

**JOAQUIN ISD**

**GIFTED AND TALENTED  
PROGRAM  
K-12**

**JOAQUIN ISD**  
**Gifted and Talented Program**  
**District Committee**

**District Committee**

Maggie Bowden

Kathy Cockrell

Jane Gamble

Whitney Hooper

Mid Johnson

Karen Matthews

Sherry Scruggs

Wanda Scruggs

Rexanne Weeks

**JOAQUIN ISD**  
**Gifted and Talented Program**

K-1  
**General Intellectual Ability**  
Whole/small group pull-out instruction; Learning Centers; 30 minutes weekly enrichment



Gifted/Talented, 2-6  
**General Intellectual Ability/Specific Academic Abilities**  
Whole/small group pull-out instruction, Independent Study/Research; 45 minutes weekly enrichment



Gifted/Talented, 7-8  
**General Intellectual Ability/Specific Academic Abilities**  
Whole/small group instruction; Independent Study/Research; Advanced Level Products; 45 minutes daily class; Acceleration



Gifted/Talented, 9-12  
**General Intellectual Ability/Specific Academic Abilities**  
Whole/small group instruction; Independent Study/Research; Advanced Level Products; Acceleration; Early College Admission; Concurrent Enrollment; Credit by Exam; Advanced Placement; Early Graduation; Distinguished Student Diploma; 45 minutes daily class or integrated with specified subject; other advanced coursework

**JOAQUIN ISD**  
**Gifted and Talented Program**  
**DEFINITION OF GIFTED AND TALENTED STUDENTS**

Gifted and talented students are those who demonstrate the sixteen characteristics of a gifted student, and they **excel** consistently or show the **potential to excel** in any one or combination of the four (4) core academic areas.

**PHILOSOPHY/RATIONALE**

The philosophy of Joaquin Independent School District reflects an understanding of the uniqueness of individual students. Because the learning characteristics of gifted and talented students dictate learning experiences that differentiate from those provided for them in the regular school program, the district recognizes that special provisions must be made for these students in order to stimulate and maximize their achievement.

Joaquin ISD recognizes that gifted and talented students are found in all cultures, socioeconomic groups, graphic locales and environments. Joaquin ISD will serve the needs of those students who demonstrate above average achievement through multiple and specific criteria.

**PROGRAM OBJECTIVES**

Joaquin Independent School District will:

- assure all students equal opportunities to be screened, identified, and placed in the Gifted and Talented Program;
- utilize a differentiated program which will meet the diversified needs of identified students;
- provide a learning environment which will enable students to develop skills in higher orders of intellectual activity;
- nurture creativity and flexibility;
- develop the skills for initiating, planning and conducting independent research;
- provide opportunity for academically talented students to associate with and share ideas with peers of similar intellectual abilities;
- provide an atmosphere conducive to the appreciation, recognition, and pursuit of excellence.

**GOALS FOR STUDENTS**

Joaquin Independent School District will provide the opportunity for gifted and talented students to:

- increase creative thinking and problem solving skills through the development of fluent, flexible, original and collaborative thinking process;
- develop skills in logical reasoning and critical thinking through the application of higher-level cognitive thinking processes;

**JOAQUIN ISD**  
**Gifted and Talented Program**

- extend skills in research/independent study through planning and conducting teacher-directed and self-directed studies utilizing a variety of materials and media;
- develop a positive self concept, improve interpersonal skills, and gain a better understanding and appreciation of the uniqueness, worth, and contributions of self and others.

**PROGRAM DESCRIPTION**

Joaquin Independent School District Gifted and Talented Program is an enriched program for those students who are identified as gifted and talented and placed in the program according to Joaquin ISD's identification procedure. Emphasis will be on providing a learning environment and activities which foster the development of higher-order thinking skills, creative thinking skills, problem solving skills and communication skills. Students will be exposed to experiences and information which are outside the bounds of the regular curriculum and will be encouraged to develop advanced level products and performances. Each student will be assisted in the development of a healthy self-concept and relationship with peers.

Kindergarten students who are identified during the spring semester (4<sup>th</sup> Six Weeks) shall begin receiving services by March 1. Students in grades 1-12 who are already identified and placed in the program shall begin receiving services at the beginning of the school year. Students entering the program after school starts shall be placed as soon as possible.

**GOALS OF THE JOAQUIN GIFTED AND TALENTED PROGRAM**

Joaquin Independent School District's Gifted and Talented Program will attempt to:

- identify and nurture advanced potentials;
- identify those with special talents/abilities who need something beyond the regular classroom experience;
- prevent the gifted child from becoming an underachiever;
- provide the most appropriate level of instruction.

**IDENTIFICATION**

Identification and selection of students will be determined through a comprehensive process consisting of three steps:

- 1. Nomination**
- 2. Screening**
- 3. Selection**

**Nominations** will be obtained by one of the following methods:

- completion of referral forms by parent, grandparent, peer, self, district personnel, or other community member
- survey of scores on assessments

**JOAQUIN ISD**  
**Gifted and Talented Program**

Kindergarten students shall be nominated during the spring semester. Grade 1-12 students shall be nominated during the first two weeks of October. Parents/guardians shall be notified when their child has been nominated. If, for some reason, a student is missed and not nominated during the initial nomination period, nominations will be accepted throughout the year.

**Screening** will be conducted on each student nominated for the Gifted and Talented Program. The Joaquin ISD Matrix will be used to compile data on students nominated for placement into the program. Criteria used in the screening process may consist of, but is not limited to a variety of the following:

- A. Standardized Test Scores
- B. K, 1 Portfolio Samples (collected on all K & 1<sup>st</sup> Graders)  
Portfolio samples will be scored by staff trained in portfolio screening.
- C. Cognitive Abilities Scores  
Joaquin ISD second graders will be given a cognitive abilities test at the beginning of the second six weeks of the school year. Cognitive abilities scores may be obtained from second grade results (if present and tested with Joaquin ISD), the student's previous school(s) records (if scores are documented), or by administering an individual cognitive ability test (if scores don't already exist or if Campus Selection Committee deems necessary).
- D. Teacher Survey
- E. Parent Survey
- F. Student Product/Writing Sample  
The 2<sup>nd</sup>-12<sup>th</sup> grade student product/sample, if used, will be scored individually by two staff members/individuals trained in holistic scoring. If there is a discrepancy in the two scores of 2 or more, a third scorer will be used and the top two scores will be taken.
- G. Other

**Selection** of G/T students is the responsibility of the Campus Selection Committee (G/T trained committee appointed by the campus principal). Information collected during the screening process shall be used to determine if the student meets the qualifications for Joaquin ISD's G/T Program. After a student is identified and selected to participate in the program, the parent/guardian and student **must** give written permission for the student to participate in the Joaquin ISD G/T Program. If the parent/guardian or student does not give written permission, the student shall not be identified as G/T nor can the student participate in Joaquin ISD's G/T Program. The Selection Committee shall place a written documentation form in the student's cumulative folder.

**PROCEDURE FOR TRANSFER STUDENTS**

Students transferring to Joaquin ISD who were formally identified and placed in a Gifted and Talented Program (not a talent pool) in their previous school district should be nominated for the Joaquin G/T Program by the parent/guardian at time of enrollment. Student will follow the procedures for screening and selection and must meet the criteria of Joaquin ISD Gifted and Talented Program to be admitted to the program. Students transferring who were not in a Gifted and Talented Program in their previous school may be nominated for the Joaquin ISD G/T Program after at least six weeks enrollment in the regular program at Joaquin ISD to allow for appropriate completion of the Teacher Survey. Test results from previous schools *may* be used.

**JOAQUIN ISD**  
**Gifted and Talented Program**

**PROCEDURE FOR APPEALING THE IDENTIFICATION DECISION**

Parental or teacher grievances regarding the selection of students for the Gifted and Talented Program may be submitted in written form to the principal within 10 school days after the parent receives the committee's decision. The principal will notify the Campus Selection Committee, and the committee will arrange a conference (to hear the grievance) with the person(s) submitting the grievance. The Campus Selection Committee will then meet to address the grievance. The person filing the grievance shall receive written notification from the committee as to the committee's decision. If a consensus cannot be reached, an appeal may be made following the district's grievance process.

**FURLOUGH PROCEDURES**

Students may be withdrawn from Joaquin ISD's G/T Program on a temporary basis. Requests for furlough shall go through the Campus Selection Committee with documentation of the reason(s) for furlough. A furlough period is for no more than one year. A student who is out of the Joaquin ISD G/T Program for a period of more than one year must go through the formal identification process according to district procedures. A furlough may be requested by the student, parent or teacher for the following:

- teacher recommendations to the Campus Selection Committee based on observations of performance, products, or grades (time period to be determined by the committee based on circumstances)
- personal reasons (extenuating circumstances)

A conference should be held with the student and the parent/guardian as soon as the Campus Selection Committee perceives a problem that could necessitate furlough from the G/T program. The data and results of the conference should be recorded and placed in the student's cumulative file. If the student does not meet the conditions agreed upon in the conference, furlough will be recommended.

**REASSESSMENT**

Students will not be reassessed while placed in the Joaquin ISD G/T Program.

**EXIT FROM THE GIFTED AND TALENTED PROGRAM**

A student may exit the Gifted and Talented Program by a formal meeting of the Campus Selection Committee. Approval for exiting the G/T Program may be based on one or more of the following data:

- teacher recommendations to the Campus Selection Committee based on observations of performance or products

**JOAQUIN ISD**  
**Gifted and Talented Program**

- counselor recommendations to the Campus Selection Committee based on interview, observations, or developmental data on file
- parental request for withdrawal from the Gifted and Talented Program
- student request for withdrawal from the Gifted and Talented Program with parental permission
- evidence of personal or social stresses which prevent self-satisfying student performance

A conference should be held with the student and the parent or guardian as soon as the Campus Selection Committee perceives a problem that could necessitate exit from the Gifted and Talented Program. The data and results of the conference should be recorded and placed in the student's cumulative file. If the student does not meet the conditions agreed upon in the conference, exit will be recommended to take place as soon as possible. Student exiting by request (self or parent) may re-enter the Gifted and Talented Program only by completing the formal identification process according to district procedures.

**PARENT AND COMMUNITY INVOLVEMENT**

Joaquin Independent School District believes that education of the academically talented requires a strong partnership between parents, community, and teachers. Joaquin ISD seeks to promote the active involvement and support of parents and community through the following measures.

1. Parent and community involvement will be encouraged through newsletters and/or meetings concerning activities or projects.
2. Identification procedures will be printed in the student handbook.
3. Parents and community members will participate in the identification process by nominating prospective students.
4. Parents will be given the opportunity to complete a program evaluation survey each year.

**PROGRAM EVALUATION**

A summative evaluation will be conducted at the end of the year to evaluate the effectiveness of the Gifted and Talented Program at Joaquin Independent School District. Focus will be on improvement of the program and the overall effectiveness of the program.

**STAFF DEVELOPMENT**

In addition to the state requirements of 30 beginning hours and 6 hours thereafter each year for the Gifted and Talented teachers, Gifted and Talented staff members will be encouraged to attend professional conferences and workshops for the purpose of improving competencies in instructional strategies and program development.



**JOAQUIN ISD**  
**Gifted and Talented Program**  
**CURRICULUM**

The Gifted and Talented curriculum consists of the content to be learned and the processes which make learning possible. Curriculum for the academically talented must be differentiated from that in the regular classroom and congruent with the characteristics of gifted children. Joaquin Independent School District Gifted and Talented Program will be based on the following guidelines:

- Individual needs, abilities, and interest
- Activities that emphasize the development of thinking skills rather than mere accumulation of knowledge
- Development of oral and written communication skills
- Development of higher order thinking skills
- Divergent and creative thinking skills
- Active involvement of the learner
- Development of independent and self-directed learning skills
- Development of problem solving skills, including investigation and exploration of real problems
- Development of a healthy self-concept and relationship with peers

Joaquin ISD G/T curriculum replaces those subjects/areas from which students are pulled out to receive program services. These students shall not be required to make-up work missed or assignments graded during their pull-out. Teachers shall be flexible and plan around the program. The G/T curriculum is in place of regular curriculum, not extra. Grades 7-12 G/T classes have the option of using pass (P) and fail (F) for the six week/semester grading system if deemed appropriate by administration.

**JOAQUIN ISD**  
**Gifted and Talented Program**  
**Student Nomination Form**

I nominate \_\_\_\_\_ in \_\_\_\_\_ to be  
*JISD Student Name* *Grade*  
considered for possible placement in the Joaquin ISD Gifted and Talented Program.

I understand that this nomination does in no way ensure that the student will be placed in the program.

\_\_\_\_\_  
Signature Date

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

Please return this form to: \_\_\_\_\_

\_\_\_\_\_

Before the date of: \_\_\_\_\_.

**JOAQUIN ISD**  
**Gifted and Talented Program**

**Student:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Nominated by:** \_\_\_\_\_ **Relationship to student:** \_\_\_\_\_

Steps	Date Sent/Recv'd
-------	---------------------

1. \_\_\_\_\_ **Campus designated person receives student nomination form**
2. \_\_\_\_\_ **Send Parent/Student Notification – (Notification of nomination, Permission to test, Parent Checklist)**
3. \_\_\_\_\_ **Permission to test (if needed) signed and returned from parent**
4. \_\_\_\_\_ **Parent Checklist returned**
5. \_\_\_\_\_ **Give student’s teacher a Teacher Checklist**
6. \_\_\_\_\_ **Teacher Checklist returned**
7. \_\_\_\_\_ **Writing Sample/Product collected (if used) -or- K/1 Portfolio collected**
8. \_\_\_\_\_ **Sample/Product scored -or- K/1 Portfolio scored**
9. \_\_\_\_\_ **Designated campus person assigns student number and fills in student assessment data from Cumulative Record on a JISD Matrix**
10. \_\_\_\_\_ **Campus person sets the Campus Selection Committee Meeting to identify G/T students**
11. \_\_\_\_\_ **Selection Committee Meeting, Decisions, and Signatures on each student**
12. \_\_\_\_\_ **Designated campus person matches student numbers with names**
13. \_\_\_\_\_ **Parent & Student Notification (Child qualifies or does not qualify)**
14. \_\_\_\_\_ **Parent & Student Permission (if student qualifies) for student participation in the G/T Program returned**
15. \_\_\_\_\_ **Documentation put in student’s cumulative folder**

**Date Completed:** \_\_\_\_\_ **By:** \_\_\_\_\_

**JOAQUIN ISD**  
**Gifted and Talented Program**  
**Permission for Testing**

Dear Parent/Guardian of: \_\_\_\_\_

Your child has been nominated to be considered for Joaquin ISD's Gifted and Talented Program. According to locally-adopted and state-approved guidelines for identifying gifted students, data is to be collected during the screening stage. A part of this data comes from the assessment \_\_\_\_\_ . We need your permission to administer this assessment to your child.

\_\_\_\_\_ Yes, I do want my child tested for Joaquin ISD's Gifted and Talented Program.

\_\_\_\_\_ No, I do not want my child tested for Joaquin ISD's Gifted and Talented Program.

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

\_\_\_\_\_  
Date

The following information must be completed.

Student: \_\_\_\_\_  
*Last*                                  *First*                                  *Middle*

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

Mailing address:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Home Phone Number: \_\_\_\_\_

Please return this form to: \_\_\_\_\_

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

Return by: \_\_\_\_\_

**JOAQUIN ISD**  
**Gifted and Talented Program**  
 Learner Attributes – **Parent** Checklist

Student \_\_\_\_\_ Grade \_\_\_\_\_ Homeroom \_\_\_\_\_

*Please check each characteristic box that this student exhibits at least 80% of the time.*

- |  |  |
|--|--|
| <input type="checkbox"/> Knows the answers           | <input type="checkbox"/> Asks the questions                  |
| <input type="checkbox"/> Is interested               | <input type="checkbox"/> Is highly curious                   |
| <input type="checkbox"/> Is attentive                | <input type="checkbox"/> Is mentally and physically involved |
| <input type="checkbox"/> Has good ideas              | <input type="checkbox"/> Has wild, silly ideas               |
| <input type="checkbox"/> Works hard                  | <input type="checkbox"/> Plays around, yet tests well        |
| <input type="checkbox"/> Answers the questions       | <input type="checkbox"/> Discusses in detail, elaborates     |
| <input type="checkbox"/> Listens with interest       | <input type="checkbox"/> Shows strong feelings & opinions    |
| <input type="checkbox"/> Learns with ease            | <input type="checkbox"/> Already knows                       |
| <input type="checkbox"/> 6-8 repetitions for mastery | <input type="checkbox"/> 1-2 repetitions for mastery         |
| <input type="checkbox"/> Enjoys peers                | <input type="checkbox"/> Prefers adults                      |
| <input type="checkbox"/> Grasps the meaning          | <input type="checkbox"/> Draws inferences                    |
| <input type="checkbox"/> Copies accurately           | <input type="checkbox"/> Creates a new design                |
| <input type="checkbox"/> Enjoys school               | <input type="checkbox"/> Enjoys learning                     |
| <input type="checkbox"/> Absorbs information         | <input type="checkbox"/> Manipulates information             |
| <input type="checkbox"/> Technician                  | <input type="checkbox"/> Inventor                            |
| <input type="checkbox"/> Good memorizer              | <input type="checkbox"/> Good guesser                        |
| <input type="checkbox"/> <b>*TOTAL</b>               | <input type="checkbox"/> <b>*TOTAL</b>                       |

**JOAQUIN ISD**  
**Gifted and Talented Program**  
 Learner Attributes – **Teacher** Checklist

Student \_\_\_\_\_ Grade \_\_\_\_\_ Homeroom \_\_\_\_\_

*Please check each characteristic box that this student exhibits at least 80% of the time.*

- |  |  |
|--|--|
| <input type="checkbox"/> Knows the answers           | <input type="checkbox"/> Asks the questions                  |
| <input type="checkbox"/> Is interested               | <input type="checkbox"/> Is highly curious                   |
| <input type="checkbox"/> Is attentive                | <input type="checkbox"/> Is mentally and physically involved |
| <input type="checkbox"/> Has good ideas              | <input type="checkbox"/> Has wild, silly ideas               |
| <input type="checkbox"/> Works hard                  | <input type="checkbox"/> Plays around, yet tests well        |
| <input type="checkbox"/> Answers the questions       | <input type="checkbox"/> Discusses in detail, elaborates     |
| <input type="checkbox"/> Listens with interest       | <input type="checkbox"/> Shows strong feelings & opinions    |
| <input type="checkbox"/> Learns with ease            | <input type="checkbox"/> Already knows                       |
| <input type="checkbox"/> 6-8 repetitions for mastery | <input type="checkbox"/> 1-2 repetitions for mastery         |
| <input type="checkbox"/> Enjoys peers                | <input type="checkbox"/> Prefers adults                      |
| <input type="checkbox"/> Grasps the meaning          | <input type="checkbox"/> Draws inferences                    |
| <input type="checkbox"/> Copies accurately           | <input type="checkbox"/> Creates a new design                |
| <input type="checkbox"/> Enjoys school               | <input type="checkbox"/> Enjoys learning                     |
| <input type="checkbox"/> Absorbs information         | <input type="checkbox"/> Manipulates information             |
| <input type="checkbox"/> Technician                  | <input type="checkbox"/> Inventor                            |
| <input type="checkbox"/> Good memorizer              | <input type="checkbox"/> Good guesser                        |
| <input type="checkbox"/> <b>*TOTAL</b>               | <input type="checkbox"/> <b>*TOTAL</b>                       |

**JOAQUIN ISD**  
**Gifted and Talented Program**  
**Placement Determination Matrix**

Student #: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

(Sample) Assigned #: \_\_\_\_\_ Nominated by: \_\_\_\_\_

**Matrix Scores**

Criteria/Instrument                      **0**            **1**            **2**            **3**            **4**            **5**

<b>IDENTIFICATION FOR K &amp; 1<sup>st</sup> ONLY</b>						
<b>PORTFOLIO</b> (Sample 1)						
(Sample 2)						
(Sample 3)						
(Sample 4)						
(Sample 5)						
<b>CHARACTERISTICS CHECKLIST</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>
Teacher Checklist						
Parent Checklist						
<b>OTHER</b>						

<b>IDENTIFICATION FOR 2<sup>ND</sup> GRADE – 12<sup>TH</sup> GRADE</b>						
<b>Cognitive Abilities Test</b>	<b>Below 99</b>	<b>100-109</b>	<b>110-114</b>	<b>115-119</b>	<b>120-124</b>	<b>125- up</b>
Verbal						
Quantitative						
Nonverbal						
Composite						
<b>SAMPLE/PRODUCT</b> Holistically Scored 0-4	<b>0 or 1</b>	<b>2</b>	<b>-</b>	<b>3</b>	<b>-</b>	<b>4</b>
Writing Sample						
Product (                      )						
<b>CHARACTERISTICS CHECKLIST</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>
Teacher Checklist						
Parent Checklist						
<b>OTHER</b>						

A student will be identified by the Joaquin ISD G/T campus screening committee using criteria from at least 3 measures. The parent must then give permission for the identified student to participate in Joaquin ISD's G/T Program.

**JOAQUIN ISD**  
**Gifted and Talented Program**  
**Documentation of Selection Committee Meeting**

Date \_\_\_\_\_

\_\_\_\_\_ in \_\_\_\_\_ has been screened and  
*JISD Student Name* *Grade*  
considered for placement in the Joaquin ISD Gifted and Talented Program. The student

\_\_\_\_\_ **did** meet the criteria for the Gifted and Talented Program of Joaquin ISD.

\_\_\_\_\_ **did not** meet the criteria for the Gifted and Talented Program at Joaquin ISD.

Discussion: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

_____	COMMITTEE MEMBER	_____	COMMITTEE
MEMBER			
_____	COMMITTEE MEMBER	_____	COMMITTEE
MEMBER			
_____	COMMITTEE MEMBER	_____	COMMITTEE
MEMBER			
_____	COMMITTEE MEMBER	_____	COMMITTEE
MEMBER			
_____	COMMITTEE MEMBER	_____	COMMITTEE
MEMBER			



**JOAQUIN ISD**  
**Gifted and Talented Program**  
**Parent/Student Notification**

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

Dear Parent and Student,

Thank you for allowing us to screen \_\_\_\_\_ for our educational program for gifted and talented students. We recognize that this student has many abilities; however, at this time the screening committee has determined that this student does not meet the qualifications for the Joaquin ISD Gifted and Talented Program. He/she will continue to be observed as a possible candidate in the future.

If you have any questions, please contact me at your convenience at \_\_\_\_\_.

Sincerely,

G/T Committee

**JOAQUIN ISD**  
**Gifted and Talented Program**  
**Parent/Student Notification**

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

Dear Parent and Student,

The student, \_\_\_\_\_, has met the criteria of gifted and talented as specified by state and local guidelines. This student is eligible for participation in the Joaquin ISD Gifted and Talented Program. This part of our total school program will provide challenges and experiences which will help your child develop to his or her maximum potential.

In order for this student to participate in the G/T Program, the following form must be completed and returned to me by \_\_\_\_\_.

Sincerely,

G/T Committee

**JOAQUIN ISD**  
**Gifted and Talented Program**  
**Parent Permission/Documentation for JISD G/T Program**  
(Form to be filled out and filed each year.)

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

**Student** \_\_\_\_\_ **Grade** \_\_\_\_\_

I understand that Joaquin ISD's Gifted and Talented Program is instructionally focused for gifted and talented students. I understand that it is an integral part of the total curriculum for the district.

\_\_\_\_\_ I **DO** wish for this student to participate in the Joaquin ISD Gifted and Talented program. I understand and agree that it is the responsibility of this student to participate actively in class with a positive, cooperative attitude, knowing that the activities will include both in-class and independent study opportunities for enrichment.

\_\_\_\_\_ I **DO NOT** wish for this student to participate in the Joaquin ISD Gifted and Talented Program.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Address

\_\_\_\_\_  
Home Phone

\_\_\_\_\_  
City                      State                      Zip

\_\_\_\_\_  
Work or Cell Phone

Cc: Student Cumulative Folder

**JOAQUIN ISD**  
**Gifted and Talented Program**  
**Furlough Recommendation**

**Student** \_\_\_\_\_ **Grade** \_\_\_\_\_ **Date** \_\_\_\_\_

**Name of Person Recommending Furlough:** \_\_\_\_\_

**Reason(s) for Requesting Furlough:**

---

---

---

---

---

---

---

---

I understand that in order to remain eligible for the G/T Program in Joaquin ISD, this student must re-enter the program on a full-time basis no more than one year from the date of this furlough. Admittance after that date will require evaluation according to district procedures.

**Signatures:** \_\_\_\_\_  
Parent/Guardian Date

\_\_\_\_\_  
Student Date

**Committee Response:**    **Furlough Accepted**    *Circle One*    **Furlough Rejected**  
**Furlough Tabled Pending Further Information**

**Signatures of Campus G/T Committee:**                      **Date Furlough Begins:** \_\_\_\_\_

---

---

---

---

---

---

---

---

**JOAQUIN ISD**  
**Gifted and Talented Program**  
**Exit Recommendation**

**Student** \_\_\_\_\_ **Grade** \_\_\_\_\_ **Date** \_\_\_\_\_

**Name of Person Recommending Exit:** \_\_\_\_\_

**Reason(s) for Requesting Exit:**

---

---

---

---

---

---

---

---

I understand that after exiting the G/T Program in Joaquin ISD, my this student must go through the complete identification process according to district procedures in order to re-enter the program.

**Signatures:** \_\_\_\_\_  
Parent/Guardian Date

\_\_\_\_\_  
Student Date

**The Joaquin ISD Campus G/T Committee recommends that \_\_\_\_\_**  
**be exited from the G/T Program.**

**Signatures of Campus G/T Committee:** \_\_\_\_\_ **Date:** \_\_\_\_\_

---

---

---

---

---

---

---

---

**JOAQUIN ISD**  
**Gifted and Talented Program**  
**Grievance Form**

I have the following grievance concerning the **selection/non-selection** of

\_\_\_\_\_ for the Joaquin ISD Gifted and Talented Program.  
*Student*

Grievance:

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

\_\_\_\_\_

Relationship to Student

*Please return to the Campus Principal.*



**JOAQUIN ISD**  
**Gifted and Talented Program**  
**G/T Teacher Responsibilities and Yearly Record**

Teacher \_\_\_\_\_ Grade(s) \_\_\_\_\_ Date \_\_\_\_\_

<i>Date Planned/Began</i>	<i>Date Completed</i>	
_____	_____	Original 30 hours training
_____	_____	Yearly 6 hour G/T update
_____	_____	Familiarize self yearly with Joaquin ISD's G/T Program and Guidelines
_____	_____	Program/Curriculum planned and in place for upcoming year
_____	_____	Beginning of year parent meeting (September)
_____	_____	Cognitive Abilities Testing (coordinate with principal and campus testing coordinator to see that 2 <sup>nd</sup> grade IQ tests are ordered, testing is scheduled, and tests are scored at the beginning of the 2 <sup>nd</sup> six weeks)
_____	_____	Carry out Nomination, Screening, and Identification Process (October) (Elementary: Grades K-6; JH/HS: Grades 7-12) (JH/HS begin services at beginning of 2 <sup>nd</sup> semester)
_____	_____	Carry out Nomination, Screening, and Identification Process for K (4 <sup>th</sup> Six Weeks/January - students begin receiving services by March 1)
_____	_____	Coordinate paperwork and deadlines with Campus Committee
_____	_____	Records/Projects/Portfolio kept on each G/T student

<b>At least (1) COMPETITION Scheduled for Upper Grades</b>	
_____	_____ Planned and Scheduled _____ (ex: Robotics)
_____	_____ Planned and Scheduled _____ (ex: UN)

<b>(2) COMMUNITY PROJECTS Scheduled (ex: nursing home, Community Thanksgiving)</b>	
_____	_____ 1 <sup>st</sup> Semester Community Project _____
_____	_____ 2 <sup>nd</sup> Semester Community Project _____

**ONGOING TASKS**

_____	_____	1 <sup>st</sup> Six Weeks Newsletter
_____	_____	1 <sup>st</sup> Six Weeks Monitor Student Grades
_____	_____	2 <sup>nd</sup> Six Weeks Newsletter
_____	_____	2 <sup>nd</sup> Six Weeks Monitor Student Grades
_____	_____	3 <sup>rd</sup> Six Weeks Newsletter
_____	_____	3 <sup>rd</sup> Six Weeks Monitor Student Grades
_____	_____	Mid-term Parent, Student, and Teacher Surveys
_____	_____	4 <sup>th</sup> Six Weeks Newsletter
_____	_____	4 <sup>th</sup> Six Weeks Monitor Student Grades
_____	_____	5 <sup>th</sup> Six Weeks Newsletter
_____	_____	5 <sup>th</sup> Six Weeks Monitor Student Grades
_____	_____	End of Year Parent, Student, and Teacher Surveys
_____	_____	Committee Meetings (called when necessary for screening, selecting, etc.)
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	

**OTHER:**

*Teacher:*

A copy of this document must be completed and sent to the District Coordinator at the end of each school year along with survey results.



**JOAQUIN ISD**  
**Gifted and Talented Program**  
**Parent Survey**

**The following survey should be online Joaquin ISD's web site by the end of the 2007 school year.**