



**Flour Bluff ISD
Gifted & Talented Program
Students Accelerating in Innovative Learning (SAIL)
Procedural Manual
2025-2026**



Table of Contents

Vision Mission and Goals	3
Flour Bluff ISD Board of Trustees, District and Campus Administration.....	4
Goal and Purpose	5
Student Identification Process	6
What Is S.A.I.L. (Students Accelerating through Innovative Learning)?.....	7
Who Qualifies for the Program?	7
Referrals.....	7
Assessment.....	8
Qualitative & Quantitative Measures for GT Program Identification	9
Placement Procedures.....	14
Parent Notification	14
Furloughs	14
Exit	15
Reassessment.....	15
Appeal	15
Program Description and Design	16
Opportunities for Gifted and Talented Students.....	18
Beliefs and Assumptions	18
Student Evaluation	18
Parent and Community Involvement.....	19
Teacher Competencies and Staff Development.....	19
Administration and Program Evaluation	20
Fiscal Responsibility	22
General Timelines of Events.....	22
Appendix A	24
Forms	24
Appendix B	33
FBISD Board Policy.....	33
Appendix C	34
Question and Answer Document.....	34
Appendix D	36
Texas Education Code.....	36
Appendix E	40
Texas State Plan for Gifted and Talented Education	40

Vision Mission and Goals

Vision

Our vision is to make Flour Bluff ISD the premier district in Texas.

Mission

The mission of the Hornet community is to foster and empower students to become confident, productive members of society who pursue excellence with integrity.

Goals

Goal 1: Students: Well-being and Academic Success

Goal 2: Faculty and Staff: Well-being, Professional Development, and Growth

Goal 3: Community Satisfaction and Engagement

Goal 4: Financial Stewardship

Flour Bluff ISD Board of Trustees, District and Campus Administration

Flour Bluff ISD Board of Trustees

Shirley Thornton, President
Jerry Hooper, Vice President
Jennifer Welp, Secretary
David Gerlach, Member
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Linda Medley, Deputy Superintendent
Tomas Molina, Chief Financial, Business, and Operations Officer
Sarah Chapman, Director for Federal and State Programs
James Crenshaw, Superintendent for Student Services
Nicole White, Associate Superintendent for Curriculum and Instruction
Bob Chapman, Director for Strategic Initiatives
Dr. Melonie Shandy, Director of Special Education

Campus Administration

Dr. Molli Martinez, Early Childhood Center Principal
Jessica Gutierrez, Primary Principal
Cindy Holder, Elementary Principal
Dr. Sal Alvarado, Intermediate Principal
Brodie Wallace, Junior High Principal
Amy Seeds, High School Principal

Goal and Purpose:

The goal of the Flour Bluff Independent School District is to provide students who participate in the Gifted and Talented Program (S.A.I.L.—Students Accelerating through Innovative Learning) the opportunity to demonstrate skills in self-directed learning, thinking, research, and communication as evidenced through the presentation of innovative products and performances that reflect their individuality and creativity and are advanced in relation to the skills of students of similar age, experience or environment. The program will successively lead to the presentation of professional-level products and performances in high school as part of the GT program services.

The purpose of the Flour Bluff Independent School District Gifted and Talented (S.A.I.L.) Program is to provide the exceptional learner with a curriculum at an accelerated pace, which is cognitively more challenging and demanding yet meets the needs of the gifted/talented student. Services are offered to students in the core disciplines of Mathematics, Science, Social Studies, and Language Arts. Students may qualify for services in one, two, three, or four of these disciplines, depending on their individual strengths. The intent of the program is to provide curriculum and instruction that has depth and quality related to the high intellectual interests of the students.

Campus GT Contacts

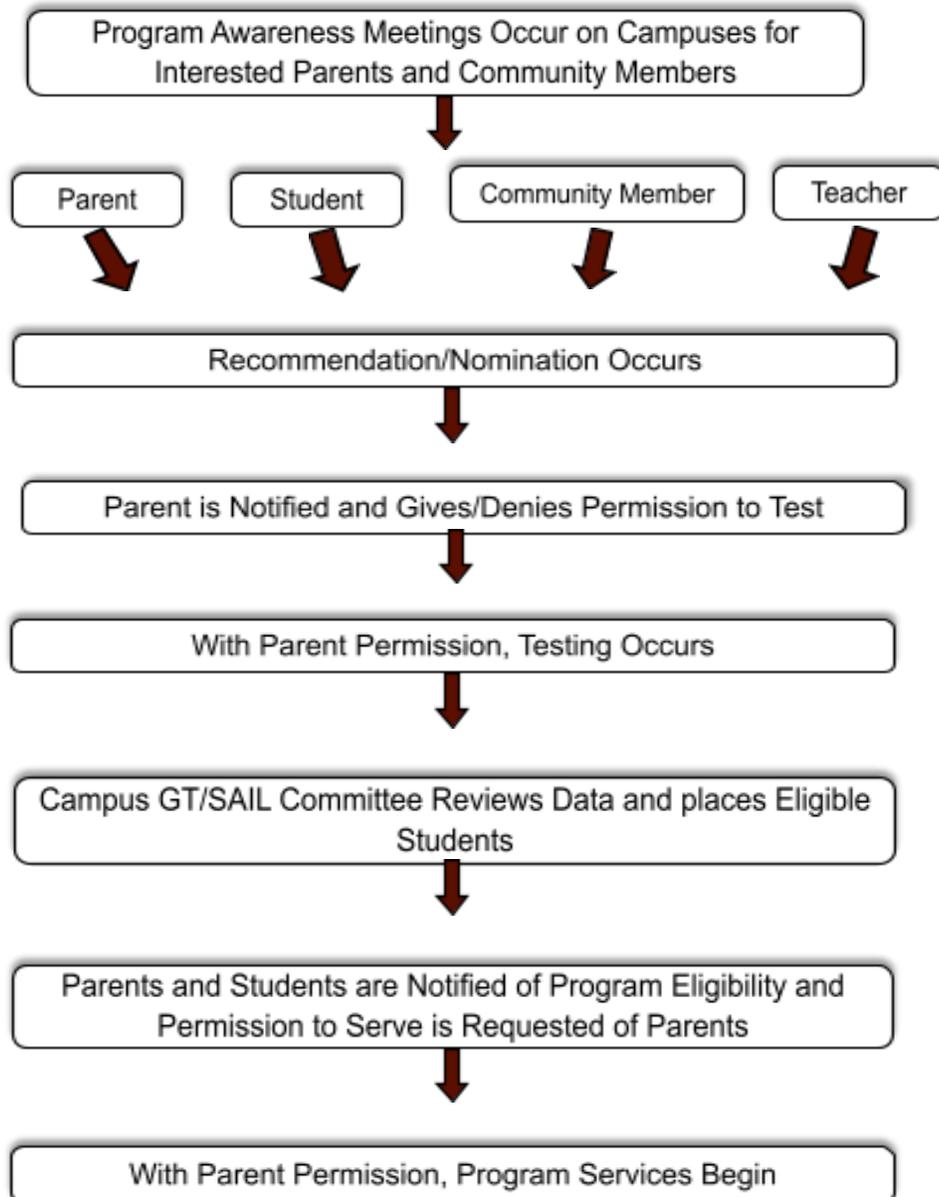
Flour Bluff ECC	Stephanie Jackson	Counselor	694-9074
Flour Bluff Primary	Heather Stark	Counselor	694-9695
Flour Bluff Elementary	Rachel Vardeman	Counselor	694-9595
Flour Bluff Intermediate	Brian Scholz	Counselor	694-9495
Flour Bluff Junior High	Danette Vargas	Counselors	694-9395
Flour Bluff High School	Debra Mendoza	Counselor	694-9170

District GT Contact

Flour Bluff ISD	Sarah Chapman	Director for Federal and State Programs	694-9230
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Student Identification Process:

Flour Bluff ISD Gifted and Talented (S.A.I.L.) Program Identification Process
Flow Chart





What Is S.A.I.L. (Students Accelerating through Innovative Learning)?

The Flour Bluff Independent School District's Gifted and Talented Program is designed to serve identified students who need challenges and educational instruction beyond the regular classroom objectives.

The S.A.I.L. instructional program is differentiated to promote extension and enrichment for identified students to:

- Apply general intellectual ability in tasks, using higher-level questioning and problem-solving strategies.
- Develop creative/independent thinking skills.
- Utilize the skills of research to promote the development of advanced products.
- Encourage the pursuit of interests in specified subjects.
- Develop an understanding of self and others in relation to giftedness.

Who Qualifies for the Program?

In compliance with TEC Chapter 89, Section 29.121, <https://statutes.capitol.texas.gov/Docs/ED/htm/ED.29.htm> Flour Bluff Independent School District identifies the following students for the program:

Gifted and Talented students are those who excel consistently or who have the potential to excel in any one or combination of the following areas: general intellectual ability, specific subject matter aptitude, creative and productive thinking, leadership ability, ability in the visual and performing arts, and psychomotor ability. These students require educational experiences beyond those normally provided by the regular school program.

Referrals

Students are generally referred by parents, staff, community members, or through self-nomination. Anyone familiar with the student's abilities may refer a student for consideration. Referrals are accepted at all times during the year, however, testing occurs twice yearly unless the student was served as GT in a previous school (testing occurs at the end of the school year under these circumstances). Referral forms may be obtained from the Campus Principal or GT Campus Coordinator. Completed forms should be returned to the Campus Principal or GT Campus Coordinator. Documentation of all referrals will be maintained on file at the campus.

Assessment

Referred students are assessed on a timeline for placement into the program. Assessment occurs in April/May and August for students in grades 3-12 and January/February for K-2 placement (program offerings begin by March 1 in Reading/Language Arts and Mathematics for identified Kindergarten students). Students who transfer from other districts already identified as Gifted and Talented will be assessed, as appropriate, and placed immediately in the program upon arrival if qualified.

If a student has been assessed and does not qualify, he/she must wait one academic year before testing can occur again.

No student will be discriminated against in the identification process because of sex, race, creed, ethnic origin, religious preferences, or disabilities.

Anytime an assessment is administered for entry into a program, parental permission to administer the assessment is required. Upon administering the appropriate assessments, the Campus GT/SAIL Committee shall review the data to decide on eligibility and ensure that the data is recorded in the student's cumulative file under the testing section.

As required by the Texas State Plan for the Gifted and Talented, a minimum of three identification criteria, including qualitative and quantitative measures, are utilized. Depending upon the areas in which the student was nominated, the following instruments are utilized to determine eligibility. Students who have special needs, such as learning disabilities or other disabilities, shall be assessed appropriately. The ARD Committee, Language Proficiency Assessment Committee, or 504 Committee, as appropriate to the student's needs, will provide consultation for appropriate assessments.



Qualitative & Quantitative Measures for GT Program Identification

EARLY CHILDHOOD CENTER Kindergarten			
Kindergarten GT is typically assessed between January and February and is served in Language Arts and Math by March 1 st . Other areas are assessed by May to be served starting in First Grade.			
Language Arts	Math	Science	Social Studies
Naglieri – Stanine 8	Naglieri – Stanine 8	Naglieri – Stanine 8	Naglieri – Stanine 8
SAGES-2 – Stanine 8 (Language)	SAGES-2 – Stanine 8 (Math)	SAGES-2 – Stanine 8 (Science)	SAGES-2 – Stanine 8 (Social Studies)
Portfolio	Portfolio	Portfolio	Portfolio
Elementary Parent Referral Form	Elementary Parent Referral Form	Elementary Parent Referral Form	Elementary Parent Referral Form
Teacher Perception Inventory	Teacher Perception Inventory	Teacher Perception Inventory	Teacher Perception Inventory
Recommended to have 4/5	Recommended to have 4/5	Recommended to have 4/5	Recommended to have 4/5

**PRIMARY
1st & 2nd Grades**

Language Arts	Math	Science	Social Studies
Naglieri – Stanine 8			
SAGES-2 – Stanine 8 (Language)	SAGES-2 – Stanine 8 (Math)	SAGES-2 – Stanine 8 (Science)	SAGES-2 – Stanine 8 (Social Studies)
Language Arts Average ≥ 90	Math Average ≥ 90	Science Average ≥ 90	Social Studies Average ≥ 90
Elementary Parent Referral Form			
Teacher Perception Inventory	Teacher Perception Inventory	Teacher Perception Inventory	Teacher Perception Inventory
Recommended to have 4/5			

**ELEMENTARY
3rd & 4th Grades**

Language Arts	Math	Science	Social Studies
CogAT-Stanine 8	CogAT-Stanine 8	CogAT-Stanine 8	CogAT-Stanine 8
ITBS - Stanine 8			
Language Arts Average ≥ 90	Math Average ≥ 90	Science Average ≥ 90	Social Studies Average ≥ 90
Composition ≥ 3			
Elementary Parent Referral Form			
Teacher Perception Inventory	Teacher Perception Inventory	Teacher Perception Inventory	Teacher Perception Inventory
Recommended to have 5/6	Recommended to have 4/5	Recommended to have 4/5	Recommended to have 4/5

**INTERMEDIATE
5th & 6th Grades**

Language Arts	Math	Science	Social Studies
CogAT-Stanine 8	CogAT-Stanine 8	CogAT-Stanine 8	CogAT-Stanine 8
ITBS - Stanine 8			
Language Arts Average \geq 90	Math Average \geq 90	Science Average \geq 90	Social Studies Average \geq 90
Composition \geq 3			
Elementary Parent Referral Form	Elementary Parent Referral Form	Elementary Parent Referral Form	Elementary Parent Referral Form
Teacher Perception Inventory	Teacher Perception Inventory	Teacher Perception Inventory	Teacher Perception Inventory
Recommended to have 5/6	Recommended to have 4/5	Recommended to have 4/5	Recommended to have 4/5

JUNIOR HIGH 7th & 8th Grades			
Language Arts	Math	Science	Social Studies
CogAT-Stanine 8+	CogAT-Stanine 8+	CogAT-Stanine 8+	CogAT-Stanine 8+
ITBS - Stanine 8+	ITBS - Stanine 8+	ITBS - Stanine 8+	ITBS - Stanine 8+
Language Arts Average \geq 90	Math Average \geq 90 (Math Weighted Class \geq 80)	Science Average \geq 90	Social Studies Average \geq 90
Composition- 3 or 4			
Secondary Parent Referral Form	Secondary Parent Referral Form	Secondary Parent Referral Form	Secondary Parent Referral Form
Teacher Perception Inventory	Teacher Perception Inventory	Teacher Perception Inventory	Teacher Perception Inventory
Recommended to have 5/6	Recommended to have 4/5 Must meet screening cut-off for Algebra	Recommended to have 4/5	Recommended to have 4/5

HIGH SCHOOL 9th through 12th Grades			
Language Arts	Math	Science	Social Studies
CogAT-Stanine 8	CogAT-Stanine 8	CogAT-Stanine 8	CogAT-Stanine 8
ITED - Stanine 8	ITED - Stanine 8	ITED - Stanine 8	ITED - Stanine 8
TSI - Meet College Readiness Standard	TSI - Meet College Readiness Standard	TSI - Meet College Readiness Standard	TSI - Meet College Readiness Standard
Language Arts Average \geq 90	Math Average \geq 90 (Math Weighted Class \geq 80)	Science Average \geq 90 (Science Weighted Class \geq 80)	Social Studies Average \geq 90 (Social Studies Weighted Class \geq 80)
Secondary Parent Referral Form	Secondary Parent Referral Form	Secondary Parent Referral Form	Secondary Parent Referral Form
Teacher Perception Inventory	Teacher Perception Inventory	Teacher Perception Inventory	Teacher Perception Inventory
Recommended to have 5/6	Recommended to have 5/6	Recommended to have 5/6	Recommended to have 5/6

Placement Procedures

Each campus GT Committee meets to review assessment data, screen applicants, and recommend placement of students for whom the SAIL program is an appropriate placement, utilizing established district criteria. The committee comprises at least three professionally qualified GT staff members, including administrators, counselors, and teachers. Qualification is based on general intellectual ability, specific subject matter aptitude, and creative/productive thinking skills, utilizing an achievement test, ability test, grades, Teacher Perception Inventory, Parent Referral Form, and subject-specific information in the four core subject areas— Mathematics, Science, Social Studies and Language Arts. At the Kindergarten level, students are only served in Language Arts and Mathematics.

Assessment data will be collected and documented for each nominated student. The Campus GT Committee will review the data for each student, exclusive of the student's name. Only an identification number will be provided to distinguish students being reviewed. Students receiving the required scores will be identified as eligible for the GT/SAIL program, and parents will be notified.

The Campus GT Committee will record the meeting date and review the list of referred students by identification number. The committee will then examine the scores and sign off on the list of students reviewed, indicating which students (by ID numbers) have qualified for the program. The campus administrator will maintain the scores for each student nominated and reviewed. Scores on the tests administered will be recorded in the individual cumulative record.

Students will remain identified as Gifted and Talented for the remainder of their school career at Flour Bluff Independent School District unless they exit or are furloughed from the program. The campus administrator will ensure that students identified and approved for the GT program are provided appropriate services and identified in the Public Education Information Management System (PEIMS) as Gifted and Talented.

Parent Notification

Parents are notified when a student is nominated and must sign an agreement if they wish for their child/student to be assessed. Parents also receive notification regarding qualification for the program. If the student qualifies for the GT program, the school provides a form requesting parent permission to serve the student. Parent permission is required before the student may be served in the program.

Furloughs

A student or parent may request a temporary leave from the program of not less than one semester or more than a year for serious, extenuating circumstances. Examples of extenuating circumstances involve situations such as a serious illness, traumatic events, or death in the immediate family. The circumstances are reviewed by the GT campus committee to determine if a furlough is appropriate for the student. The student's eligibility to re-enter the GT Program shall be reviewed by the campus committee at the end of the furlough period. During the furlough period, the student must be removed from PEIMS identification for GT.

Exit

The Campus GT Committee may exit a student from the SAIL Program upon the recommendation of the teacher and/or parent when the program fails to meet the student's educational needs. Reasons for consideration of exit will include:

- Evidence of working at a level of frustration is observable through performance and/or behavior.
- Demonstration of clear inability or unwillingness to maintain the standards of program performance by maintaining a below satisfactory grade average for two six weeks.
- Failure to participate in the program appropriate to the grade level and course offerings for the areas in which the student is qualified.
- Parent's request for removal is automatic. (An Exit form requesting removal is signed and dated by the parent.)

Procedures for exit will include a parent conference, a counselor/student conference, and a dismissal review by the Campus Committee, to include input from the parent, teacher, and campus administrator.

Reassessment

By board policy, eligibility to continue in the GT program is not reassessed. Once a student is approved to enter the program, he/she will stay in the program unless the Campus GT Committee approves a furlough or exit.

Appeal

Parents or students may appeal any final decision of the campus committee regarding placement for or removal from the SAIL Program. Written notice of desire to appeal should be given to the campus administrator or curriculum supervisor. An appeal shall be made first to the Campus GT/SAIL Committee within 10 days of notification. The Campus Committee then meets and reviews the appeal and makes a decision. Any subsequent appeals shall be made in accordance with FNG (LOCAL) in Board Policy.

Program Description and Design

CURRICULUM CONTENT

Curriculum content is based on a broad theme design for each grade level or course. Instructional units, developed in accordance with the Texas Essential Knowledge and Skills for the appropriate level, support each broad theme.

Grade K:	Cycles
Grade 1:	Explorations
Grade 2:	Expansion
Grade 3:	Change
Grade 4:	Relationships
Grade 5:	Justice
Grade 6:	Responsibilities
Grade 7:	Beginnings
Grade 8:	Discovery
Grade 9-12:	Knowledge, Judgment, and Integrity

CONTENT IMPLEMENTATION

KINDERGARTEN	Reading & Language Arts
	Mathematics
1ST - 12TH GRADES	Reading & Language Arts
	Mathematics
	Science
	Social Studies

The SAIL (Gifted and Talented) Program at grades 9-12 includes services through Advanced Placement (AP) courses, Dual Credit courses, Advanced On Ramps, the Distinguished Achievement Independent Studies Class, and the Before/After School Independent Studies Class.

Parent/Community Product Fairs are also scheduled as part of campus activities at the Early Childhood Center (ECC) through Intermediate levels to present developmentally appropriate professional-level products to an audience.

INSTRUCTIONAL DESIGN AND ARRANGEMENTS

The Flour Bluff I.S.D. Gifted and Talented (SAIL) Program on each campus shall reflect an alignment of delivery and skill development utilizing the state curriculum—The Texas Essential Knowledge and Skills.

Lessons provided for GT students will include:

- Differentiated instructional strategies
- Differentiated pacing
- Differentiated instructional resources/materials
- Differentiated learning environment
- Differentiated cognitive demand
- Differentiated content
- Differentiated student products
- Research skills
- Advanced-level products and performances

Students in the Gifted and Talented (SAIL) Program at Flour Bluff I.S.D. receive instruction in a variety of settings. Students will spend some instructional time grouped with other gifted and talented students, some instructional time with heterogeneously grouped students, and some time working independently.

KINDERGARTEN	Students are served through a pull-out program by a qualified GT-trained teacher and are provided extended and enriched learning experiences in language arts and mathematics.
GRADES 1-6	Students are grouped and served through SAIL classes in the core content areas for which they qualify.
GRADES 7-8	Students are grouped and served through Advanced Placement and/or Academy classes in the core content areas for which they qualify.
GRADES 9-12	Students are served through AP, Dual Credit, and Independent Study classes available in various subjects to meet their interests and abilities.

Opportunities for Gifted and Talented Students

UIL Instruction and Competition	Fine Arts Classes and Competition
Texas State Math/Science Competition	Foreign Language Classes
Decathlon	Oceans Classes
Chess Club	National Honor Society
Art Competition	Independent Studies
Student Council	Spanish National Honor Society
Dual Credit courses	Advanced Measures
Science and Technology Club	National Forensics League
Credit by Exam	Various Clubs/Organizations
Math Counts	Career and Technology
Honors /Advanced Classes	

Beliefs and Assumptions

- All students have talents and gifts, exhibited through a variety of intelligences (Multiple-Intelligences Theory).
- All students are capable of higher-level thinking.
- All students should be provided opportunities to obtain optimum levels of learning.
- Accelerated and exceptionally gifted or talented learners have different needs than typical learners. Therefore, the curriculum should be differentiated to meet these needs.

Student Evaluation

Student progress is evaluated through progress reports and report cards. Additionally, student progress is evaluated through state assessments, products, performances for the GT/SAIL program, and self-evaluation. Progress may be measured through the following methods:

- Standardized, criterion-referenced tests or teacher-developed tests
- Student products/projects
- Student/parent survey
- Teacher observation and evaluation
- Texas Performance Standards Project (Grades K-6)

Parent and Community Involvement

Communication with parents and community members is an integral part of a solid program. Communication is expected and can be achieved in many ways:

- Presentations to parents and the community
- Phone calls and conferences
- Involvement in committees such as Site-Based Decision-Making Committees or other campus/district committees
- Informational meetings about programs
- Newsletters and letters
- Participation in activities
- Volunteering
- Product Fairs
- Written reports to parents
- Parent/Teacher Organization
- Parent Seminars

At least one meeting per year will be hosted at the campus to inform interested parents and community members about the nomination and screening process, program services, and expectations for Gifted and Talented students. The campus will maintain an agenda and sign-in sheets for these meetings. Campuses will also notify parents of available summer enhancement opportunities as information is received.

Teacher Competencies and Staff Development

All teachers who serve in the Gifted and Talented program are required to have a GT Endorsement or an initial 30 hours of training in Nature and Needs of Gifted and Talented Students, Curriculum and Instruction for Gifted and Talented Students, and Assessment of Student Needs for Gifted and Talented Students. Teachers with 30 hours must also have at least six additional hours of training in Gifted and Talented each year that they teach Gifted and Talented students.

Administrators and Counselors who work with and have authority for the Gifted and Talented/SAIL Program must have at least 6 hours of training in the Nature and Needs and Program Options for Gifted and Talented Students. Administrators and counselors responsible for GT program decisions must keep their training current and up-to-date.

Teachers who provide instruction and services for the Gifted and Talented/SAIL Program will conduct an annual needs assessment for staff development in the areas of strategies and curriculum delivery. Based on the needs assessment, campus and District Improvement Plans will integrate strategies for improvement.

The Campus GT/SAIL Committee must consist of at least three educators who have the required training for their positions.

Administration and Program Evaluation

Program evaluation will be in compliance with the Texas Education Agency Program Accountability Performance Standards, District Effectiveness and Compliance Indicators, PAS/DAS Evaluation, and the Texas State Plan for the Gifted and Talented.

Evaluation will consist of the following components:

- Student Assessment
- Program Design
- Curriculum and Instruction
- Staff Development
- Parent and Community Involvement

Data from a variety of sources will be collected and analyzed:

- Parent and student evaluations
- Ethnic distribution for the program
- Economically Disadvantaged percentages
- Program enrollment percentages
- Enrollment in program offerings such as SAIL classes, AP, Dual Credit, and Independent Studies
- State Assessment Scores
- AP Test Scores
- Other Standardized Test Scores
- PSAT
- ACT/SAT Scores
- Formal Observation Data
- Student Products and Performances
- Formative and Summative Evaluations of the District and Campus Improvement Plans
- Interviews/Surveys
- Presidential Excellence Awards

Student Assessment

- Completion of awareness sessions for parents
- Board policies are reviewed at least every three years
- Referrals are accepted at all times
- The population of the GT program reflects the population of the district
- Ensure that special populations have access to the program
- Appropriate assessments are utilized
- Campus GT Committee Members all have the appropriate training

Program Design

- Services for GT students are comprehensive and challenging, vertically aligned, and include the required core area subjects
- Personnel serving GT students have the required training
- GT Students spend time each week in heterogeneous grouping, on individual projects, and with other GT students
- A variety of opportunities are offered to the students in areas of interest

Curriculum and Instruction

- Teach the TEKS at a level that is in-depth, interesting, and challenging
- Opportunities are provided for students to pursue areas of individual interest through guided and independent research
- Instruction is designed to meet the individual needs of the student
- Provide for opportunities to exhibit strengths in leadership, creativity, and productive thinking
- Students are involved in experiences that result in developmentally appropriate, sophisticated products and performances
- Scheduling modifications are implemented to meet the individual needs of the students
- Administrators monitor and guide the development and delivery of curriculum for GT students
- Student progress and performance is periodically assessed and the information is communicated to parents/guardians
- Parent input regarding the progress of the student and evaluation of the program is sought

Professional Development

- Campus and District Improvement Plans reflect targeted, high-quality, and in-depth training for teachers in areas of established need
- All teachers providing services to GT students maintain the required training annually and document the training in their personnel records
- Teachers are encouraged to pursue advanced degrees or professional development
- Teachers are encouraged to attend training in areas of need, as established in collaboration with campus administration and through self-evaluation
- Information on training is distributed to program staff
- Administrators and Counselors maintain the required training and periodically update their training
- Annually, new teachers to the GT program receive a program overview
- All staff are aware of the procedures for the GT program, including referral and screening
- Staff of the program are involved in the planning and evaluation of the program

Family-Community Involvement

- The campus annually provides information and holds at least one meeting for parents and the community, requesting referrals
- Parents have the opportunity to participate in a parent/teacher association for the Gifted and Talented
- Products and achievements of the students are shared with parents and the community
- Input from parents regarding the program services and procedures is solicited
- Parents are actively encouraged to participate in various campus and district committees
- Product Fairs are conducted annually on each campus, Primary through Intermediate

Fiscal Responsibility

Budget allocations are based on campus needs for:

- Instructional resources and equipment
- Staff Development
- Testing/Assessment
- Field Trips

The budget will be aligned with strategies in the Campus and District Improvement Plans.

No more than 15% of the Gifted and Talented Allotment will be utilized for indirect costs. Budgets on all campuses are supported by local, gifted, and talented funds.

General Timelines of Events

(Not All-Inclusive)

August

- Referrals are accepted (at all times)
- Fall assessment of new students for the GT program.
- Enter PEIMS data for all GT students.
- Ensure GT students are receiving appropriate services
- New teachers who need training complete a 30-hour initial training
- Returning teachers complete a 6-hour update annually

September

- Ensure GT students are receiving appropriate services

October

- Review and correct, as necessary, PEIMS GT data for Snapshot Submission

November

- Texas Association for the Gifted and Talented (TAGT) Conference

December

- Mid-Year Evaluation of Campus/District Improvement Plans—GT Strategies

January/February

- Parent/Community Information Meeting at all campuses
- Spring Assessment of Kindergarten students for the GT program
- Host a parent/community meeting regarding GT nomination and services

March

- The GT program for identified Kindergarten students in Language Arts and Mathematics starts
- Product Fair

April/May

- Spring Assessment of all students nominated for the GT Program.
- End-of-Year Evaluation of Campus/District Improvement Plans
- Provide and collect (mail-out/email) Parent Evaluation for GT Program
- Provide and collect Student Evaluation of GT Program
- Provide and collect Needs Assessment Survey for GT Teachers, Administrators and Counselors

Summer

- AP Institutes
- Summer GT-Endorsement
- 30-Hour Training Sessions

Appendix A

Forms



Flour Bluff Independent School District
2505 Waldron Rd.
Corpus Christi, Texas 78418
(361) 694-9200

Referral to Assess Eligibility for the S.A.I.L. Program

Flour Bluff Independent School District offers a Gifted and Talented Program, called S.A.I.L. (Students Accelerating in Innovative Learning). The S.A.I.L. instructional program is differentiated to promote enrichment for identified students in the areas of reading/language arts, mathematics, science, and social studies. Students may be referred to be assessed for this program by anyone, including parents, staff, community members, or through self-referral. Students may be assessed only once annually for program eligibility. Referred students will be assessed according to district procedures and timelines.

Should you wish to refer a student to be assessed for the program, please complete the form below and forward it to the campus principal or Campus GT Coordinator at the address noted above.

We thank you for taking the time to refer a student to this program.

Should you have questions or need additional information, you may contact the Campus Principal or Campus GT Coordinator at (361) 694 - ____.

I, _____ have read/reviewed the SAIL (Gifted and Talented) Program Brochure located on the FBISD website <https://flourbluffschoos.net/gifted-talented/> and believe this would be an appropriate program for the student that I am referring. I would like to refer, _____, to be assessed for the SAIL (Gifted and Talented) Program at Flour Bluff I.S.D. in the following area(s).

Please mark the area(s) in which you believe the student excels:

- Reading/Language Arts (K-12)
- Mathematics (K-12)
- Social Studies (1-12)
- Science (1-12)

Signature: _____

Student Information

Parent/Guardian: _____

Phone Number: _____

Address: _____

Grade: _____

Campus: _____



Flour Bluff Independent School District
2505 Waldron Rd.
Corpus Christi, Texas 78418
(361) 694-9200

Parent Permission to Assess Eligibility for the S.A.I.L.

Program Date: _____

Dear Parent/Guardian,

Your daughter/son, _____, has been referred for the SAIL (Gifted and Talented) Program, in the following areas:

_____ Reading/Language Arts (K-12)

_____ Math (K-12)

_____ Science (1-12)

_____ Social Studies (1-12)

Several screening tests are used in the assessment process for the program, and your permission is needed to assess eligibility for your son/daughter. If you wish your child to be assessed for the program, please complete and return the permission form below. If you need additional information, please contact the campus principal or GT campus coordinator at (361) 694 - _____. You will be notified by the Campus GT/S.A.I.L. Counselor/Administrator regarding your son/daughter's eligibility for the program. Should he/she qualify, a form granting permission to participate in the program will need to be signed and returned before he/she may enter the program.

Please return the form below by _____ (insert date).

Thank you.

I would or would not (please check one) like for my son/daughter to be tested for possible inclusion in the SAIL (Gifted and Talented) Program. I realize that the testing procedure is to assess eligibility for the program.

Date

Parent Signature

Address

City/State/Zip Code



Flour Bluff Independent School District
2505 Waldron Rd.
Corpus Christi, Texas 78418
(361) 694-9200

Notice of Eligibility for the GT/SAIL Program

Date: _____

Dear Parent/Guardian,

Flour Bluff Independent School District is pleased to inform you that your son/daughter, _____ has met the entrance criteria for the Gifted and Talented (S.A.I.L.) Program and has been recommended for placement by the Campus GT/SAIL Committee.

We know that as a parent, you must be proud of his/her accomplishments. Let us congratulate you also for your contribution to his/her success.

The recommendation for placement has been made in the area(s) of:

Grade _____

Reading/Language Arts (K-12) _____ Math (K-12) _____

Social Studies (1-12) _____ Science (1-12) _____

If you wish for your son/daughter to participate, please complete the attached parent permission form and return it to the campus principal or curriculum supervisor by _____(date). It is important to note that should you choose for your son/daughter **not** to participate at this time, your son/daughter will need to be reassessed if he/she would like to enter the program later. Students may only be assessed once annually.

If you need additional information, please feel free to contact the GT campus coordinator or administrator at (361) 694 - _____.

Sincerely,

Campus GT Campus Coordinator/Administrator



Flour Bluff Independent School District
2505 Waldron Rd.
Corpus Christi, Texas 78418
(361) 694-9200

Notice of Ineligibility for GT/SAIL Program

Date: _____

Dear Parent/Guardian,

Placement information for the Gifted and Talented Program has been collected and reviewed. Your son/daughter, _____ has not met the entrance criteria for the Gifted and Talented (S.A.I.L.) Program at this time, in the following areas:

Reading/Language Arts (K-12) _____ Math (K-12) _____

Social Studies (1-12) _____ Science (1-12) _____

Although your son/daughter does not presently meet the requirements for the program, he/she may be referred again in subsequent years. Students may only be assessed one time per calendar year. We thank you for your involvement in the referral process and for your contribution to your son/daughter's success in school. We know that as a parent/guardian, you must be proud of your son/daughter's accomplishments. We also would like to assure you that his/her teacher(s) will strive to meet his/her educational needs.

Please feel free to contact the GT Campus Coordinator or Campus Administrator at (361) 694 - _____, if you have any questions/concerns, or if you wish to meet and discuss your son/daughter's needs.

Sincerely,

GT Campus Coordinator/Administrator



Flour Bluff Independent School District
2505 Waldron Rd.
Corpus Christi, Texas 78418
(361) 694-9200

Permission to Participate in GT/SAIL Program

Date: _____

My son/daughter, _____ has qualified for the SAIL (Gifted and Talented) Program in the Flour Bluff Independent School District and has my permission to participate in the program. My son/daughter and I have read and discussed the S.A.I.L. Program Brochure and agree that this placement is appropriate.

OR

_____ No, I do not want my son/daughter to participate in the S.A.I.L. (Gifted and Talented) Program at this time.

Date

Parent/Guardian Signature

Date

Student Signature

For school use:

Grade _____

_____ Reading/English Language Arts

_____ Science

_____ Math

_____ Social Studies

Place this form in the student's cumulative file.



Flour Bluff Independent School District
2505 Waldron Rd.
Corpus Christi, Texas 78418
(361) 694-9200

Furlough from the GT/SAIL Program

Date Request Was Made: _____

Student: _____ Grade: _____

Reason for Furlough Request:

Date of Campus GT/SAIL Committee Review: _____

Decision:

_____ Grant Furlough Request _____ Deny Furlough Request

Date Furlough will Begin: _____ Date Furlough will End: _____

Signature of Campus Administrator

At the end of the furlough, the student's progress shall be reassessed, and the student may re-enter the gifted program, be removed from the program, or be placed on another furlough, according to board policy.

Place this form in the student's cumulative file.



Flour Bluff Independent School District
2505 Waldron Rd.
Corpus Christi, Texas 78418
(361) 694-9200

Parent Furlough Request from the GT/SAIL Program

Date Request Made: _____

Student: _____ Grade: _____

The District policy concerning furlough placement reads as follows:

Students who are unable to maintain satisfactory performance within the structure of the gifted and talented program may be placed on furlough by the placement committee. The purpose of such a furlough is to provide the student an opportunity to attain performance goals established by the placement committee. A furlough also may be granted at the request of the student and/or parent. A furlough may not be for less than a semester or more than a year.

A student may be furloughed for a period of time deemed appropriate by the placement committee. At the end of the furlough, the student's progress shall be reassessed, and the student may re-enter the gifted program, be removed from the program, or be placed on another furlough.

After reading the District policy on furloughs, I request that my son/daughter be removed from their S.A.I.L. classes for the following period of time:

_____ One semester

_____ The remainder of this school year

Date Furlough will Begin: _____ Date Furlough will End: _____

Signature of Parent

Signature of GT Campus Coordinator/ Administrator



Flour Bluff Independent School District
2505 Waldron Rd.
Corpus Christi, Texas 78418
(361) 694-9200

Exit Form for the GT/SAIL Program

Date: _____

Dear Parent/Guardian,

After careful review by the Campus SAIL (Gifted and Talented) Program Committee, it has been determined, in accordance with Board policy, that the SAIL (Gifted and Talented) Program is no longer meeting the educational needs of your son/daughter _____. The committee has obtained input from the campus principal, your son/daughter's teachers, and you and your son/daughter regarding their progress in the program before making a decision of this nature. Consideration for exiting your son/daughter was based on the following criteria:

1. Observable evidence that the student is working at a frustration level; and
2. Demonstrated inability or unwillingness to perform at program standards by maintaining for two six-week periods a below satisfactory grade average (70).
3. Failure to participate in the program in the appropriate grade level and subject areas for which the student is eligible.

Although your son/daughter no longer meets the criteria to remain in the SAIL program at this time, he/she may be nominated again by May 1 and assessed for re-entry into the SAIL Program for the following year.

Be assured that your son/daughter's teachers will work to meet the needs of your son/daughter. If you would like to meet and further discuss your child's needs, please contact the campus principal at (361) 694 - ____.

Please let us know if we can be of assistance.

Sincerely,

Campus Administrator

Appendix B FBISD Board Policy

Related to Gifted and Talented (S.A.I.L) Program

Flour Bluff ISD

EHBB (LEGAL AND LOCAL) —SPECIAL PROGRAMS: GIFTED AND TALENTED STUDENTS

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=956&code=EHBB>

Appendix C

Question and Answer Document

Flour Bluff Independent School District Questions and Answers

1. I am new to the district, and I would like my child tested for the gifted program. What is the process? Who do I contact?
 - a. Parents, teachers, administrators, counselors, or community members may refer a child for testing during designated referral windows. District testing for the gifted and talented program is done annually. If you'd like to refer your child for testing, please contact the GT Campus Coordinator at your child's campus for further information.
2. How many students are accepted in the GT program each year?
 - a. GT identification does not involve a quota. All students who qualify under the district guidelines will be eligible for the gifted and talented program.
3. How are elementary gifted students served?
 - a. Gifted learners on elementary campuses are served in classrooms with teachers trained in gifted and talented education. These teachers work to individualize differentiated curriculum, instruction, and assessment for students when appropriate or deemed necessary.
4. If I need information about the GT program, to whom do I refer?
 - a. The GT Campus Coordinator on each campus may be reached by calling the school office or through email. Your phone calls and emails will be returned as soon as possible. Please refer to a listing of all the GT Coordinators on the Gifted & Talented webpage.
5. What happens when a student chooses not to take a particular GT class but still participates in other GT classes for which he/she is qualified?
 - a. A student who participates in any GT classes is still considered a GT student. Document the student's desire not to take a particular GT subject area class for which the student is qualified through a written request from the parent/guardian.
6. What is the procedure when a student is served as GT, moves away, and then returns?
 - a. If the GT student moves away and continues being served as a GT student, place the student back in the program upon return. If the student has not been served in a GT program after moving away, the Campus Committee must review information on the student, including grades, state assessments, etc. If the student has been away for a year or more and has not been served as GT, the student must be re-assessed for possible entry into the GT program, utilizing the appropriate eligibility criteria.

7. What is the procedure if a student chooses to exit/furlough from the GT program and later wishes to return to the program?

If the student requested and was reviewed and approved by the Campus GT Committee for a furlough, the student may stay out of the program for the period of time designated by the committee (for up to one year). If the student opts to remain out of the program beyond the furlough period or chooses to exit the program completely, he/she will be required to be re-assessed to determine eligibility for re-entry.

8. What is the curriculum for the GT program?

- a. First and foremost, teachers must teach the Texas Essential Knowledge and Skills for the grade level and subject area being taught. Higher-order thinking skills are a critical part of the program. Additionally, the district has established themes for products and performances that allow students to pursue their individual interests. Students are provided additional challenges in the content areas they qualify as GT. Refer to district curriculum guides for further information.

Please submit additional questions to the Gifted and Talented District Coordinator, 2505 Waldron Rd., Corpus Christi, Texas 78418, 361-694-9220, or at schapman@flourbluffschools.net.

Appendix D

Texas Education Code Gifted and Talented Education

Texas Administrative Code Chapter 89. Subchapter A

<https://statutes.capitol.texas.gov/Docs/ED/htm/ED.29.htm>

Chapter 89. Adaptations for Special Populations Subchapter A. Gifted/Talented Education

Statutory Authority: The provisions of this Subchapter A issued under the Texas Education Code, §29.122 and §42.156(b), unless otherwise noted.

§89.1. Student Assessment.

School districts shall develop written policies on student identification that are approved by the local board of trustees and disseminated to parents. The policies must:

- (1) include provisions for ongoing screening and **selection** of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in the Texas Education Code, §29.121;
- (2) include assessment measures collected from multiple sources according to each area defined in the Texas State Plan for the Education of Gifted/Talented Students;
- (3) include data and procedures designed to ensure that students from all populations in the district have access to assessment and, if identified, services for the gifted/talented program;
- (4) provide for final **selection** of students to be made by a committee of at least three local district educators who have received training in the nature and needs of gifted students; and
- (5) include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.

§89.2. Professional Development.

School districts shall ensure that:

- (1) prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students;
- (2) teachers without training required in paragraph (1) of this section who provide instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement within one semester;
- (3) teachers without training required in paragraph (1) of this section who provide instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement within one semester;
- (4) teachers without training required in paragraph (1) of this section who provide instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement within one semester;

Source: The provisions of this §89.2 adopted to be effective September 1, 1996, 21 TexReg 5690; amended to be effective February 13, 2000, 25 TexReg 776.

§89.3. Student Services.

School districts shall provide an array of learning opportunities for gifted/talented students in kindergarten through Grade 12 and shall inform parents of the opportunities. Options must include:

- (1) instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently;
- (2) a continuum of learning experiences that leads to the development of advanced-level products and performances;
- (3) in-school and, when possible, out-of-school options relevant to the student's area of strength that are available during the entire school year; and

(4) opportunities to accelerate in areas of strength.

Source: The provisions of this §89.3 adopted to be effective September 1, 1996, 21 TexReg 5690.

§89.4. Fiscal Responsibility.

School districts shall ensure that: no more than 15% of state funds allocated for gifted/talented education are spent on indirect costs.

Source: The provisions of this §89.4 adopted to be effective September 1, 1996, 21 TexReg 5690.

§89.5. Program Accountability.

School districts shall ensure that student assessment and services for gifted/talented students comply with accountability standards defined in the Texas State Plan for the Education of the Gifted/Talented.

Source: The provisions of this §89.5 adopted to be effective September 1, 1996, 21 TexReg 5690.

State Board for Educator Certification (SBEC): Texas Examinations of Educator Standards (TExES) Gifted and Talented Supplemental Certificate

The gifted and talented supplemental certification test is currently available. You may access information concerning the test and test preparation at <http://texes.ets.org>.

The certification earned through successful challenging of the TExES for Gifted and Talented replaces the Gifted and Talented Endorsement previously available through Texas university education programs. It is a *supplemental* certification for those providing services to gifted and talented students in Texas. Texas law requires that educators providing services to gifted/talented students have the following qualifications as stated in the Texas Administrative Code §89.2 (<http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089a.html>):

Professional Development

School districts shall ensure that:

1. prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students;
- 2.
3. teachers without training required in paragraph (1) of this section who provide instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement within one semester;
- 4.
5. teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education; and
- 6.
7. administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

Verification of quality professional development that meets the requirements described above and record-keeping concerning professional development is the responsibility of each local education agency. For assistance with this issue, please contact your regional Education Service Center <https://tea.texas.gov/about-tea/other-services/education-service-centers> or

Monica Brewer Statewide Coordinator,
Gifted/Talented Education
Division of Curriculum
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701
512-463-9581
gted@tea.state.tx.us
4/11/2007 updated 8/31/201
Division of Curriculum

Appendix E

Texas State Plan for Gifted and Talented Education

English Version https://tea.texas.gov/sites/default/files/GT_State_Plan_2019_1.pdf

Spanish Version

https://tea.texas.gov/sites/default/files/GT_State_Plan_2019-espanol_0.pdf