing?			
Does the district use at least three (3) criteria in the assessment process?			
Are referrals open to all students, regardless of race, ethnicity, socio-economic status, other identified exceptionalities, etc.?			
Are kindergarten students nominated, assessed, and if identified provided services by March 1?			
<b>Program Design</b>			
<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
Do identified students have the opportunity each year to receive gifted services in the four (4) core academic areas (math, language arts, science, social studies)?			
Are parents informed each year concerning how their children are receiving G/T services?			
Do gifted students have the opportunity to work with other gifted students?			
Are gifted services provided during the entire school year?			
Are acceleration options available through Credit by Examination and Early High School Graduation?			
At the Middle School and High School in Pre-AP, AP, honors, or dual-credit classes, does the teacher provide differentiation through depth and complexity?			
a. Math ( <i>Comments</i> )			

b. Science <i>(Comments)</i>			
c. Social Studies <i>(Comments)</i>			
d. Language Arts <i>(Comments)</i>			
At grade levels and in classrooms where services to identified students are served in the <b>regular</b> classroom, does the teacher provide differentiation through depth and complexity?			
a. Math <i>(Comments)</i>			
b. Science <i>(Comments)</i>			
c. Social Studies <i>(Comments)</i>			
d. Language Arts <i>(Comments)</i>			
<b>Curriculum and Instruction</b>			
<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
Are students provided the opportunity to demonstrate skills in self-directed learning, thinking, research and communication?			
Is there a variety of challenging learning experiences provided which emphasizes content from the four (4) core academic areas (math, language arts, science, social studies)?			
Are identified students provided learning opportunities each year which lead to the development of advanced-level products and performances?			
<b>Family-Community Involvement</b>			
<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
Are parents informed each year of the learning opportunities provided to their gifted child?			
Are parents included in the annual gifted program evaluation?			
<b>Additional Comments/Suggestions</b>			

**Port Aransas Independent School District  
Gifted/Talented Program Evaluation  
Educator Survey**

Please complete the following questionnaire by checking a response for each question.

<b>Student Assessment</b>			
<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
Do you have access to the board-approved written policy and procedures for gifted student identification?			
Does the above policy also address furloughs, reassessment, exiting of students from services, transfer of students, and appeals?			
Does the district take referrals and assess for identification at least once a year?			
Are referrals taken for all grade levels K-12?			
Does the district make accommodations for non-English speaking students when testing?			
Does the district use at least three (3) criteria in the assessment process?			
Are referrals open to all students, regardless of race, ethnicity, socio-economic status, other identified exceptionalities, etc.?			
Does the district make placement decisions with a committee of at least three (3) local educators who have received training in the nature and needs of gifted students?			
Are kindergarten students nominated, assessed, and if identified provided services by March 1?			
<b>Program Design</b>			
<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
Do identified students have the opportunity each year to receive gifted services in the four (4) core academic areas (math, language arts, science and social studies)?			
Are parents informed each year concerning how their children are receiving G/T services?			
Do gifted students have the opportunity to work with other gifted students?			
Are gifted services provided during the entire school year?			
Are acceleration options available through Credit by Examination and Early High School Graduation?			

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Adopted by Port Aransas ISD Board of Trustees on March 18, 2020

Question	Yes	No	Don't Know
At the Middle School and High School in Pre-AP, AP, honors, or dual-credit classes, does the teacher provide differentiation through depth and complexity?			
a. Math <i>(Comments)</i>			
b. Science <i>(Comments)</i>			
c. Social Studies <i>(Comments)</i>			
d. Language Arts <i>(Comments)</i>			
If the district provides services to identified students through the regular classroom, does the teacher provide differentiation through depth and complexity?			
a. Math <i>(Comments)</i>			
b. Science <i>(Comments)</i>			
c. Social Studies <i>(Comments)</i>			
d. Language Arts <i>(Comments)</i>			
<b>Curriculum and Instruction</b>			
Question	Yes	No	Don't Know
Are students provided the opportunity to demonstrate skills in self-directed learning, thinking, research and communication?			
Is there an array of challenging learning experiences provided which emphasizes content from the four (4) core academic areas (math, language arts, science, social studies)?			
Are identified students provided learning opportunities each year which lead to the development of advanced-level products and performances?			
Do the campus and district improvement plans address services to gifted/talented students each year?			

<b>Professional Development</b>			
<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
Are all teachers of gifted students required to attain the 30 hours of foundational training before providing services? If the training is not available prior to assignment, did the teacher receive the training during the first semester?			
Do all teachers of gifted students receive a minimum of six (6) hours annually of professional development in gifted education?			
Do administrators and counselors have a minimum of six (6) hours of professional development in the nature and needs of gifted students?			
Does the district/campus evaluate the professional development activities for gifted/talented education?			
Does the district/campus evaluate the gifted program each year?			
<b>Family-Community Involvement</b>			
<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
Are parents given access, upon request, to the board-approved district policy and procedures on student identification for the gifted program?			
Are parents informed each year of the learning opportunities provided to their gifted child?			
Are parents included in the annual gifted program evaluation?			
<b>Additional Comments/Suggestions</b>			

**PORT ARANSAS INDEPENDENT SCHOOL DISTRICT  
GIFTED AND TALENTED PROGRAM - TRANSFER STUDENTS**

Name of Student: \_\_\_\_\_ Grade level: \_\_\_\_\_

School District previously attended: \_\_\_\_\_

Dear Parents: \_\_\_\_\_ Date: \_\_\_\_\_

Your child was identified as Gifted and Talented by the previous school district he/she attended. Port Aransas ISD accepts transfer and follows the District policy:

Program Policy -- EHBB (Local)-enclosed

Upon enrolling in a Port Aransas ISD school, a student who was identified as G/T in his or her most recent public school district will be considered by a placement committee consisting of at least three staff members who are knowledgeable of the district's eligibility criteria. The committee will determine whether there is sufficient information for placement in the G/T program or whether the student should be evaluated using formal procedures and Port Aransas ISD eligibility criteria. Students who are determined to have sufficient data from the previous district will be placed in the program and begin receiving services upon PEIMS verification from the previous district and written permission from parent/guardian for placement in the program. Students who are determined to have insufficient data from the previous school district that the G/T criteria has been met will be recommended for additional assessment, for which parent/guardian consent is required.

The selection committee shall make a determination within the first semester of the student's enrollment in the District.

If you have any questions concerning this decision, please contact Laura Cazalas, Special Programs Coordinator at 361-749-1232.

**Please sign and return a copy as soon as possible to enable the committee to make its determination.**

I understand my child's record will be reviewed to determine GT placement at PAISD.

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

Placement determination upon review:

\_\_\_\_\_ continue placement and participation in the GT Program

\_\_\_\_\_ the GT district review committee requires re-evaluation for GT eligibility in PAISD

GT District Review Committee Members:

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