



Gifted and Talented

REVOLUTIONIZING THE WAY WE THINK

SOLICITUD DE INGRESO A PROGRAMAS PARA DOTADOS Y TALENTOSOS EN ESCUELAS VECINALES K-12, 2019-2020
NO USE ESTE FORMULARIO PARA SOLICITAR INGRESO A UN PROGRAMA MAGNET

Estudiantes que ACTUALMENTE NO ESTÁN IDENTIFICADOS como dotados y talentosos (G/T) en HISD

Todos los documentos indicados a continuación deben acompañar la solicitud de ingreso firmada que entregará en la escuela de HISD de su vecindario. Es responsabilidad de los padres presentar todos los datos y documentos requeridos cuando entregan la solicitud.

Fecha límite para las solicitudes: 7 de diciembre de 2018. Fecha límite para solicitar evaluación G/T: 8 de diciembre de 2018.

Toda evaluación necesaria será programada por el coordinador del programa para dotados y talentosos.

Grados 1.º al 12.º: Boleta de calificaciones final del ciclo escolar anterior

Solicitantes de kínder: Boleta de calificaciones del semestre, diciembre de 2018

NOMBRE DEL ESTUDIANTE: _____
Apellido Nombre Inicial del segundo nombre

FECHA DE NACIMIENTO: Mes _____ Día _____ Año _____ **GRADO ACTUAL:** _____ **HISD I.D. #:** _____

ESCUELA A LA QUE ASISTE ACTUALMENTE: _____

ESCUELA DE HISD QUE LE CORRESPONDE SEGÚN SU DOMICILIO: _____

NOMBRE DEL PADRE O TUTOR: _____

TELÉFONO DEL PADRE O TUTOR: _____

¿EN QUÉ IDIOMA PREFIERE QUE EVALÚEN A SU HIJO? (ELIJA UNO) inglés español

Si su hijo recibe algún servicio de educación especial en una escuela de HISD o en cualquier institución educativa, informe al coordinador del programa G/T de su escuela. Marque todo lo que corresponda y entregue la documentación del distrito:

Ed. Especial-Evaluación Individual Completa (FIE) Sección 504- Plan de modificaciones 504 Dominio Limitado del Inglés (LEP)

Al entregar esta solicitud G/T los padres deben presentar la documentación de los servicios de educación especial.

<p>Etnia del estudiante (marque una)</p> <p><input type="checkbox"/> Hispano o latino</p> <p><input type="checkbox"/> No hispano o latino</p>	<p align="center">CUADRO DE INGRESOS REDUCIDOS 2018-2019</p> <p align="center"><i>Si sus ingresos anuales, mensuales o semanales son iguales o inferiores a uno de los niveles de las siguientes listas, y el número de personas de su familia es el mismo que el número de personas que figura en la hilera de sus ingresos, marque la casilla:</i></p> <table border="1"> <thead> <tr> <th>Núm. de personas</th> <th>Anual</th> <th>Mensual</th> <th>Semanal</th> </tr> </thead> <tbody> <tr><td><input type="checkbox"/> 2</td><td>\$30.451</td><td>\$2.538</td><td>\$586</td></tr> <tr><td><input type="checkbox"/> 3</td><td>\$38.443</td><td>\$3.204</td><td>\$740</td></tr> <tr><td><input type="checkbox"/> 4</td><td>\$46.435</td><td>\$3.870</td><td>\$893</td></tr> <tr><td><input type="checkbox"/> 5</td><td>\$54.427</td><td>\$4.536</td><td>\$1.047</td></tr> <tr><td><input type="checkbox"/> 6</td><td>\$62.419</td><td>\$5.202</td><td>\$1.201</td></tr> <tr><td><input type="checkbox"/> 7</td><td>\$70.411</td><td>\$5.868</td><td>\$1.355</td></tr> <tr><td><input type="checkbox"/> 8</td><td>\$78.403</td><td>\$6.534</td><td>\$1.508</td></tr> </tbody> </table> <p align="right">Por cada miembro adicional de la familia sume:</p> <table border="1"> <tr> <td></td> <td align="right">+\$7,992</td> <td align="right">+\$666</td> <td align="right">+\$154</td> </tr> </table>	Núm. de personas	Anual	Mensual	Semanal	<input type="checkbox"/> 2	\$30.451	\$2.538	\$586	<input type="checkbox"/> 3	\$38.443	\$3.204	\$740	<input type="checkbox"/> 4	\$46.435	\$3.870	\$893	<input type="checkbox"/> 5	\$54.427	\$4.536	\$1.047	<input type="checkbox"/> 6	\$62.419	\$5.202	\$1.201	<input type="checkbox"/> 7	\$70.411	\$5.868	\$1.355	<input type="checkbox"/> 8	\$78.403	\$6.534	\$1.508		+\$7,992	+\$666	+\$154
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<p>Raza del estudiante (marque todas las que corresponda)</p> <p><input type="checkbox"/> Indígena norteamericano o nativo de Alaska</p> <p><input type="checkbox"/> Nativo de Hawái o isleño del Pacífico</p> <p><input type="checkbox"/> Asiático</p> <p><input type="checkbox"/> Blanco</p> <p><input type="checkbox"/> Negro o afroamericano</p>																																					

NO OLVIDE entregar todos los documentos requeridos (boleta de calificaciones, resultados de las pruebas, documentos de servicios de educación especial, etc.) al presentar esta solicitud firmada.

Nombre del padre o tutor (letra de molde, por favor): _____

Firma del padre o tutor: _____ **Fecha:** _____

2018-2019 HISD GIFTED AND TALENTED PROGRAMS TEACHER RECOMMENDATION FORM

STUDENT NAME: _____

CURRENT GRADE LEVEL: _____

This form will be completed by the current classroom teacher in collaboration with all teachers who instruct this student. **FOR CURRENT HISD STUDENTS, GRADES K – 12, THIS FORM IS TO BE COMPLETED IN CHANCERY.** For students NOT currently in HISD, **submit only one teacher recommendation form with your application. This form must be returned in a sealed envelope signed by the teacher across the seal.**

Evidence of Possible Giftedness: Please circle the word that best indicates the degree to which the student exhibits the following characteristics in relation to students of similar age, experience, or environment.

GENERAL INTELLECTUAL ABILITY	Rarely (1)	Less than half the time (2)	About half the time (3)	More than half the time (4)	Consistently most of the time (5)
Shows a preference for complex tasks and “why” of things	Rarely	Less than half the time	About half the time	More than half the time	Consistently most of the time
Has knowledge and vocabulary unusual for age or grade; has fluent verbal ability	Rarely	Less than half the time	About half the time	More than half the time	Consistently most of the time
Demonstrates abstract and critical thinking ability, an ability to think things out, to think things logically or analytically	Rarely	Less than half the time	About half the time	More than half the time	Consistently most of the time
Is a keen and alert observer; often “sees more” in a learning situation than others; may show evidence of long, detailed memory	Rarely	Less than half the time	About half the time	More than half the time	Consistently most of the time
Shows an interest in problem solving and is flexible and resourceful in problem solving	Rarely	Less than half the time	About half the time	More than half the time	Consistently most of the time
Has a quick grasp of concepts and underlying principles and can see relationships between ideas, events, people, and things; may ask provocative questions	Rarely	Less than half the time	About half the time	More than half the time	Consistently most of the time
CREATIVE ABILITY					
Is curious and asks many questions	Rarely	Less than half the time	About half the time	More than half the time	Consistently most of the time
Produces work which is fresh, vital, and unique; creates new ideas, products, and processes; does the unexpected	Rarely	Less than half the time	About half the time	More than half the time	Consistently most of the time
Exhibits playfulness and a keen sense of humor; may make jokes, puns, etc. at times	Rarely	Less than half the time	About half the time	More than half the time	Consistently most of the time
Shows unusual capacity for concentration, imagination, and originality on tasks that interest him or her	Rarely	Less than half the time	About half the time	More than half the time	Consistently most of the time
Bores quickly with routine tasks, memorization of facts, and details; prefers talking about ideas and problems	Rarely	Less than half the time	About half the time	More than half the time	Consistently most of the time
Exhibits emotional sensitivity, expressing intense feelings	Rarely	Less than half the time	About half the time	More than half the time	Consistently most of the time
Enjoys variety and novelty in learning experiences	Rarely	Less than half the time	About half the time	More than half the time	Consistently most of the time
LEADERSHIP ABILITY					
Is self-confident with peers and adults	Rarely	Less than half the time	About half the time	More than half the time	Consistently most of the time
Demonstrates a willingness for and skills in decision making	Rarely	Less than half the time	About half the time	More than half the time	Consistently most of the time
Is willing to take risks; tends to think independently	Rarely	Less than half the time	About half the time	More than half the time	Consistently most of the time
Exhibits organizational skills with tasks, peers, time, and/or materials	Rarely	Less than half the time	About half the time	More than half the time	Consistently most of the time
Carries responsibility well, works well in situations that require initiative and independence	Rarely	Less than half the time	About half the time	More than half the time	Consistently most of the time
Shows empathy and tolerance toward others; generally relates well with others	Rarely	Less than half the time	About half the time	More than half the time	Consistently most of the time
Can express self well; has good verbal skills and is usually well understood	Rarely	Less than half the time	About half the time	More than half the time	Consistently most of the time

TEACHER’S NAME (PLEASE PRINT): _____

TEACHER’S SIGNATURE: _____ **DATE:** _____

Teachers: Please return completed form to parent/applicant in sealed envelope with signature across seal.