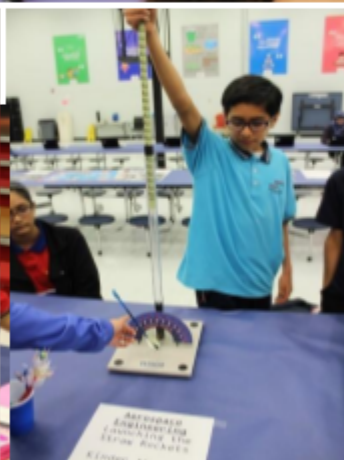




SCHOOL OF SCIENCE & TECHNOLOGY

Better Education, Better Future



Gifted and Talented Education

Gifted and Talented Education Handbook

SCHOOL OF SCIENCE AND TECHNOLOGY

G/T policies can be amended and/or updated by board approval as needed. Policies last approved by the board in 2022.

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Campus G/T Coordinator Contacts

Campus	Address	Telephone Number
SST Advancement	12801 Brant Rock Dr. Houston, TX 77082	832-288-2523
SST Alamo	11214 N Weidner Rd. San Antonio, TX 78233	210-590-1115
SST Bayshore	2626 Airline Road Corpus Christi, TX 78414	361-462-4741
SST Champions College Prep HS	15015 TC Jester Blvd Building 2, Houston, TX 77068	281-836-5742
SST Champions Elementary	15015 TC Jester Blvd, Houston, TX 77068	281-893-0802
SST Corpus Christi College Prep HS	6609 Evans Road Corpus Christi, TX 78413	361-225-0044
SST Corpus Christi Early Elementary	3601 Saratoga Corpus Christi, TX 78415	361-278-1340
SST Corpus Christi Elementary	6633 Evans Road Corpus Christi, TX 78413	361-851-2475
SST Discovery	5707 Bandera Road San Antonio, TX 78238	210-543-1111
SST Hill Country	9202 W Loop 1604 N San Antonio, TX 78254	210-688-9758
SST Hill Country College Prep HS	9202 W Loop 1604 N San Antonio, TX 78254	210-688-9758
SST Northwest	12042 Culebra Road San Antonio, TX 78253	210-688-9990
SST San Antonio College Prep HS	4410 David Edwards Dr San Antonio, TX 78233	210-549-4161
SST Schertz 2nd-8th	908 Fairlawn Ave, Schertz, TX 78154	830-625-2516
SST Schertz PK-1	908 Fairlawn Ave, Schertz, TX 78154	830-625-2516
SST Sonterra	1819 E. Sonterra Boulevard, San Antonio, TX 78259	726-233-2778
SST Spring	2105 Louetta Road Spring, TX 77388	281-528-0096
SST Sugar Land	10007 Clodine Rd. Richmond, TX 77407	281-277-7923
SST Sugar Land College Prep HS	10007 Clodine Rd. Richmond, TX 77407	281-277-7923
SST Willow Creek	22719 Kuykendahl Rd. Spring, TX 77389	346-435-9395
SST The Woodlands	27440 Kuykendahl Rd. Tomball, TX 77375	281-516-0600

Any questions regarding your child's services or on the G/T Program options can be directed to the G/T Coordinator on your child's respective campus.

An Overview

Gifted education in Texas emerged over forty years ago, with the passage of legislation in 1977, updated and revised in 1996, in 2009, 2018, and in June 2019 that addressed the specific needs of gifted students. Since that time, gifted education in the state has continued to grow and develop.

Significant progress has been made in serving gifted and talented students. The adoption of the Texas State Plan for the Education of Gifted/Talented Students in 1990 and the completion of the Texas Performance Standards Project for Gifted/Talented Students in 1999 have all been major historical initiatives in gifted education, not only at the state level, but nationally as well. (Cecelia Boswell, Ed.D. The State of Gifted Education in Texas)

The Texas State Board of Education has adopted numerous incentives that encourage districts to support services that go beyond the minimum and that meet the needs of gifted learners. In order to express its commitment to high-level learning opportunities for all students, the Texas State Board of Education adopts the following as its goal for services for gifted learners.

Texas 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/talented students will have produced products and performances of professional quality as part of their program.

SST Gifted/Talented Mission Statement

School of Science and Technology is committed to implementing a Gifted and Talented Education (G/T) Program that meets the unique social-emotional and intellectual needs of gifted and talented students. SST will meet these needs through the collaboration of students, educators, parents and community members by ensuring opportunities for maximum growth and development for lifelong success.

Definition of Giftedness

National Definition: Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities. (U.S. Department of Education)

State of Texas Definition: According to Texas Education Agency, “gifted and talented student” means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience or environment and who: exhibits high performance capability in an intellectual, creative or artistic area; possesses an unusual capacity for leadership; or excels in a specific academic field.

Characteristics of Gifted Children

Typically, gifted children exhibit characteristics and behaviors that are indicators of their giftedness. However, not all gifted children will exhibit the same characteristics all of the time. Also, they do not always exhibit “acceptable” characteristics and behaviors. Sometimes, gifted children may exhibit what appears to be boredom, indifference to classroom procedures, inability to remain on task, and failure to complete daily assignments.

General Intellectual Ability

- Comprehends abstract ideas and concepts
- Considers situations and concepts that are atypical of the average student
- Makes quick and valid generalizations and uses them in understanding new ideas and situations
- Sees the connection between causes and effects
- Chooses and enjoys challenging tasks or problems
- Generates sophisticated and creative ideas and solutions
- Demonstrates great curiosity; asks how, why, and what if
- Chooses original methods and produces innovative products
- Is keenly observant

Social/Emotional/Behavioral

- Has strong sense of self
- Demonstrates high tendencies towards perfectionism
- Has particular ideas/beliefs/opinions
- Questions situations, behaviors and actions
- Shows motivation for and an intense focus on tasks
- Sometimes shies away from peers and prefers adults
- Has subtle sense of humor, makes original jokes and puns
- Demonstrates boredom with routine
- Is sensitive to the needs of others
- Is critical of self and others

Goals

The primary goal of the SST G/T Program is to provide students with a student-focused approach to meet specific needs in a selected academic/non-academic curriculum. Additionally, the G/T Program provides students with unique opportunities to develop individual talents and to strengthen skills. Emphasis on positive self-concept, relationships with others, and strategies to develop critical and creative thinking skills enable students to become independent, self-directed learners. These advanced performances will be connected to student self-interest.

Goals are focused on three specific areas:

- The gifted student will develop a realistic concept of self and work cooperatively with peers and adults.
- The gifted student will develop the higher-level thinking skills of knowledge comprehension, synthesis, application, analysis, and evaluation to solve problems.
- The gifted student will create original projects with sustainable goals that reflect critical

and creative thinking skills as supplemental learning to the regular classroom curriculum.

Service Design

1-5	6-8	9-12
S.T.R.E.A.M. participation OR G/T Showcase participation encouraged (<i>Kinder optional</i>) State level competition (<i>optional</i>)	Participation in at least one academic competition OR an event that allows them to showcase their unique gifts or talents encouraged	Participation in at least one academic competition OR an event that allows them to showcase their unique gifts or talents encouraged
Pull out Services (<i>once per week min</i>) WIN time enrichment	Accelerated Program (must qualify) Preferable enrollment in electives that support enrichment.	Accelerated Program with early graduation option (must qualify)

The G/T Tailored Learning Experience aims to provide a comprehensive and tailored educational experience for G/T students, integrating differentiated instruction, enrichment activities, and opportunities for recognition at both regional and state levels. The inclusion of competitions or showcases encourages active participation and recognition of students' academic achievements.

Students in the SST G/T Program are offered the following services at the discretion of the G/T Committee on each campus:

- **Core Subject Differentiation:** In the academic core areas of English Language Arts, Math, Science, and Social Studies, the curriculum is differentiated to offer enriched and accelerated learning opportunities for gifted learners. The curriculum will be differentiated in terms of content, process, and products. Students may be involved in inquiry-based lessons, group problem-solving settings, independent investigations, and group discussions.
- **Pull-Out Services:** G/T students in specific grade levels are offered weekly specialized sessions outside the regular classroom, providing a dedicated space for enriched learning experiences tailored to their abilities and needs.
- **Cluster Grouping:** G/T students are strategically placed together in sections so that teachers can address their similar needs, abilities, and interests. This also leads to more effective differentiation of assignments in the general education classroom.
- **Independent Study:** Students are involved in a self-directed learning strategy where the teacher acts as a guide or facilitator and the student plays a more active role in designing or managing his/her own learning.

- **Character Education:** School of Science and Technology (SST) will provide character education programs to prepare students to be effective, responsive, responsible, productive, and civic-minded citizens who will make the world a better place for themselves and others.

SST adopts Character.org's definition of character education: “character education is the intentional effort to develop in young people core ethical and performance values that are widely affirmed across all cultures.” An effective character education program includes input and participation from all stakeholders in a school community, including students, parents, educators, and community leaders. An effective character education program must also be implemented throughout all aspects of the school, including school climate, culture, teaching, and learning.

Character education encompasses a broad range of concepts, strategies, and programs to support positive character development. Character education helps students understand, care about and act on core ethical values such as respect, justice, civic virtue and citizenship, and responsibility for self and others. A comprehensive approach to character education promotes the intellectual, social, emotional, moral, and ethical development of young people and helps young people become responsible, caring, and contributing citizens.

Education aims to support the growth of pupils' whole personality. The cognitive goals of education are to strengthen study skills and thinking skills of pupils. The effective and social goals of education are met by providing socio-ethical and aesthetic education alongside the conventional learning of facts.

Keeping these in mind, a strong character education program will be implemented at all grade levels. SST shall follow procedures for character education or activities in general outlined in Texas Education Code §29.906

- **Social and Emotional Learning (SEL)**

Social and emotional learning SEL is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL, 2018)

CASEL 5 Competencies:

- Self-awareness: Know your strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”
- Self-management: Effectively manage stress, control impulses, and motivate yourself to set and achieve goals.
- Social awareness: Understand the perspectives of others and empathize with them, including those from diverse backgrounds and cultures.
- Relationship skills: Communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.
- Responsible decision-making: Make constructive choices about personal behavior and social interactions based on ethical standards, safety, and social norms. (CASEL, 2018)

Along with focusing on academic excellence, SST strives to achieve in the Social-Emotional Learning (SEL) of each child. We believe that our efforts on focusing on the positive behaviors and rewarding the students when they are shown are a much more successful way to maintain a positive school culture instead of dealing with misbehavior through punishment.

Identification Process

The identification process conducted in the School of Science and Technology meets the state requirements (§29.121 & TAC 89.1) and has been designed to ensure the identification of any student who demonstrates an educational need for services of the program under the established guidelines.

The process consists of three steps:

1. Referral
2. Screening/assessment
3. Placement

Referral

Students may be referred to by

- Parent(s),
- Teacher(s),
- Peer(s),
- Campus staff
- And/or themselves

Referral forms must be completed by the individual who refers the child; however, parents must give written consent so that the student can be screened, assessed, and evaluated. Parent/Teacher/ Professional forms must be available in the front office within the district-designated period. Forms can be filled out by parents, teachers, campus staff, and peers, and submitted to the campus the student attends. Referrals can be made during the district-designated period; however, any assessment and identification will be completed according to the SST assessment and identification schedule.

Screening/Assessment

A student profile is used to identify those students who perform, or show the potential for performing, at remarkably high levels of accomplishment relative to their age, peers, experience, or environment. The profile will reflect a minimum of three (3) criteria used in the assessment. The criteria used will be a combination of qualitative and quantitative assessment instruments and may include:

- Subject matter aptitude test
- General Intellectual ability test
- Student interviews
- Teacher/Parent Checklist

*Testing may take place during school hours, after-school, and/or weekend.

*Campus G/T Committee may adopt, use, and accept other tests if needed. 2.28.1 Additional data beyond that collected through the district's standard gifted/talented assessment process are considered, as needed, by the selection committee in making identification decisions to make the most appropriate placement.

Placement

Student's percentiles and/or scores from the assessment instruments are plotted on the student profile. Each student's profile is individually evaluated by the campus G/T Committee. A student clearly qualifies for G/T Program if the evidence on the profile meets the State Plan 2.18. Based on a review of information gathered during the assessment process, students whose data reflect that gifted/talented services will be the most effective way to meet their identified educational needs are recommended by the selection committee for gifted/talented services. Parents are notified in writing of the G/T Committee's decision.

Identification/Testing Timeline*

Fall Referral for 1st-12th grades	Fall Testing	Fall Committee Meeting	Fall Parent Notification
Month of September	End of September to October month	Second and third weeks of November	First week of December

Spring Referral for K-12	Spring Testing	Spring Committee Meeting	Spring Parent Notification
Second and third week of December & first two weeks of January	Last two weeks of January & first three weeks of February	Kinder- Third week of February 1-12th grade- entire month of March	Kinder- Fourth week of February 1-12th grade- first two weeks of April

- * Students can only be assessed one time within the same school year. Kindergarten students will be assessed in the Spring Semester. Kindergarten students must receive services by March 1.
- * Campuses must begin the G/T Program within one semester after student identification.



Additional Policies, Grade/Subject Acceleration

According to the SST Student Handbook, School of Science and Technology uses examinations and guidelines established by the State Board of Education to offer credit and acceleration by exam.

Kindergarten-Grade Acceleration Guidelines

See APPENDIX A (refer to SST Student Handbook)

Elementary and Middle School - Grade Acceleration Guidelines

See APPENDIX B (refer to SST Student Handbook)

High School - Exam for Acceleration (EA) for Initial Credit (refer to SST High School Guide)

SST Acceleration Track

School of Science and Technology is participating in the Texas First Program, which allows qualifying students the opportunity to earn up to a two-semester scholarship to a Texas public college, university, or technical college. SST students starting in 6th grade can complete middle school in just two years, taking all high school-level courses during 8th grade. By the time they enter 9th grade, they will have earned enough credits to be considered sophomores. For more information, please visit sstschools.org then click About, then Academics (scroll down to SST Acceleration Track) to learn more.



Appeal

Parents may appeal the decision to the campus principal. If they do not agree with the final decision of the G/T Committee.

G/T Committee Considerations

G/T Identification Appeals

Once the identification process is complete, parents or guardians are notified of the results. Parent/guardian or school personnel may appeal an identification decision to the G/T committee within 7 school days of the receipt of the parent/guardian letter indicating the committee's initial decision. Appeals must be made in writing by presenting additional information to the committee not previously seen by the committee.

The committee will reconvene to evaluate this new information. The SST G/T committee decision is final.

Furlough

At times, a student or campus may seek a furlough or recommend a "leave of absence" for many reasons: emotional trauma, family considerations, health issues, or any other circumstances which would inhibit or curtail the student's performance in the program.

The G/T Committee, the parent(s), and/or the student may agree to grant the student a furlough by executing a Furlough Contract for a period not to exceed one year. The Furlough Contract will contain an Action Plan outlining the support measures to be taken during this time. The purpose of the Action Plan is to implement strategies to facilitate student success in the program. During the period of the contracted furlough, the G/T Campus Coordinator shall monitor the Action Plan, the student's academic status, and periodically report to the G/T Committee. At the end of the time period stated in the contract, the student's progress shall be reassessed, and the student may re-enter the G/T Program, be removed from G/T Program, or be placed on another furlough upon the decision of the G/T Committee.

The furlough may also be used prior to a formal exit from the G/T Program for those students who are unsuited for the performance demands within the learning opportunities of the G/T Program.

2.12 Policy related to the exit of students from gifted/talented services is based on multiple criteria including student performance in response to services. Exiting a student is finalized by committee decision after consultation with parents and students regarding the student's educational needs.

If a student does not return for readmission to the G/T Program at the end of the furlough period, then a G/T Committee meeting will have to be held to determine the next steps in the furlough process. If the student is excited, then the student may apply for admission to the G/T Program again at any time in the future, at which time the application will be processed following standard screening, assessment, and qualification procedures.

Reassessment

At the discretion of the campus G/T committee, the School of Science and Technology may reassess identified G/T students. Reassessment may occur if the services are shown to be inappropriate based on multiple data points including response to G/T services. If reassessment occurs, it is no more than once in elementary, once in middle school, and once in high school.

Exit

Occasionally, there may be students who are identified for the G/T Program who do not perform at expected standards in the program. A student shall be removed from the program at any time the G/T committee determines it is in the student's best interest, and a furlough has been ineffective. If a parent requests their child be removed from the program, the G/T committee shall grant the request after consultation. The exiting student may apply for admission to the G/T Program again after one calendar year, at which time the application will be processed following standard screening, assessment, and qualification procedures. Per the Texas State Plan of Gifted and Talented 2.12 Policy, exiting of students from gifted/talented services is based on multiple criteria, including student performance in response to services. Exiting a student is finalized by committee decision after consultation with parents and students regarding the student's educational needs.

Transfer

Students transferring into School and Technology may be placed in the G/T Program when appropriate documentation of G/T placement from the previous district is provided. Required documentation may include screening records, the previous district's G/T identification criteria, assessment results, and parent approval, as applicable. SST strives to complete the assessment and placement process within the first 30 days of enrollment.

Students transferring into the School of Science and Technology will be provided with G/T services if:

- Required records are provided
- All quantitative and qualitative data

Quantitative data include:

- Ability scores such as NNAT3, CogAT, Iowa, Stanford, Naglieri Abilities, etc.
AND
- Achievement scores such as NWEA, State Test, etc.

Qualitative data include:

- Parent survey/rating scales
AND
- Teacher survey/rating scales

If a student is missing any of the quantitative or qualitative data, the student will be placed on G/T Monitor Status for a quarter while additional information is collected. During this time, the G/T Committee will review available data, student performance and other relevant information to determine whether G/T services are appropriate or reassessment is needed.

Reassessment may also be required when:

- No G/T records or appropriate documentation are provided
- Identification criteria or services do not align with SST's G/T Program

The G/T Committee will review the available quantitative and qualitative data, along with any additional information Collected during the monitoring or reassessment process, and make the final determination regarding G/T placement And make the final determination regarding G/T placement and services.

No screening/re-identification is required for G/T students who are transferring between SST campuses.

- Withdrawn students who re-enroll in SST within 18 months may be automatically accepted into the program at G/T Committee discretion. When exceeding 18 months, the G/T Committee will decide if providing service is appropriate or further testing is necessary

Professional Development

All teachers offering services to G/T students must have received the required training as described in the Texas State Plan for Gifted Education:

- Foundational 30-hour G/T Training in the three strands as mandated by state law
- Annual 6-hour G/T Update Training as mandated by state law

5.8 Teachers as well as administrators who have supervisory duties for service decisions are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students and service options for gifted/talented students (19 TAC §89.2(4)).

5.9 Counselors who work with gifted/talented students are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students, service options for gifted/talented students, and social emotional learning 19 TAC §89.2(4)).

Alternative methods of acquiring the annual 6-hour update of higher-level training are available to the faculties/staff of SST.

Family and Community Engagement

The School of Science and Technology recognizes the vital importance of parent/guardian support and community involvement to the success and growth of the G/T Program. In accordance with the recommendation in the Texas State Plan for the Education of Gifted/Talented Students, the G/T Program provides an orientation/welcome meeting for all parents/guardians of identified gifted students. This meeting takes place in the fall. Community volunteers are encouraged to share their expertise by presenting lectures/demonstrations on various topics related to themes studied in each grade or as a mentor to students who are involved in independent study in an area of special interest. Parents and guardians also provide valuable feedback on the program effectiveness through discussions and/or campus and SST surveys.

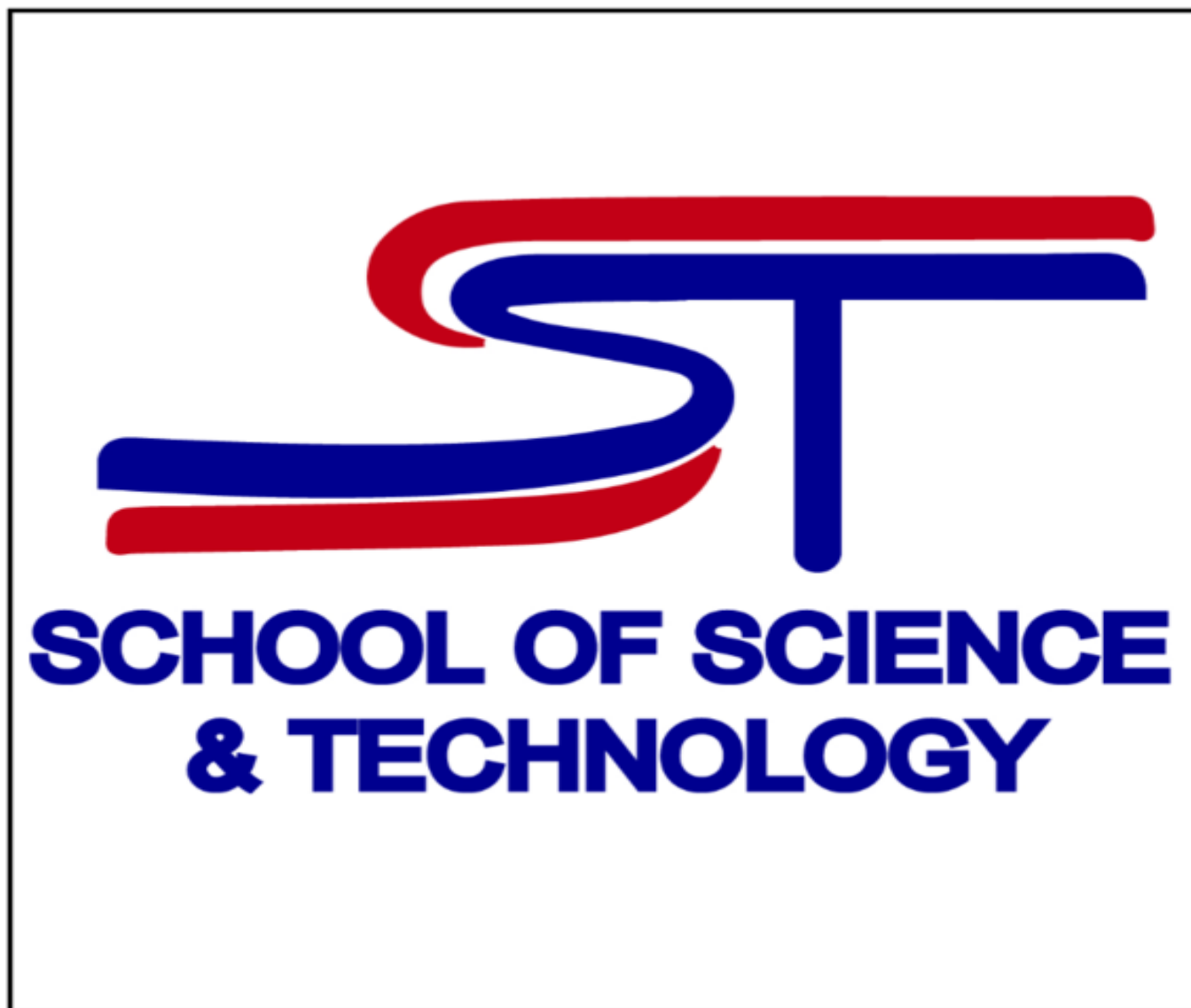
Each SST campus is recommended to hold a G/T showcase event at the end of the school year along with many other activities during the year, such as field trips, guest speakers, career days, and multicultural festivals. Parents and the community will be invited through school websites/social media and/or local media outlets.

Program Evaluation

Each year, SST evaluates the effectiveness of the G/T Program by surveying/interviewing G/T parents, students, faculty, and staff in either of the Elementary, Middle or High School levels in all components of that program. The results of each annual evaluation will be analyzed, and any results and/or recommendations will be reported to the campuses and/or board of trustees.

Each SST campus and district also self-evaluates the G/T Program under the Director of G/T's supervision. Results will be reported to the campuses to be included in the campus/ district

improvement plans.



Resources

World Council for Gifted and Talented Children

<http://www.worldgifted.org>

National Association for Gifted Children (NAGC)

<http://www.nagc.org>

Texas Association of Gifted and Talented (TAGT)

<http://www.txgifted.org>

Texas Performance Standards Project (TPSP)

<http://www.texaspsp.org/>

Texas State Plan for the Education of Gifted/Talented Students

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

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

Supporting Emotional Needs of the Gifted (SENG)

<https://www.sengifted.org/>

Hoagies' Gifted Education Page

www.hoagiesgifted.org

Reading Strategies for Advanced Primary Readers

<https://tea.texas.gov/sites/default/files/ReadingStrategiesforPrimary1.pdf>

Equity in G/T

<http://www.gtequity.org/>

Texas G/T Program Implementation Resource

<http://www.texasgtresource.org/>

Gifted/Talented Teacher Toolkit I

http://jukebox.esc13.net/01_TeacherToolkit_2017/HTML_files/gt_home.html

Gifted/Talented Teacher Toolkit II

http://jukebox.esc13.net/02_TeacherToolkit_2017/gtt2_home.php

Future Problem Solving International

<http://www.fpspi.org/>

Glossary of G/T Terms

ACCELERATION: strategy of mastering knowledge and skills at rates faster or younger than the norm

AREA OF GIFTEDNESS: the specific set of abilities in which a student performs or shows potential to perform at a remarkably high level of accomplishment

ARRAY OF LEARNING EXPERIENCES: a menu of challenging activities or opportunities that fit the unique interests and abilities of advanced-level students

ARTISTICALLY GIFTED: possessing outstanding ability in the visual and/or performing arts

COMPLEXITY: extension of content in, between, and across disciplines through the study of themes, problems, and issues; seeing relationships between and among ideas in/within the topic, discipline, and disciplines; examining relationships in, between, and across disciplines over time and from multiple points of view

CONCURRENT ENROLLMENT: the practice of enrolling in a college or university to earn college or university credit while in high school

CONTINUUM OF LEARNING EXPERIENCES: articulated intellectual, artistic, creative, and/or leadership activities and opportunities that build upon one another each year a student is in school

CREATIVELY GIFTED: possessing outstanding imagination, thinking ability, innovative or creative reasoning ability, ability in problem solving, and/or high attainment in original or creative thinking

CREDIT BY EXAM (CBE): method in which a student may receive credit for a subject/course or accelerate through a grade by taking one or more exams

DEPTH: exploration of content within a discipline to include analyzing from the concrete to the abstract, familiar to the unfamiliar, known to the unknown; exploring the discipline by going beyond facts and concepts into generalizations, principles, theories, laws; investigating the layers of experience within a discipline through details, patterns, trends, unanswered questions, and/or ethical considerations

DIFFERENTIATION: modification of curriculum and instruction according to content, pacing, process, and/or product to meet unique student needs in the classroom

DIVERSITY: the presence of difference between individuals and among groups including but not limited to age, socioeconomics, education, race and ethnicity, gender, sexual orientation, culture, and religious beliefs

DUAL CREDIT: an opportunity for a student to earn high school credit for successful completion of a college course

FLEXIBLE PACING: Flexible pacing is defined as placing students at an appropriate instructional level and allowing them to move forward in the curriculum as they master content and skills. Flexible pacing is achieved by such methods as continuous progress, compacted course, advanced level courses, grade skipping, early entrance, concurrent or dual enrollment, and credit by examination.

FOUNDATION CURRICULAR AREAS: English language arts/reading, mathematics, science, and social studies

FURLOUGH: a leave of absence from program services

GIFTED IN LEADERSHIP: possessing the natural ability to influence others; possessing skills in interpersonal relationships demonstrated, for example, by outstanding ability in such activities as student government

GIFTED IN SPECIFIC ACADEMIC FIELDS: possessing superior ability or potential in a specific course of study such as English language arts/reading, mathematics, science, or social studies

GIFTED/TALENTED SERVICES: services and activities not ordinarily provided by the school that are specifically designed to fully develop the capabilities of students who give evidence of high achievement or capability in areas such as intellectual, creative, artistic, or leadership capacity

INDEPENDENT STUDY: self-directed learning strategy where the teacher acts as guide or facilitator, and the student plays a more active role in designing and managing his or her own learning

INTELLECTUALLY GIFTED: possessing superior intelligence, with potential or accomplishments demonstrated in several fields of study; ability to perform complex mental tasks

MENTOR: an individual who shares his or her expertise with a student of similar career or field-of-study aspirations

QUALITATIVE MEASURES: performance indicators that cannot be recorded numerically and that include observations, anecdotal records, checklists, interviews, student products, performances, etc.

TEXAS PERFORMANCE STANDARDS PROJECT (TPSP): statewide standards and assessment system which includes instructional materials designed to provide assistance as districts achieve the state goal for gifted/talented students (complete information at <http://www.texaspsp.org/>)

TWICE-EXCEPTIONAL: A “twice-exceptional learner” is a child or youth who performs at—or shows the potential for performing at—a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who: 1. exhibits high performance capability in an intellectual, creative, or artistic area; 2. possesses an unusual capacity for leadership; or 3. excels in a specific academic field (TEC 29.121) and who also gives evidence of one or more disabilities as defined by federal or state eligibility criteria

Compliance Statement

School of Science and Technology does not discriminate on the basis of race, religion, national origin, economic status, gender, or disability in providing education services, activities, and programs, including vocational programs in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section of the Rehabilitation Act of 1973, as amended.

CONTACT INFORMATION

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Office

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“The contents of this handbook are not contractual, and do not give rise to a claim of breach of contract against the school district. Further, the contents of this handbook apply to all students of the district, as the contents now appear in the handbook or may be amended in the future.”