

HISD | Gifted and Talented

REVOLUTIONIZING THE WAY WE THINK

K-12 HISD GIFTED AND TALENTED NEIGHBORHOOD PROGRAMS APPLICATION FOR 2019-2020
DO NOT USE THIS FORM TO APPLY TO A MAGNET PROGRAM

Students who are NOT CURRENTLY IDENTIFIED as Gifted and Talented in HISD

All of the required items listed below must accompany the signed application, which must be returned to your neighborhood HISD school. Parent is responsible for submitting copies of all required data at the time of application.

G/T Application deadline: December 7, 2018. Deadline to request G/T testing: December 8, 2018.

Any necessary testing will be scheduled by the Gifted and Talented Coordinator.

Most recent final report card (Grades 1-12 applicants)

End of semester report card, December 2018 (Grade K applicants)

STUDENT'S NAME: _____
Last First M.I

DATE OF BIRTH: Month _____ Day _____ Year _____ CURRENT GRADE: _____ HISD I.D. #: _____

SCHOOL CURRENTLY ATTENDING: _____

HISD SCHOOL STUDENT ZONED TO ATTEND: _____

PARENT/GUARDIAN'S NAME: _____

PARENT'S CONTACT NUMBER: _____

IN WHICH LANGUAGE WOULD YOU LIKE YOUR CHILD TO BE TESTED? (SELECT ONLY ONE) English Spanish

If your child is receiving any special services from an HISD school or any educational facility, please inform your Gifted and Talented Coordinator. Check all that apply and submit district documentation:

Special Education-Full Individual Evaluation (FIE) Section 504—504 Accommodation Plan Limited English Proficient (LEP)

Parents are required to provide documentation of special services with the Gifted and Talented Neighborhood Application.

<p>Federal Student Ethnicity (select one)</p> <p><input type="checkbox"/> Hispanic/Latino</p> <p><input type="checkbox"/> Not Hispanic/Latino</p> <hr/> <p>Student Race (select all that apply)</p> <p><input type="checkbox"/> American Indian or Alaska Native</p> <p><input type="checkbox"/> Native Hawaiian/Other Pacific Islander</p> <p><input type="checkbox"/> Asian</p> <p><input type="checkbox"/> White</p> <p><input type="checkbox"/> Black or African American</p>	<p style="text-align: center;">2018-2019 REDUCED INCOME CHART</p> <p style="text-align: center;"><i>If your annual, monthly, or weekly salary is at or below levels listed and corresponds to household size on same row, please check:</i></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Household Size</th> <th style="text-align: right;">Annual</th> <th style="text-align: right;">Monthly</th> <th style="text-align: right;">Weekly</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/> 2</td> <td style="text-align: right;">\$30,451</td> <td style="text-align: right;">\$2,538</td> <td style="text-align: right;">\$586</td> </tr> <tr> <td><input type="checkbox"/> 3</td> <td style="text-align: right;">\$38,443</td> <td style="text-align: right;">\$3,204</td> <td style="text-align: right;">\$740</td> </tr> <tr> <td><input type="checkbox"/> 4</td> <td style="text-align: right;">\$46,435</td> <td style="text-align: right;">\$3,870</td> <td style="text-align: right;">\$893</td> </tr> <tr> <td><input type="checkbox"/> 5</td> <td style="text-align: right;">\$54,427</td> <td style="text-align: right;">\$4,536</td> <td style="text-align: right;">\$1,047</td> </tr> <tr> <td><input type="checkbox"/> 6</td> <td style="text-align: right;">\$62,419</td> <td style="text-align: right;">\$5,202</td> <td style="text-align: right;">\$1,201</td> </tr> <tr> <td><input type="checkbox"/> 7</td> <td style="text-align: right;">\$70,411</td> <td style="text-align: right;">\$5,868</td> <td style="text-align: right;">\$1,355</td> </tr> <tr> <td><input type="checkbox"/> 8</td> <td style="text-align: right;">\$78,403</td> <td style="text-align: right;">\$6,534</td> <td style="text-align: right;">\$1,508</td> </tr> <tr> <td colspan="4" style="text-align: center;">For each additional Family member add:</td> </tr> <tr> <td></td> <td style="text-align: right;">+\$7,992</td> <td style="text-align: right;">+\$666</td> <td style="text-align: right;">+\$154</td> </tr> </tbody> </table>	Household Size	Annual	Monthly	Weekly	<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	For each additional Family member add:					+\$7,992	+\$666	+\$154
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REMINDER: Parents are required to submit all required documentation (report card, test scores, documentation of special services, etc.) with the signed application.

Parent/Guardian's Name (Please Print): _____

Parent/Guardian's Signature: _____ Date: _____

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.