

Kermit ISD

Gifted and Talented
District Plan and Handbook



2020 - 2021

**Kermit Independent School District
601 South Poplar
Kermit, Texas 79745
(432) 586-1000**

BOARD OF TRUSTEES

District 1 – Mr. Charles Woods
District 2 – Mr. Odie Marshall
District 3 – Mrs. Lorina Lujan
District 4 – Mrs. Lee Lentz-Edwards
District 5 – Mrs. Terri Pando
At-Large – Mr. Ramiro Antillon
At-Large – Mr. Brian Awbrey

Superintendent of Schools

Jose R. Lopez

Director of Curriculum and Instruction

Executive Director of Special Education, Instruction and Special Programs

Roxane Greer

KISD Campus Administrators

Daniel Sharp, High School Principal
Cecilia Hayes, High School Assistant Principal
Paul Armstrong, Junior High Principal
Mark Page, Junior High School Assistant Principal
Sonia Gonzales, Kermit Elementary Principal
Ronnie Miller, Kermit Elementary Assistant Principal

In compliance with Title VII, American Disability Act, Age Discrimination in Employment Act, Section 504 of the Rehabilitation Act of 1973 and other statutes, Kermit ISD seeks to provide equal opportunity without regard to race, color, religion, national origin, sex, age, marital or veteran status, the presence of a medical condition, disability, or any other legally protected status.

DEMOGRAPHIC OVERVIEW

Kermit Independent School District has been educating the children of Kermit, Texas for over seventy years. At the crossroads of Highways 302 and 18, Kermit has neighbors along each point of the compass. Less than twenty miles to the north of Kermit is the city of Jal, New Mexico. Twenty-three miles to the south of Kermit is Monahans. Just over forty miles east can be found Kermit's largest neighbor, Odessa. A short distance to the west, Wink helps Kermit comprise Winkler County.

Kermit's primary economic sources stem from the oilfields of West Texas. Approximately ten percent of the district's population is part of a transient migratory workforce. These factors influence the stability of the Kermit economy.

With approximately 10,000 residents and 1,400 students, the Kermit Independent School District utilizes three campuses to supply all of the required educational needs: Kermit Elementary (PK-4); Kermit Junior High (5-8); and Kermit High School (9-12).

The student population currently consists of 80% Hispanic, 16.9% Anglo, and 2.1% African-American, Asian and Native American students. The student body is made up of 73.5% economically disadvantaged students. Kermit ISD has experienced a steady decline in student enrollment since the 1997-98 school year. However, over the last 24 months, Kermit ISD has noted an increase in student population as a result of the increase oil production and sand mining in the area. With the change in enrollment there is a noted increase in the percentage of economically disadvantaged children.

PHILOSOPHY

The Kermit Independent School District is committed to providing educational experiences beyond the regular curriculum to meet the individual needs of all students. Kermit ISD recognizes there are students whose abilities, talents, and potential for performance are at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment. These students require a variety of special provisions beyond those normally provided in order to realize their maximum contribution to self and society.

In the process of encouraging each learner to sustain a lifelong interest in learning, Kermit ISD has found it important to consider each individual student and their needs. Kermit Independent School District aims to provide for every student's educational opportunities commensurate with his/her needs and abilities.

The Gifted and Talented education program must be an integral part of the district's plan to educate all of our students. It is the goal of Kermit ISD to provide an exemplary program designed to supply students with learning experiences consistent with their learning characteristics and ability.

DEFINITIONS

State Definitions:

The state of Texas defines gifted and talented students as youth who perform at or show the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment 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.

District Definitions:

Kermit ISD defines gifted and talented as students who perform at or show the ability for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment. In addition, they must demonstrate high attitudinal expectations, and exhibit high performance capability or excel in one or more of the four core academic areas.

PROGRAM EVALUATION AND PLANNING

The Texas State Plan for the Education of Gifted/Talented Students will be monitored, as appropriate, to ensure compliance with all state guidelines and movement toward the recognized/exemplary level.

Evaluation procedures are comprehensive, ongoing, and developed by persons involved in program planning and implementation. The evaluation design focuses on student outcomes. The attitudes and ideas of parents, community members, students, and school personnel should also be included in the evaluation procedures.

An annual evaluation of the following components will be conducted: student performance, identification/placement, program organization/ evaluation, needs assessment, curriculum development, staff development, and parent/community involvement.

Program evaluation results and annual reviews of research in the field of gifted/talented education will be the basis for program improvement.

STUDENT ASSESSMENT

An ongoing system for identification of G/T students in grades K-12 will employ both standard and non-standard data when seeking the most appropriate placement. Trained professionals in G/T principles and practices will analyze the data provided by the instruments and procedures used to assess students for program services by measuring student's diverse abilities and intelligences, while providing equal opportunity to demonstrate the talents and strengths of all students regardless of race, sex, or socioeconomic background.

Each campus will have an appointed G/T Committee composed of a campus administrator and teachers trained in the characteristics of gifted and talented students.

NOMINATION

Students may be nominated for the gifted and talented program at any time by teachers, counselors, parents, or other interested persons. The nomination phase is designed to cast a broad net so students from diverse backgrounds can be considered for program services. The identification process will be completed within 60 days of the nomination.

SCREENING

Criteria to identify gifted and talented students shall be specific to the state definition and shall ensure the fair assessment of students with special needs, including culturally different, economically disadvantaged, and students with disabilities.

Current assessment procedures provide assessment of all students in Kindergarten. All Kindergarten students are reviewed by the campus selection committee. In grades 1-11, a parental permission form for assessment will be obtained and filed prior to screening and assessment.

ASSESSMENT

After a signed parental permission form is obtained and filed for students in grades 1-11, further assessment may commence. The following evaluation tools *may* include, but shall not be limited to the following:

1. Achievement Tests: i.e. IOWA TEST OF BASIC SKILLS (ITBS)
STATE OF TEXAS ASSESSMENT OF ACADEMIC
READINESS (STAAR)
2. Intelligence Tests: i.e. KAUFMAN BRIEF INTELLIGENCE TEST (K-BIT)
3. Behavioral Checklists completed by teachers and parents: i.e.
RENZULLI'S LEARNING AND MOTIVATIONAL CHARACTERISTICS SCALE
4. Teacher nominations based on classroom observations
5. Student/Parent Conferences
6. Nonverbal tests: i.e. MATRIX ANALOGIES TEST/ SHORT FORM NNAT-3
7. Tests of Creative Thinking

OTHER MATERIALS AS DEVELOPED INCLUDING, BUT NOT LIMITED TO:
PARENT QUESTIONNAIRE
STUDENT SELF-EVALUATION
KINGORE OBSERVATION INVENTORY (KOI)
KINDERGARTEN TEACHER CHECKLIST
STUDENT ACADEMIC ACHIEVEMENT (REPORT CARD)

PROCEDURES FOR PLACEMENT

Assessment results shall be recorded on the student profile sheet and reviewed anonymously by the Campus G/T Selection Committee. The committee determines if placement in the KISD G/T program is recommended upon review of the assessment information. All committee members must sign the completed profile with academic areas of strengths noted in grades K-11.

NOTIFICATION

Parents and students shall be notified in writing upon selection of the student for the gifted program. Participation in any programs or services provided for gifted students is voluntary. Written parental permission shall be obtained prior to a student's placement in the G/T program. All correspondence from the District to families will be provided in the parent's home language, or a translator/interpreter will be provided.

REASSESSMENTS

The district shall not perform routine re-assessments. Board policy will be reviewed at least once every three years and modified accordingly.

FURLOUGHS and/or PROBATION

Students who are unable to maintain satisfactory performance within the structure of the KISD Gifted and Talented program may be placed on probation or furlough for a period of time deemed appropriate by the campus selection committee, not to exceed more than one school year.

The purpose of such a furlough or probation is to provide the student, who is consistently performing below expectations, an opportunity to attain performance goals established by the campus selection committee.

A furlough may also be granted at the request of the student and/or parent, without being placed on probation.

At the end of the probation or furlough, the student's progress shall be re-assessed, and the student may reenter the gifted program or begin exiting procedures from the program.

EXIT PROVISIONS

Student performance in the program shall be monitored annually. A student shall be exited from the program at any time the selection committee has had a conference with the student and parent and have documented use of established exiting procedures. If a student or parent requests removal from the program, the district shall honor the request after a conference with the selection committee.

FURLOUGH, PROBATION, EXIT PROCEDURES

- Step 1:** A written request must be submitted to the campus administrator residing on the campus selection committee. (Annual review form is considered a written request.)
- Step 2:** A conference is held with the student, teacher, and parent to address the request.
- Step 3:** Furlough, probation, or exit will be a Campus G/T Selection Committee decision based on post-conference results.

- Step 4:** Appropriate action will be documented and filed. (Furlough, probation, or exit form will be completed.)
- Step 5:** The student or parent must submit a written request to the campus selection committee if a furloughed student desires to re-enter the program before the annual review date.
- Step 6:** Re-entry into the G/T program will be a campus G/T committee decision.
- Step 7:** All paperwork shall be placed in the student's G/T folder. A copy of the paperwork shall be sent to the District G/T Coordinator.

APPEALS

Parents or students may appeal any final decision of the selection committee regarding selection for or removal from the gifted program. Appeal shall be made first to the campus selection committee. Any subsequent appeals shall be made in accordance with FNG (LOCAL) beginning at Level Two.

TRANSFER STUDENTS

When a student identified as G/T by a previous school district transfers into the district, the student's records shall be reviewed by the Campus G/T selection committee to determine if placement in the District's program is appropriate. Parental permission to participate shall be obtained and filed.

The committee shall make its determination within 30 days of the student's enrollment in the District and shall base its decision on the transferred student's records, observation reports of District teachers who instruct the student, and student/parent conferences. When a student transfers to another district, no committee action is required. Student program records are forwarded to the new district.

PROGRAM DESIGN

It is the goal of this district to provide a flexible system of viable program options and provide an array of learning experiences. Kermit ISD stresses the importance of a learning continuum being established throughout the district at each level and department. This continuation from campus to campus will reinforce the strengths, needs and interests of all gifted/talented students.

A variety of delivery models enable G/T students to work together as a group, with other students, and independently during the school day as well, as the entire school year. These services are comprehensive, structured, sequenced, appropriately challenging, and offered in the four core academic areas of Language Arts, Mathematics, Science, and Social Studies.

Kermit Elementary School

Students who are identified as G/T will be served in a heterogeneous setting, as opposed to homogeneous. Instructional delivery will be developmentally appropriate; and content will be related to broad-based issues, themes and/or problems. Kindergarten students will be assessed for program placement and begin receiving services by March 1st. All Kindergarten- 4th grade teachers will be GT certified (each teacher will have 30 clock hours of required GT training) and will complete six hours annually. Students will be served by General Intellectual Ability (GIA) and receive differentiated instruction in the four core academic areas. In addition, G/T students may be pulled out to work on more intense projects with G/T certified teachers.

Junior High School

Procedures for reviewing students to determine areas of strength will be conducted at the end of the student's 4th grade year, for assignment to the GT services beginning in fifth grade, and continuing through 12th grade, the following criteria will be reviewed to determine student interest/aptitude in all four core academic areas:

- STAAR results in each area of testing
- Student Grades
- Norm-referenced achievement test scores
- Annual Review Form
- Attitudinal expectations
- Parental and/or student input

Students will be served in their identified, or determined, areas of strength from the four core academic areas in each grade level.

High School

When offered identified students are given the opportunity to choose among advanced level/dual credit courses, AP (Advanced Placement) courses, concurrent enrollment/ college credit courses through participation in the Distinguished Achievement Program. These options represent the four core academic fields.

GT students enrolled in these courses are provided opportunities for projects, assessments, group interactions, and independent endeavors to use application and analysis skills, strengths and talents.

Program Staff

Prior to assignment in the program or within the first semester of instruction, teachers who provide instruction and services that are a part of the program for G/T students shall have a minimum of 30 clock hours of staff development that includes: nature and needs of the G/T students, assessing student needs, and curriculum and instruction for G/T students. A minimum of six hours of professional development in gifted education is required yearly to remain eligible as an instructor.

CURRICULUM AND INSTRUCTION

State Goal for Services for Gifted Students:

Students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that 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.

Administrative Goal for Services for Gifted Students:

A qualitatively differentiated curriculum that reflects the student program goals and includes a K-12 scope and sequence together with student objectives will be maintained for all grade levels and designated subject areas.

Student Program Goals

I. Content:

Students will effectively investigate teacher-identified as well as self-selected broad-based themes/issues/concepts through in-depth multi-disciplinary units or independent student topics. Students will demonstrate the ability to support or refute existing generalizations and formulate generalizations on complex information.

II. Process:

Students will plan, discuss, share, analyze, and evaluate various group and individual projects and products. Students will have opportunities to use high-level thinking through creative thinking skills, critical thinking skills, research skills, and problem-solving skills.

III. Products:

Students will generate advanced level products that will reflect real-world products. Students will generate products that will be of professional quality and evaluated by appropriate audiences.

IV. Affective:

Students will gain an understanding of themselves and their relationships to other persons, societal institutions, cultures, and the environment.

Principles of Differentiation

Curriculum and instruction will meet the needs of gifted students by modifying the depth, complexity, and pacing of the general education program in the four core areas. To further facilitate the development and refinement of curriculum specifically designed for gifted/talented learners; curriculum writers should use the following

Principles of Differentiation:

- Present content that is related to broad-based issues, themes, or problems
- Integrate multiple disciplines into the area of study
- Present comprehensive, related and mutually reinforcing experiences within an area of study
- Allow for the in-depth learning of a self-selected topic within the area of study
- Develop independent or self-directed study skills
- Develop productive, complex, abstract, and/or higher level thinking skills
- Focus on open-ended tasks

- Develop research skills and methods
- Integrate basic skills and higher level thinking into the curriculum
- Encourage the development of products that challenge existing ideas and produce "new" ideas
- Encourage the development of products that use new techniques, materials, and forms
- Encourage the development of self-understanding, i.e. recognizing and using one's abilities, becoming self-directed, appreciating similarities and differences between oneself and others
- Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion-referenced, and/or standardized instruments*

Kermit ISD is committed to quality instructional services for all its students. Curricular provisions for the identified gifted and talented students will be a realignment of the core curriculum to meet their learning needs and to ensure the attainment of the student program goals.

KISD recognizes that instructional activities have attributes that are reflected in differentiated content, process, and product that are commensurate with student learning characteristics. The curriculum should offer a combination of acceleration and enrichment and provide for student cognitive and affective growth. Evaluation criteria are essential to determine if the student program goals are being developmentally attained. A curricular scope and sequence will be maintained so that identified students will receive coordinated services from grade to grade with neither replications nor gaps in the instructional process. The strands that will be addressed in the scope and sequence are content, process, research skills, product, affect, and evaluation.

* National/State Leadership Training Institute on the Gifted and Talented, Developed by Curriculum Council (James J. Gallagher, Sandra N. Kaplan, A. Harry Passow, Joseph S. Renzulli, Irving S. Sato, Dorothy Sisk, Janice Wickless).

Teacher Methodology

The instructional methods to be used by the regular classroom teacher serving students in an inclusion setting for the delivery of the differentiated curriculum will include, but not be limited to the following:

- Curriculum compacting
- Tiered assignments
- Independent projects
- Interest centers or interest clusters
- Flexible skills grouping
- Learning centers
- High level questioning techniques
- Contracts and management plans
- Mentorship/apprenticeships

Curriculum development and refinement is an ongoing process. Adjustments will be made through a comprehensive monitoring/evaluation process. Teachers will document classroom activities differentiated for identified G/T learners in daily lesson plans.

Scope and Sequence

The Kermit ISD has established a mainstream curriculum in the four core academic areas that can be correlated with the grade-level TEKS. This curriculum serves as the basis for instruction in the G/T program and is incorporated into the total educational provisions of Kermit ISD. This adaptation of mainstream materials will provide the necessary breadth to the already provided depth in the Kermit Independent School District's commitment to producing lifelong learners. The G/T conversion of this curriculum offers a combination of acceleration and enrichment to enhance student cognitive processes and affective growth. The curricular scope and sequence was developed so that identified G/T students will receive coordinated services from grade to grade with neither replications nor gaps in the instructional process. The strands that are addressed in the scope and sequence are content, process, research skills, product, and evaluation.

PROFESSIONAL DEVELOPMENT

Professional development for educators will be provided in an ongoing basis, utilizing local, regional, and state resources. Teachers who provide instruction and services that are a part of the program for gifted students will be provided opportunities to gain a minimum of thirty clock hours of staff development that includes the nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students prior to assignment. Teachers who provide instruction and services that are a part of the program for gifted students will be provided opportunities to receive a minimum of six additional hours annually of professional development in gifted education as determined by the needs assessment results.

Administrators and counselors who have authority for program decisions will be provided opportunities to gain a minimum of six clock hours of professional development that includes the nature and needs of gifted/talented students, program options, and the district gifted/talented program.

Staff development records will be kept at the district administration office in the personnel files. These records will consist of copies of certificates of attendance at national, state, regional, and local workshops/conferences. Submission of records will be the responsibility of the teacher and will be maintained for the duration of employment in the district.

FAMILY/COMMUNITY INVOLVEMENT

Parents and community members will be encouraged to actively participate in the planning, instruction, and evaluation of the gifted program through parent-teacher conferences, seminars, meetings, student presentations, and other appropriate avenues. Parents and teachers will collaboratively determine student needs, educational goals, and evaluation as recommended by the district G/T Planning committee upon identification and assessment.

The district shall ensure that information about the district's G/T program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program. The district G/T advisory committee will consist of parents, community members and educators for the purpose of programmatic evaluation and planning. Evaluative data will be available to persons involved in developing and implementing the program, parents, and other interested members of the community.

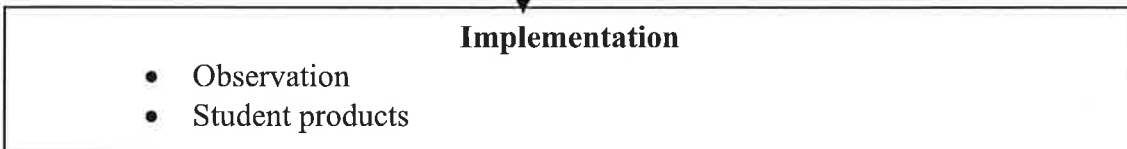
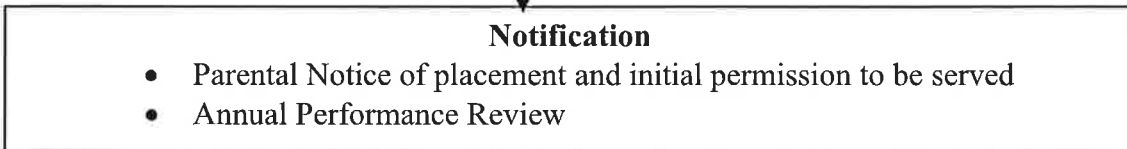
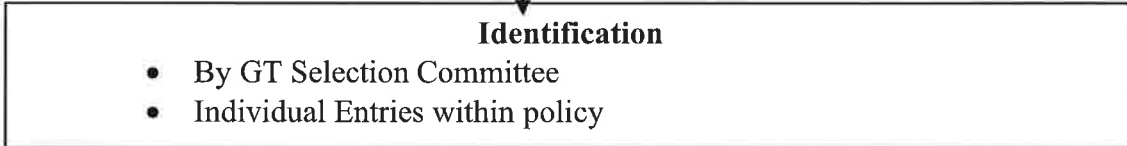
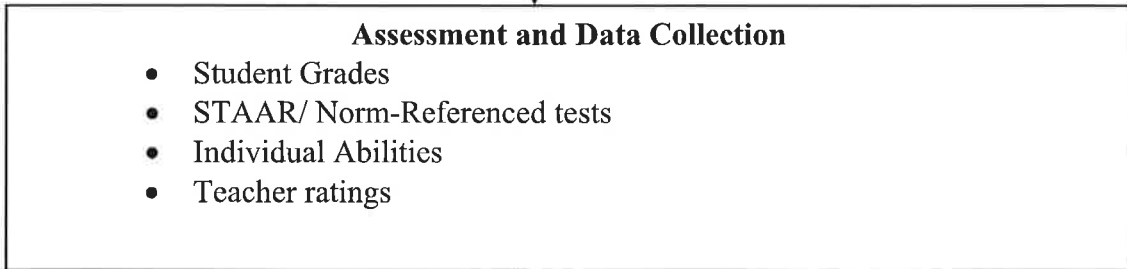
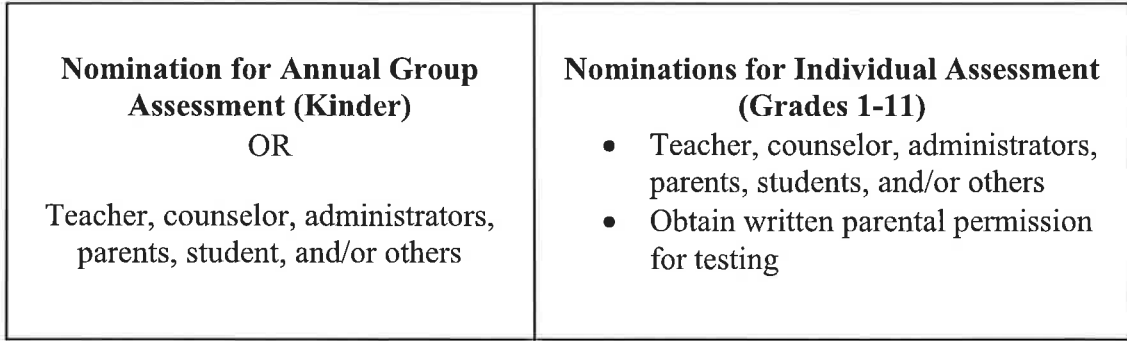
To enhance differentiated curricular options, parents and community members will be solicited as mentors and resources. This support will be sought through news releases, newsletters, and bulletins. Parents will be informed of program options and procedures through the student handbook, parent orientations, meetings, parent-teacher conferences and other appropriate measures.

APPENDIX

GIFTED/TALENTED FORMS

- KISD Gifted and Talented Flowchart
- Teacher/ Inventory Form
- Parent/Teacher Nomination Form
- Parent/Guardian Inventory Checklist
- Parent Inventory Form (Kindergarten)
- Parental Permission for Testing Form
- Parental Permission To Be Served Form
- Notification of Not Qualifying Form
- Gifted and Talented Identification Matrix (K)
- G/T Matrix (grades 2-12)
- KISD Annual G/T Review Form (grades 1-2)
- Review (grades 3-11)
- Transfer Form
- Furlough/Probation/Exit
- Re-Entry Form
- Receipt of G/T Handbook
- PEIMS Notification of Change
- State Plan for G/T Students

KERMIT INDEPENDENT SCHOOL DISTRICT
 Gifted and Talented Program Flowchart



ANNUAL SPRING PERFORMANCE REVIEW CHECKLIST, MONITORING, EVALUATION

<p>Performance Review Checklist: Continuation</p> <p>Teacher recommendation for GT promotion, probation, parent conference, or furlough</p>	<p>Performance Review Checklist: EXIT</p> <ul style="list-style-type: none"> • Teacher recommendation for reassignment • Placement Committee Recommendation • Parent Conference • Exit
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KERMIT INDEPENDENT SCHOOL DISTRICT

PARENT/TEACHER NOMINATION FORM FOR GIFTED AND TALENTED IDENTIFICATION

Please complete this form if you would like to nominate a student to be screened for identification as a participant in the gifted and talented program. The campus G/T committee will review each nominated student's case study on specific criteria established for placement in the program. Please print or type all requested information and return to the campus principal by the specified date.

Student's Name _____ Date _____

Grade _____ Campus _____ Teacher _____

Date of Birth _____

Address _____

Phone Number _____ E-mail _____

Your relationship to student: Parent _____ Teacher _____ Self _____ Other _____

Teacher Nomination Only:

How long have you taught this student? _____

Please write a short narrative explaining why you are nominating this student for identification. The following personal characteristics should be considered: intellectual curiosity, enthusiasm for knowledge, social and emotional maturity, and communication skills.

(Signature) _____ (Date) _____

ESCUELA DEL DISTRITO INDEPENDIENTE DE KERMIT

FORMA PARA PADRE/MAESTRO DE NOMINACION
PARA IDENTIFICACIÓN DE DOTADO Y TALENTOSO

Por favor, complete la forma siguiente si desea nominar a un estudiante para la identificación como un participante en el programa dotado y talentoso. El comité de campus de G/T examinará cada estudio de caso del estudiante a los criterios específicos establecidos para la colocación en el programa. Por favor, imprima o escriba toda la información solicitada y volver al campus principal a la fecha especificada.

Nombre del estudiante _____ Fecha _____

Grado _____ Campus _____ Maestro _____

Fecha de nacimiento _____

Dirección _____

Número de Teléfono _____ E-mail _____

Su relación al alumno: Padre _____ Profesor _____ Mismo _____ Otro _____

Sólo Nominación de Maestro/a: _____

¿Cuánto tiempo han enseñado este estudiante? _____

Por favor, escribir una corta razon explicando por las que se están designando este estudiante para identificación. Las siguientes características personales deben ser considerados: curiosidad intelectual, entusiasmo de conocimiento, madurez de social y emocional, y la capacidad de comunicación.

(Signature)

(Date)

TEACHER/INVENTORY FORM

RENZULLI MOTIVATIONAL SCALE

Student Name: _____ Teacher Name: _____

0= Never 1= Rarely 2= Occasionally 3= Often 4= Most of the time

Part 1: 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. | 0 | 1 | 2 | 3 | 4 |
| 2. Possesses a large storehouse of information about a variety of topics (beyond the usual interests of youngsters his/her age). | 0 | 1 | 2 | 3 | 4 |
| 3. Has quick mastery and recall of factual information. | 0 | 1 | 2 | 3 | 4 |
| 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". | 0 | 1 | 2 | 3 | 4 |
| 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. | 0 | 1 | 2 | 3 | 4 |
| 6. Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc. than others. | 0 | 1 | 2 | 3 | 4 |
| 7. Reads a great deal on his/her own; usually prefers adult level books, does not avoid difficult material; may show preference of biography, autobiography, encyclopedias, and atlases. | 0 | 1 | 2 | 3 | 4 |
| 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. | 0 | 1 | 2 | 3 | 4 |

Part II: Motivational Characteristics

- | | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 9. Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion. (It is sometimes difficult to get him to move on to another topic.) | 0 | 1 | 2 | 3 | 4 |
| 10. Is easily bored with routine tasks. | 0 | 1 | 2 | 3 | 4 |
| 11. Needs little external motivation to follow through in work that initially excites him/ her. | 0 | 1 | 2 | 3 | 4 |

Date: _____

Total: _____

Teacher Signature _____

Parent/Guardian Inventory Checklist

Please check one column after each of the following statements that best describes your child.

When have you observed this characteristic?	Seldom or never	Occasion- ally	Most of the time	Virtually all of the time
1. Displays a good deal of intellectual playfulness, fantasizes, imagines, and manipulates ideas.				
2. Has self-stimulated curiosity; shows independence in trying to learn more about something.				
3. Chooses difficult problems over simple ones.				
4. Is selected by peers for positions of leadership.				
5. Adapts readily to new situations; flexible in thought and action; not disturbed in the normal routine is changed.				
6. Organizes and brings structure to things, people, and situations.				
7. Uses unique and unusual ways to solve problems.				
8. Displays a great deal of curiosity about many things, often going beyond known or conventional limits.				
9. Possesses a large storehouse of information about a variety of topics beyond the usual interests of this age.				
10. Reasons things out, thinks clearly, and comprehends meaning.				
11. Expresses interest in understanding self and others.				
12. Has interest of older children or of adults in games and reading.				
13. Is alert and keenly observant and responds quickly.				
14. Strives toward perfection, is self-critical, is not easily satisfied with own speed or products.				
15. Makes generalizations and draws conclusions that summarize complex information easily.				
16. Can perform more difficult mental tasks than peers.				
17. Seems to sense what others want and helps accomplish it.				
18. Tends to direct others in activities.				
19. Sticks to a project or idea once it is started, not easily distracted or discouraged.				
20. Sees flaws in things, including own work, and can suggest better ways to do job or reach an objective.				
21. Has many different ways of solving problems.				
22. Challenges authority when sense of justice is offended, structures alternative approaches.				
23. Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.				
24. Enjoys and responds to beauty.				
25. Has unusually advanced vocabulary for age level, uses terms in a meaningful way.				

Lista de Inventario del Padre/Guardián

Verifique por favor una columna después de cada uno de las declaraciones siguientes que describe mejor a su niño/a.

	Rara vez o nunca	Ocasionalmente	Gran parte del tiempo	Casi todo el tiempo
1. Demuestra mucha intelectual, fantasea, se imagina, y manipula ideas.				
2. Tiene curiosidad estimulado de el mismo; muestra independencia a tratar de aprender más acerca de algo.				
3. Escoge los problemas difíciles sobre sencillos.				
4. Es seleccionado por compañeros para posiciones de liderazgo.				
5. Adapta fácilmente a nuevas situaciones; flexible en el pensamiento y la acción; no es perturbado si la rutina normal es cambiado.				
6. Organiza y trae estructura a cosas, a las personas, y a las situaciones.				
7. Usa maneras extraordinarias y excepcionales para resolver las problemas.				
8. Demuestra mucha curiosidad acerca de muchas cosas, a veces más allá de límites conocidos o convencionales.				
9. Posee un almacén grande de información sobre una variedad de temas más allá de los intereses usuales de esta edad.				
10. Razona las cosas, piensa claramente, y comprende lo significado.				
11. Expresa interés comprendiendo en el ser y en otros.				
12. Tiene interés de niño/as de más edad o de adultos en juegos y lectura.				
13. Está alerta e intensamente atento y responde rápidamente.				
14. Se esfuerza hacia perfección, es crítico del mismo, no es satisfecho fácilmente con propia velocidad ni productos.				
15. Hace generalizaciones y tiene conclusiones que resumen información compleja fácilmente.				
16. Puede realizar tareas mentales más difíciles que sus compañeros.				
17. Parece presentir lo que otros desean y ayuda a lograrlo.				
18. Dirigir otros en actividades.				
19. Cuida la idea de un proyecto una vez que es comenzado no es distraído fácilmente o es desalentado.				
20. Ve defectos en cosas, inclusive en su trabajo, y puede sugerir mejores maneras de hacer el trabajo o alcanzar un objetivo.				
21. Tiene muchas maneras diferentes de resolver problemas.				
22. Desafía la autoridad cuando sente la justicia se a ofendida, estructura enfoques alternativos.				
23. Demuestra un sentido de humor y ve humor an situaciones que no pueden parecer humorístico a otros.				
24. Disfruta y responde a la belleza.				
25. Tiene excepcionalmente vocabulario para el nivel de la eda.				



Parent Inventory Kindergarten

Student's Name: _____ Teacher: _____

Parent/Guardian Completing Form: _____

Please place a check in the column which best describes your child. This will help us plan appropriate activities for all students.

	Very Little	Some	A Great Deal
1. Reasons out explanations for himself/ herself.			
2. Has a large vocabulary for his/her age.			
3. Asks unusual questions.			
4. Remembers facts and details.			
5. Thinks of multiple uses for objects or toys.			
6. Enjoys doing things differently from the way others do them.			
7. Adds lines, colors, and details to own drawings or to existing pictures.			
8. Gives vivid, detailed descriptions when telling stories.			
9. Fantasizes and uses imagination.			
10. Finds activities in spare time with no help.			

Please return this form to your child's teacher by: _____



Inventario Paternal Jardín de infancia

Nombre del Estudiante : _____ Maestro: _____

Padre/Guardian que completa la forma: _____

Por favor coloque una facturación en la columna que mejor describe a su niño/a. Esto nos ayudará a planear actividades apropiadas para todos los estudiantes.

	Muy Poco	Algunas Veces	Muchas Veces
1. Soluciona explicaciones el/ella solo/a.			
2. Tiene un vocabulario grande para su edad.			
3. Hace preguntas extrañas.			
4. Recuerda hechos y detalles.			
5. Piensa múltiples usos para objetos o juguetes.			
6. Disfruta haciendo cosas diferentemente del modo de que los otros los hacen.			
7. Añade líneas, colores, y destaca para poseer dibujos o cuadros existentes.			
8. Da detalladas y vivas descripciones cuando cuenta estorias.			
9. Fantasea e usa imaginación.			
10. Descubre actividades en su tiempo libre sin ayuda.			

Por favor devuelva esta forma al profesor de su nino/a para la fecha de _____.



Parental Permission for G/T Testing

Date: _____

To the parents of: _____

Your child has been nominated for the Kermit ISD Gifted and Talented Program. This program is designed to meet the special needs of high ability students. Students participate in challenging activities requiring both critical and creative thinking.

Before your child may be tested, parental permission is required in grades 1-12. Please refer to the KISD Gifted and Talented Handbook attached with this letter to learn more about KISD Gifted and Talented Program.

Please complete the permission form below and return it to your child's principal by _____.

If you have further questions regarding testing of your child, or would like additional information about the program, please do not hesitate to call my office at 432-586-1060.

Sincerely,

Roxane Greer
Director of Instruction and Special Programs
432-586-1060

I give permission for my child, _____, to be tested for the gifted/talented program. I understand that I will be notified when testing is completed and the results of the selection committee's decision

Parent/Guardian's Signature

Date



Permiso Paternal Para Pruebas de Dotado y Talentoso

Fecha: _____

A los padres de: _____

Su hijo/a ha sido nominado para el Programa Dotado y Talentoso. Este programa es diseñado para encontrar las necesidades especiales de estudiantes de alta capacidad. Los estudiantes participan en actividades desafiantes que requieren el pensamiento crítico como creativo.

Antes de que su hijo/a puede ser probado, el permiso paternal es requerido en grados 1-12. Por favor refiérase a la Guía Dotada y Talentosa atada con esta carta para aprender más sobre el programa Dotado y Talentoso de KISD.

Por favor complete la forma de permiso abajo y devuélvala al principal de su hijo/a para la fecha de ____.

Si usted tiene adicionales preguntas al respecto a las pruebas del su hijo/a, o le gustaría información adicional sobre el programa, por favor no deje de llamar a mi oficina 432.586.1060.

Sinceramente,

Roxane Greer
Directora de Instrucción

Doy el permiso para mi hijo/a, _____, para que sea probado para el programa dotado/talentoso. Entiendo que seré notificado cuando las pruebas son completadas y los resultados de la selección decisión de comités de.

Firma de Padre/Guarda

Fecha



Parental Permission to Be Served in the Gifted/Talented Program

Date: _____

Dear Parent/Guardians of: _____

Your Gifted and Talented selection committee has determined that your child's educational needs could best be met by participating in the G/T program. The Kermit Independent School District serves the more advanced learners through the Gifted and Talented Program. This is a comprehensive developmental program designed to serve identified gifted students in grades Kindergarten through twelve and will receive instruction which is designed to meet his/her distinctive educational needs.

Before your child can be served in this program, the school must obtain written permission from the parents or guardians. Please complete the form below and return this letter to your child's principal's office by _____.

If you have further questions or concerns about the placement of your child in the G/T program, then please feel free to contact your child's principal or Ms. Roxane Greer, Director of Instruction and Special Programs, to discuss the program further.

Thank you for your cooperation,
Roxane Greer
Director of Instruction and Special Programs
432-586-1060

Parental Permission to Be Served In the Gifted/Talented Program

My child, _____,

_____ has my permission to be served in the KISD Gifted/ Talented program.

_____ will not participate in the KISD Gifted/Talented program at this time.

Signature of Parent/Guardian

Date



Permiso Paternal Para Ser Servido En El Programa Dotado/Talentoso

Fecha: _____

Querido Padre/Guardas: _____

El comité de selección Dotado y Talentoso ha determinado que las necesidades educativas de su hijo/a podrían ser mejor encontradas participando en el programa Dotado y Talentoso. El Distrito de Kermit sirve a los principiantes más avanzados con el programa Dotado y Talentoso. Este es un programa completo desarrollo diseñó servir a estudiantes identificados dotados en grados kindergarten a doce y recibirá la instrucción que es diseñada para encontrar las necesidades educativas distintivas para el/ella.

Antes de que su hijo/a puede ser servido en este programa, la escuela debe obtener el permiso escrito de los padres o guardas. Por favor complete la forma de abajo y devuelva a la oficina del principal de su hijo/a para la fecha de _____.

Si usted tiene preguntas adicionales o preocupaciones por la colocación de su hijo/a en el programa Dotado y Talentoso, entonces por favor sientase libre de ponerse en contacto con el principal de su hijo/a o la Sra Roxane Greer, Directora de Instrucción, para hablar del programa.

Gracias por su cooperación,
Roxane Greer
Directora de Instrucción
432.586.1060

Permiso Paternal Para Ser Servido En el Programa Dotado/Talentoso

Mi hijo/a, _____,

_____ tiene mi permiso para ser servido en el programa Dotado/Talentoso de KISD.

_____ no participará en el programa Dotado/Talentoso de KISD en este tiempo.

Firma de Padre/Guarda

fecha



Notification of G/T Campus Selection Committee Decision

Date: _____

To the parents of: _____

This letter is to inform you that your child was tested for the Gifted and Talented Program. The G/T campus selection committee has determined that he/she does not meet the criteria for placement in the Gifted and Talented Program at this time. You can be justifiably proud that your child was considered for this program. Texas state guidelines, however, limit program participation.

Your child may still be considered for Pre-Advanced Placement, Advanced Placement, or Concurrent Enrollment (College) Courses based upon junior high and high school criteria. You may contact campus administration for additional information.

Thank you for your continued cooperation and support in the education of your child.

Sincerely,

Roxane Greer
Director of Instruction and Special Programs
432-586-1060



**NOTIFICACIÓN DE DECISIÓN DE COMITÉ DE CAMPUS SELECCIÓN DEL
PROGRAMA DOTADO Y TALENTOSO**

Fecha: _____

A los padres de: _____

Esta carta es para informarle que su hijo/a fue probado para el Programa Dotado y Talentoso. El comité de selección de campus ha determinado que él/ella no encuentra el creiteria para colocación en el Programa Dotado y Talentoso en este tiempo. Usted puede estar justificadamente orgulloso que su hijo/a era considerado para este programa. Directrices estatales de Texas, sin embargo, tienen limites a la participación en el programa.

Su hijo/a todavía puede ser considerado para Colocación Preavanzada, Colocación Avanzada, o Inscripción Concurrente (Colegio) cursos basados sobre criterios de escuelas secundarias. Usted puede ponerse en contacto con la administración de campus para mas información adicional.

Gracias por su continuada cooperación y apoyo en la educación de su hijo/a.

Sinceramente,

Roxane Greer
Directora de Instrucción
432-586-1060

STUDENT INFORMATION
FOR OFFICE USE ONLY AFTER COMMITTEE DECISION IS MADE

Name: _____ Applying for Grade: _____

Date of Birth: _____ ID# _____ Ethnicity: _____

PERFORMANCE

ABILITY TEST

REPORT CARD EVALUATION RUBRIC FOR 2020-2021

Use the following criteria to determine the appropriate report card to use in evaluating a student's report card score:

Students applying to 1st – 11th (1st semester of the current school year.)

Total Reading		Total Math	
96-100	12 points	96-100	12 points
90- 95	10 points	90- 95	10 points
85- 89	8 points	85- 89	8 points
80- 84	6 points	80- 84	6 points
70- 79	4 points	70- 79	4 points
_____ Points		_____ Points	

Total Science		Total Social Studies	
96-100	8 points	96-100	8 points
90- 95	6 points	90- 95	6 points
85- 89	4 points	85- 89	4 points
80- 84	2 points	80- 84	2 points
70- 79	1 point	70- 79	1 point
_____ Points		_____ Points	

Total Reading, Math, Science, Social Studies

Performance Points: _____

Naglieri Nonverbal Abilities Test-3 (NNAT-3)

(current year's score)

NAI 124-160	30 points
NAI 119-123	25 points
NAI 113-118	20 points
NAI 108-112	15 points
NAI 104-107	10 points
NAI 100-103	5 points

Score: _____ **Points:** _____

PARENTAL INPUT

Enter score tabulated from Parent/Guardian Inventory Checklist

Scores range from 15 to 0.

Parental Input Points: _____

TEACHER INPUT

TOTAL MATRIX POINTS

Teacher Input score is obtained from the Renzulli Motivational Scale. Enter points tabulated following the GT admissions guideline on back. Teacher Input points range from 16 to 0.

Teacher Input Points: _____

Total scores from Performance, Ability, Teacher Recommendation, and Parental Input Subsets to acquire Total Matrix Score

TOTAL MATRIX POINTS/SCORE: _____

A student that totals 90 points or above is district eligible for consideration for the KISD Gifted and Talented program.

Eligible

Not Eligible

OBSTACLES

ADMISSIONS COMMITTEE

Check all appropriate boxes:
 _____ Limited English Proficient
 _____ Special Education/504
 _____ Low SES

(One or more = 5 points)

Total Points: _____

Meeting Date: _____ Date Information Sent to Parents: _____

Committee Members: _____
 Campus GT Coordinator — completed GT Identification Matrix

GT Committee Member — verified scores and points
 GT Committee Member

KERMIT INDEPENDENT SCHOOL DISTRICT
Gifted and Talented Identification
Kindergarten 2020-2021 School Year

Assigned Number for Anonymity _____

STUDENT INFORMATION
FOR OFFICE USE ONLY AFTER COMMITTEE DECISION IS MADE

Name: _____ Applying for Grade: Kindergarten
 Date of Birth: _____ ID# _____ Ethnicity: _____

PERFORMANCE POINTS

REPORT CARD EVALUATION RUBRIC
 Use the student's 3rd six weeks report card.

Recognizes Alphabet (Aa)	
95-100%	4
90-94%	3
85-89%	2
80-84%	1
_____ Points	
Letter Sounds	
95-100%	4
90-94%	3
85-89%	2
80-84%	1
_____ Points	
Site Words (w/Colors & Shapes)	
95-100%	8
90-94%	6
85-89%	4
80-84%	2
_____ Points	

Count Orally	
95-100%	4
90-94%	3
85-89%	2
80-84%	1
_____ Points	
Recognizes Numbers 0-20	
95-100%	4
90-94%	3
85-89%	2
80-84%	1
_____ Points	

Total Literacy and Numeracy

Performance Points: _____

ABILITY TEST

Naglieri Nonverbal Abilities Test-3 (NNAT-3)
 (current year's score)

NAI 124-160	40 points
NAI 119-123	35 points
NAI 113-118	30 points
NAI 108-112	25 points
NAI 104-107	20 points
NAI 100-103	15 points

Score: _____ **Points:** _____

PARENTAL INPUT

Enter score tabulated from Parent/Guardian Inventory Checklist

Scores range from 15 to 0.

Parental Input Points _____

TEACHER INPUT

Teacher Input score is obtained from the Renzulli Motivational Scale. Enter points tabulated following the GT admissions guideline on back. Teacher Input points range from 16 to 0.

Teacher Input Points: _____

TOTAL MATRIX POINTS

Total scores from Performance, Ability, Teacher Recommendation, and Parental Input Subsets to acquire Total Matrix Score

TOTAL MATRIX POINTS/SCORE: _____

A student that totals 90 points or above is district eligible for consideration for the KISD Gifted and Talented program.

Eligible

Not Eligible

OBSTACLES

Check all appropriate boxes:
 _____ Limited English Proficient
 _____ Special Education/504
 _____ Low SES

(One or more = 5 points)

Total Points: _____

ADMISSIONS COMMITTEE

Meeting Date: _____ Date Information Sent to Parents: _____

Committee Members: _____
 Campus GT Coordinator — completed GT Identification Matrix

GT Committee Member — verified scores and points

GT Committee Member

KISD Annual G/T Review Form (Grades 1-12)

Student Name: _____	SSN: _____
Date Tested: _____	Entry Date (Parent Permission): _____

School Year: _____ Grade: _____

Annual Review Criteria:

- 1= **Below Expectations**
- 3= **Meets Expectations**
- 5= **Exceeds Expectations**

(Please circle the one number per criteria.)

	BE	ME	EE		
Participation	1	2	3	4	5
Assignment Completion	1	2	3	4	5
Products	1	2	3	4	5
Attitude	1	2	3	4	5
Academics	1	2	3	4	5

STAAR Results:

Rdg	Math	Wrtg	Science	S.S.

Teacher(s) Recommend:

- _____ Continuation / Transfer
- _____ Probation (Refer to Comm. Decision Form)
- _____ Furlough (Refer to Comm. Decision Form)
- _____ Exit (Refer to Comm. Decision Form)

Teacher(s) Signature:

Date: _____

(If student is recommended for Continuation in the GT program, no further documentation is necessary. If other decisions are recommended, please refer to GT Placement Committee Form for Final Decision.)

School Year: _____ Grade: _____

Annual Review Criteria:

- 1= **Below Expectations**
- 3= **Meets Expectations**
- 5= **Exceeds Expectations**

(Please circle the one number per criteria.)

	BE	ME	EE		
Participation	1	2	3	4	5
Assignment Completion	1	2	3	4	5
Products	1	2	3	4	5
Attitude	1	2	3	4	5
Academics	1	2	3	4	5

STAAR Results:

Rdg	Math	Wrtg	Science	S.S.

Teacher(s) Recommend:

- _____ Continuation / Transfer
- _____ Probation (Refer to Comm. Decision Form)
- _____ Furlough (Refer to Comm. Decision Form)
- _____ Exit (Refer to Comm. Decision Form)

Teacher(s) Signature:

Date: _____

(If student is recommended for Continuation in the GT program, no further documentation is necessary. If other decisions are recommended, please refer to GT Placement Committee Form for Final Decision.)



***Gifted and
Talented
Transfer Form***

Student Name: _____

Committee Decision:(Circle one) Placement in GT Program Not Placed in GT

Date decision takes effect: _____

Comments: _____

Signature of Committee Members:

- Administrator
- Parent/Guardian
- Student
- GT Teacher
- GT Teacher
- Teacher
- District Coordinator
- Other

Date of meeting: _____



Gifted and Talented Probation/ Furlough/ Exit Form

Student Name: _____

Probation: Furlough: Exit:

Requested by: _____

Date of request: _____

Reason for the request: _____

Committee Decision: (Circle one) Probation Furlough Exit

Date decision takes effect: _____

Comments: _____

Signature of Committee Members:

- Administrator
- Parent/Guardian
- Student
- GT Teacher
- GT Teacher
- Teacher
- District Coordinator
- Other

Date of meeting: _____



Gifted and Talented Re- Entry/Exit Form

Student Name: _____

Student was placed on: Probation Furlough on _____.

Campus G/T Selection committee will review the student's performance during the period furlough or probation and discuss the placement that is in the best interest of the student.

Committee Decision: (Circle one) Re-entry Furlough Exit

Date decision takes effect: _____

Comments: _____

Signature of Committee Members:

- Administrator
- Parent/Guardian
- Student
- GT Teacher
- GT Teacher
- Teacher
- District Coordinator
- Other

Date of meeting: _____



RECEIPT OF G/T HANDBOOK

Please complete this form and return it to your child's principal. We must keep a copy of this signed form in our student's Gifted and Talented folder.

I, _____, have received a copy of the Kermit Independent School District Gifted and Talented district plan and handbook.

Child's Name: _____

Child's Campus: _____

Parent/Guardian's Signature

Date

For further questions about the KISD Gifted and Talented Program, please contact Ms. Roxane Greer, Director of Instruction and Special Programs, at 432-586-1060.

KERMIT INDEPENDENT SCHOOL DISTRICT
GIFTED AND TALENTED PROGRAM
PEIMS NOTIFICATION OF CHANGE

Please make the following data entry/change to the PEIMS record for the following student.

Student Name: _____ Student ID#: _____

Campus: _____ Grade: _____

_____ Please **ENTER** this student as receiving services through the GT program

_____ Please **REMOVE** this student from receiving services through the GT program

Please use the date of _____ as the date for beginning/ending services.

Printed name of GT coordinator: _____

Signature of GT coordinator: _____ Date: _____

Once the change has been made in PEIMS; please sign and date this form and return it to the coordinator to be filed in the student's permanent GT folder.

Printed name of PEIMS clerk: _____

Signature of PEIMS clerk: _____ Date: _____

*****GT Coordinator:** Keep a copy of this form for our records. If the original is not returned by the PEIMS clerk within one week, follow-up immediately.***