

2016-2017

DICKINSON INDEPENDENT SCHOOL DISTRICT



**Gifted and Talented & Advanced Academics
Procedures and Guidelines**

Table of Contents

Dickinson ISD Mission and Vision	Error! Bookmark not defined.
G/T and Advanced Academics Program Mission Statement	4
Program Goals	4
State Goal for Services for Gifted/Talented Students.....	4
G/T and Advanced Academics Program Design.....	5
Elementary (K-4).....	5
Middle School/Junior High (5-8)	5
Secondary (9-12)	5
G/T Identification Procedures.....	6
G/T Identification Process: Kindergarten	7
G/T Identification Process: Grades 1-12	8
Student Transfers and G/T Program Identification	9
Transfers within Dickinson ISD.....	9
Students New to Dickinson ISD:.....	9
Private and Home Schooled Students.....	9
Probation and Exit for Gifted/Talented Students.....	9
Probation and Exit Procedures.....	10
Furloughs.....	10
Appeal Process	10
Advanced Academics in High School	11
Pre-AP Courses (9-12)	11
Advanced Placement (AP) Courses (9-12).....	11
Admission Criteria.....	11
Pre-AP/AP Program Requirements (9-12)	12
Exit from a Pre-AP/AP/Honors Class (9-12).....	12
Dual Credit Courses (9-12)	13
Collegiate High School (9-12)	13
Advanced Academics in Middle School & Junior High	14
Pre-AP Admission Criteria (5-8).....	14
Pre-AP Program Requirements	15
Exit from a Pre-AP Course	15
Enrichment Opportunities	16
Professional Development for G/T Teachers.....	17

G/T Professional Development offered by Dickinson ISD	18
G/T Professional Development offered outside of Dickinson ISD.....	18
Family and Community Involvement.....	18
Program Evaluation.....	18
Appendices.....	19
Parent Referral Questionnaire for G/T Identification	20
Parental Consent for G/T Assessment	21
Consent to Participate in the Gifted and Talented Program	22
Request for Student Exit from G/T Program	23
Probation Improvement Plan for G/T Students	24
Request for Student Furlough from G/T Program	25
Appeal for Pre-AP/AP/Honors Course Entry	26
Pre-AP/AP/Honors Course Contract	27
Pre-AP/AP/Honors Course Exit Documentation	28
Pre-AP/AP/Honors Course Exit Request	29

DRAFT

G/T and Advanced Academics Program Mission Statement

The mission of the Dickinson ISD Gifted and Talented and Advanced Academics Education Program is to provide gifted and talented students differentiated instruction that challenges the students. The district will establish and provide programs for gifted and talented students to work together under the guidance of trained teachers in an atmosphere that is intellectually and academically rigorous and which fosters creativity.

Program Goals

- Provide **Curriculum** that allows for:
 - Differentiation during class for presentation, process, or products
 - Completion of independent research projects for grades 1-6
 - Cluster-grouped classes for grades 1 - 5
 - Accelerated (Pre-AP) math beginning in grade 5
 - Pre-Advanced Placement and Advanced Placement courses for grades 6-12
 - Dual Credit & Collegiate High School for grades 9-12
- Provide **Instruction** that includes:
 - Differentiation through flexible scheduling and daily enrichment periods
 - Provision and support of Highly Trained Staff who have 30 hours of initial professional development and receive 6 hour annual updates
 - The creation and maintenance of a learning community that encourages professional growth for all staff in the philosophy, theory, and practice of gifted education.
- Demonstrating **Academic Performance** by:
 - Providing students with meaningful, enriched learning experiences each day
 - Requiring students to take AP tests associated with AP course enrollment
 - Increasing number of scores of 3, 4, and 5 on AP tests
 - Increasing number of National Merit Scholars
 - Utilizing tutorial structures for college test prep
 - Participating in Duke Talent Search
- Develop **Culture and Climate** by:
 - Encouraging parent/ school partnerships in program planning, implementation, and decision making
 - Establishing collaborative relationships between schools and local colleges that promotes community-based service opportunities for students to grow socially and emotionally
 - Fostering a community-wide appreciation for rigorous, advanced coursework for all students
 - Providing opportunities for developing student leadership qualities
 - Training staff and parents to foster the development of a culture of high expectations for college/career readiness

State Goal for Services for Gifted/Talented Students

Students who participate in services designed for gifted/talented 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 services.

--Texas State Plan for the Education of Gifted/Talented Students

G/T and Advanced Academics Program Design

Elementary (K-4)

The Gifted/Talented program in Kindergarten through fourth grade is designed to provide differentiated instruction for identified Gifted/Talented students. Differentiated instruction offers a variety of learning options designed to tap into students' interests and abilities by providing academic enrichments and extensions to the grade level curriculum.

At each grade level (1-4), the identified students will be grouped within classes taught by a teacher with the required Gifted/Talented thirty hours training. If there are fewer than twenty-two G/T identified students at one grade level, all students are clustered in one or two teacher's homerooms that are certified to teach gifted students. If team teaching, both teachers will be G/T certified. If there are more than twenty-two G/T identified at one grade level, the students will be clustered in two or three classes with teachers who are certified to teach Gifted students.

All kindergarten students are automatically considered for gifted/talented services (Texas State Plan for the Education of Gifted/Talented Students 1.5.2R).

Middle School/Junior High (5-8)

In grades 5-8, teachers who have over 30 hours of training in working with G/T students will provide services to identified students through advanced, honors or Pre-Advanced Placement (Pre-AP) classes in the four core areas (language arts, mathematics, science and social studies). In 5th grade, students identified as Gifted/Talented are placed on a team in all advanced classes and also have the ability to take Pre-AP math. In 6th – 8th grade, students may choose to take any or all of the advanced-level classes offered. In 8th grade, students may take Pre-AP Algebra I and Pre-AP Spanish I for high school credit.

Dickinson ISD also offers students in grades 5-6 an opportunity to participate in the STEM program which allows students to use their knowledge of science, technology, engineering, or math to try to understand how the world works and to solve problems. Students in the STEM program will experience project-based learning, independent research, collaborative learning, engineering and robotics development, and increased use of technology. Science and math courses in the STEM program are accelerated. Students must apply to be accepted each year to the program.

Secondary (9-12)

In grades 9-12, teachers with the required Gifted/Talented thirty hours training work with Gifted students providing services to identified students in Pre-AP and Advanced Placement (AP) courses. The AP Program allows students to take college-level classes as part of their high school curriculum. These courses offer challenging learning experiences and maintain national standards set by the College Board. Students who meet specific criteria set by each college or university on an AP Exam receive credit for specific college courses.

Dickinson ISD offers AP courses in all core areas as well as several elective areas. Additional opportunities for advancement include concurrent enrollment, dual credit courses, credit by exam, correspondence courses, and enrollment in Collegiate High School, a college-based dual-credit program. Students in AP courses are required to take the College Board AP Examination. For a full listing of courses offered, please refer to the *DISD Academic Handbook, grade 9-12*.

G/T Identification Procedures

Step 1: Nominations

- Members of Dickinson ISD professional staff, teachers and/or parents may nominate students for assessment and identification. *(See Appendix A: Parent Referral Questionnaire)*
- Nominations are accepted at any time during the school year; however assessment and identification are completed according to the published district timeline.
- Students in grades 1-12 may be assessed once during any academic year.
- All Kindergarten students are automatically considered for gifted/talented services and are screened/assessed according to the published district timeline (Texas State Plan for the Education of Gifted/Talented Students 1.5.2R.)

Step 2: Assessment and Screening

- Written parent/guardian permission must be secured for any testing given to nominated students and not given to the entire grade level. *(See Appendix B: Parental Consent for G/T Assessment)*
- Each student in grades 1 – 12 who is nominated is assessed using instruments determined by the G/T Advisory Committee. Assessment data includes both qualitative and quantitative data collected through three (3) or more measures to determine if students need gifted/talented services (1.5.4C).
- The child's teacher or other campus professional who is knowledgeable in the field of gifted education administers any specialized assessment. Assessments may also be given online.
- Students who miss G/T assessments due to excused absences may attend a make-up assessment or complete assessments during the next G/T assessment window according to the published district timeline.

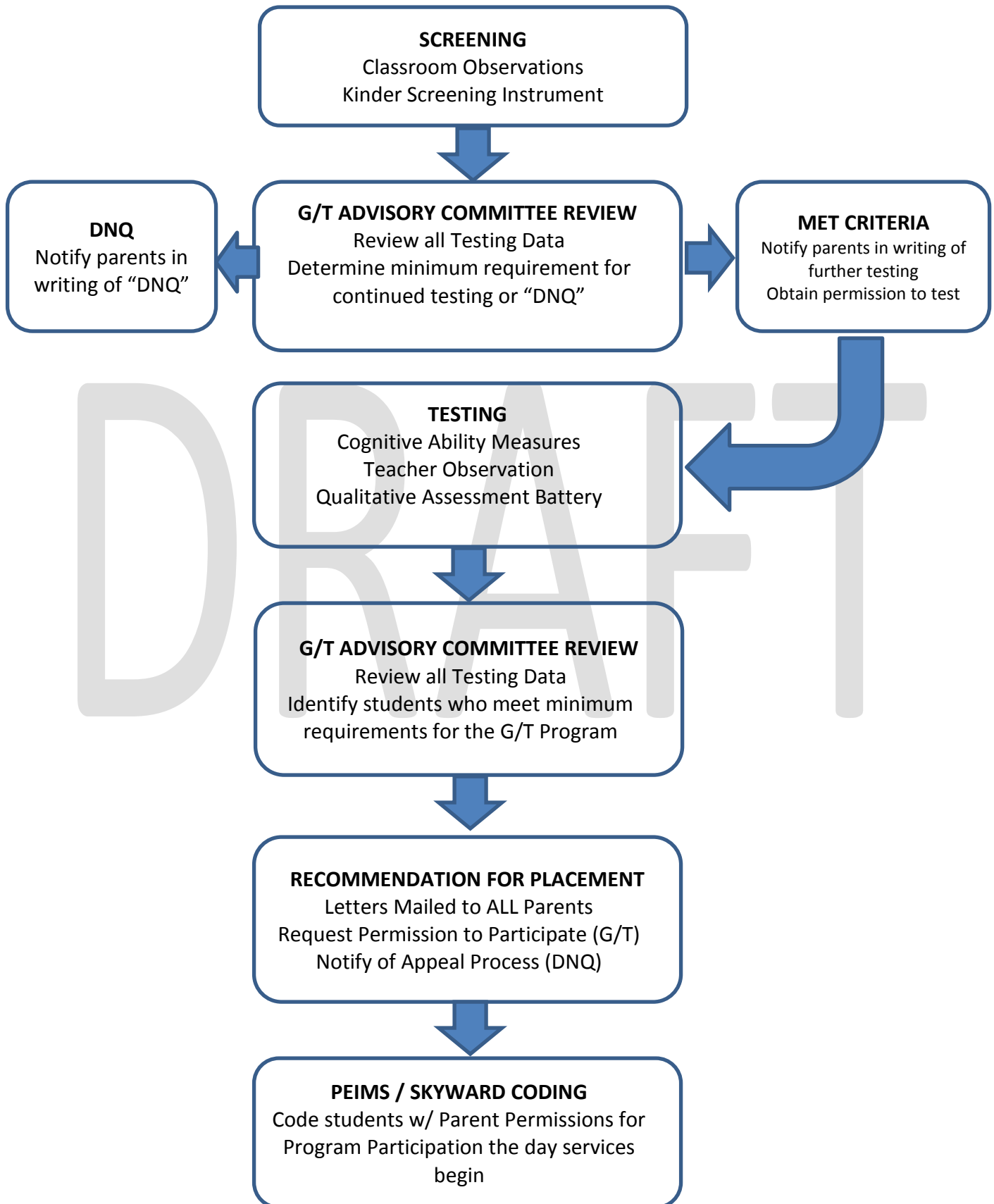
Step 3: Selection

- The G/T Advisory Committee will review all student assessment data and make recommendations for qualification for the Gifted and Talented Program. In addition to the formal assessment data, the committee may also use other information or data regarding student achievement or performance to make a determination about qualification. The committee will strive for consensus; however, a majority vote is required.

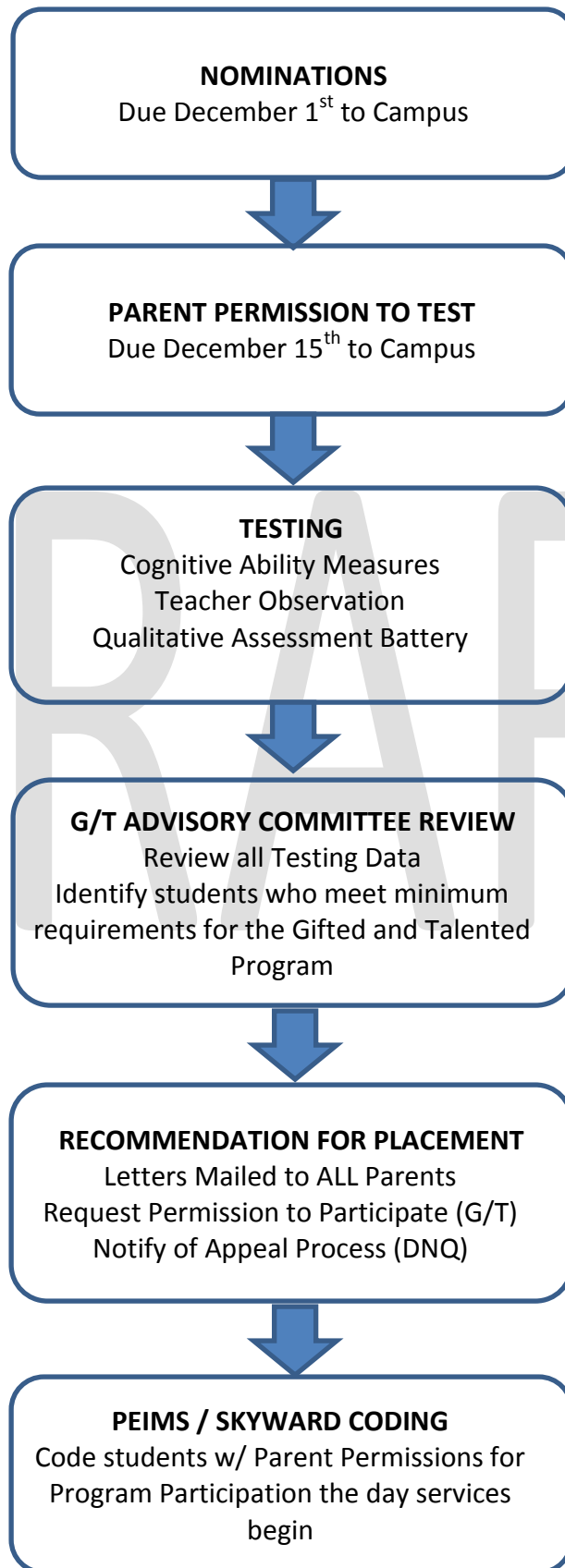
Step 4: Participation

- Written parent/guardian permission must be secured for students to participate in the Gifted and Talented Program in DISD. *(See Appendix C: Consent to Participate in the G/T Program)*
- Student participation is immediate after consent is received.
- Student participation is ongoing, and re-evaluation is based on student performance in the program for the purpose of appropriate student placement and services.
- Based on performance concerns, students may be placed on furlough or probation to improve performance. Students may also be recommended for program exit *(See Probation and Exit for Gifted/Talented Students, p. 10.*

G/T Identification Process: Kindergarten



G/T Identification Process: Grades 1-12



Student Transfers and G/T Program Identification

Transfers within Dickinson ISD

If an identified Gifted/Talented student transfers within Dickinson ISD, the student continues services in the receiving school.

Students New to Dickinson ISD:

- Students must be enrolled in Dickinson ISD in order to be eligible for G/T assessment, services, or data review.
- Students new to Dickinson ISD who were identified as Gifted/Talented by another school district, will be placed in a class taught by a G/T certified teacher and observed for a six week period.
- Counselors at each school will gather all assessment data from the previous school district and submit it to the Directors of Elementary and Secondary Programs.
- The G/T Advisory Committee will review transfer data from the previous district. If the transfer data meets Dickinson ISD's standards, the child will be identified for placement in the Dickinson ISD G/T program.
- If the student does not meet district standards, the student will be assessed for identification in DISD. Parent permission to test is required.
- On or before the end of the six week period, the G/T Advisory Committee will review all new student assessment data and make recommendations for qualification for the Gifted and Talented Program. In addition to the formal assessment data collected in DISD, the committee may also use other information or data regarding prior student achievement or performance to make a determination about qualification. The committee will strive for consensus; however, a majority vote is required.
- Students who were identified in their previous school district who have one or more parent(s) actively serving in the U.S. military will receive G/T services when documentation of G/T identification is received by the Directors of Elementary and Secondary Programs.
- Students new to the district **who have not been previously identified as G/T by another district** may be nominated for G/T assessment at any time; however, assessment and identification will be complete according to the published district timeline.

Private and Home Schooled Students

- Private and home school students entering Dickinson ISD for the first time may be nominated for G/T screening at any time and will follow the district assessment guidelines for their grade level.
- Dickinson ISD does not offer an assessment program at public expense for non-enrolled students.
Students must be enrolled and in actual attendance prior to consideration for Gifted/Talented assessment.

Probation and Exit for Gifted/Talented Students

Educational needs, lack of interest and/or motivation are possible indicators for a student's need for probation and/or exit from the G/T program. A request for a student to be placed on probation or to be exited may be initiated by a school administrator, teachers, the school counselor, parents or the student him/herself. (*See Appendix D: Request for Student Exit from the G/T Program*) Prior to exiting the Gifted/Talented program, a student must be placed on probation and given a pre-determined amount of time to improve their performance.

Probation and Exit Procedures

1. Identify problem areas for the student and contact Advanced Academics.
2. Teacher conferences with parent/guardian and student.
3. If probation is indicated, the teacher refers the student to a Probation Committee consisting of at least three professionals including the teacher, a campus administrator, and a school counselor.
4. Committee recommends a probationary period (up to one semester) and includes recommendations for program support and improvement. *(See Appendix E: Probation Improvement Plan for G/T Students)*
5. The student continues participation in Gifted/Talented services during the probationary period.
6. At the end of the probationary period, the G/T Advisory Committee will review the student's performance record.
7. The committee will recommend reinstatement, continued probation, furlough, or exit. Students may not be exited during the last nine weeks of the school year.
8. When a student is exited, application to return to the G/T program may be initiated the following academic year through the regularly scheduled identification process. In order to be identified as G/T, the student must meet current Dickinson ISD identification criteria.
9. If a parent/guardian disagrees with exiting his/her student from the program, the parent/guardian may appeal to the G/T Advisory Committee for review *(see Appeal Process)*.

Furloughs

The District may place on a furlough any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted and talented program. A furlough may be initiated by the District, the parent, or the student. In accordance with administrative regulations, a furlough shall be granted for specified reasons and for a specified period of time (from 6 weeks to the remainder of the year). At the end of a furlough, the student may reenter the gifted program, be placed on another furlough, or be exited from the program. EHBB(LOCAL) The furlough process is as follows:

1. A district employee, parent/guardian or student (with parent/guardian signature) completes the Furlough Request Form. *(See Appendix F: Request for Student Furlough from G/T Program)*
2. The teacher(s), principal or designee, and the Director of Curriculum Services review the information. A letter is sent to the requesting parent/guardian and/or student with the decision.
3. Students receiving homebound services will automatically be placed on furlough. This includes all students enrolled in the Pre-AP/AP classes.

Appeal Process

1. If a parent or guardian disagrees with the G/T Advisory Committee's decision, the campus administrator must be notified in writing within fifteen days after the notification letter is sent. A parent/guardian conference will be held with the Level One Appeal Committee, consisting of the selection committee. At this conference, any relevant data will be reviewed.
2. Within ten days after the parent/guardian and Campus Level One Appeal Committee conference, a letter with the decision will be sent to the parent/guardian.
3. Any subsequent appeals should be made in accordance with FNG(LOCAL) beginning at Level Two.

Advanced Academics in High School

Equity and Access to Pre-AP, AP, Dual Credit and Honors Courses

Dickinson ISD has a genuine commitment to preparing ALL students for challenging high school coursework and post high school success in college, in the workplace, and/or in the military. Opportunities for enrollment in Pre-Advanced Placement (Pre-AP) and Advanced Placement (AP) courses are open and made available to ALL Dickinson High School students. Because Pre-AP and AP courses are designed as college preparation and/or college level courses, students must have demonstrated their academic preparedness and their willingness to invest the time and effort required for success in rigorous courses. College Board research clearly shows that students who participate in challenging coursework, including Pre-AP and AP, courses have considerably higher success in college.

Pre-AP Courses (9-12)

A Different Kind of Class:

- Through increased rigor, Pre-AP courses help students acquire the skills and academic habits needed for success in high school and beyond. Students will improve critical reading, writing, and problem-solving skills as a result of successful completion of these courses. In addition, students' time management, note-taking, and study skills will be greatly enhanced.
- A Pre-AP classroom is different from an academic class. Instruction in the Pre-AP classroom focuses on intense discussions, rigorous real-world applications, analytical thinking, critical reading, and persuasive/expository writing. Students are held to a high standard of academic engagement.
- Pre-AP courses provide preparation for success in the subsequent AP course and toward earning a qualifying score on the corresponding College Board AP Exam.

Advanced Placement (AP) Courses (9-12)

A Different Kind of Class:

- AP courses are highly rigorous courses for which college credit may be earned.
- The course syllabus is approved by College Board.
- Teachers are highly trained through College Board workshops and institutes.
- AP courses conclude with a final examination written and scored by College Board.
- AP courses require a high level of student commitment and academic engagement.

Admission Criteria

In an effort to place students in appropriate level classes, admission criteria have been established for Pre-AP, AP, and Honors courses. The academic records for all students who register for a PreAP, AP and/or Honors course will be evaluated against the following criteria when students complete their course selections for following school year:

Personal Characteristics

- Prioritize time and interests
- Commit a minimum of three hours of out-of-class time per week for each course
- Approach challenging coursework with a positive attitude
- Complete summer and outside reading and writing assignments
- Maintain a strong work ethic & independent study habits
- Critically question and discuss complex concepts

- Monitor and evaluate progress
- Meet expectations on state assessments
- Adhere to the district's class exit procedures and timelines (*See Exit from a Pre-AP/AP Course at the High School Level, p 13.*)

Previous Academic Performance. Students shall have a yearly average of 80 (B) or higher in an Academic course or 75 (C) or higher in a Pre-AP or an AP course immediately preceding the Pre-AP/AP course.

STAAR and End of Course (EOC) Assessment. It is highly recommended that students meet or exceed the STAAR and End of Course score for entry into each Pre-AP, AP, or Honors course. Demonstrated academic achievement on the state assessments indicates that the student has the knowledge and skills necessary for success in the rigorous college preparatory (Pre-AP), Honors, and college level (AP) courses. There is a minimum STAAR/ EOC score recommended for entry into Pre-AP/AP courses. The scores are based on passing approximately 70% of the previous STAAR. Raw scores are typically consistent from test to test whereas scale scores may fluctuate based on test date and format (computer/ paper). The raw score will be used to determine eligibility. (*See Dickinson High School Academic Handbook*)

Appeal of Criteria. Students and parents may appeal to the campus review committee which may consist of the course teacher, the department chairperson, the AVID teacher, the student's counselor, a campus administrator, the student's parent and/or primary caretaker, and the student. Appeal forms will be available in the counselor's office and will be due the first business day in May. (*See Appendix G: Appeal for Pre-AP/AP/Honors Course Entry*)

Pre-AP/AP Program Requirements (9-12)

Mandatory Parent Meeting. All parents of students who are enrolled in a Pre- AP course are required to attend one of the parent meetings held in May.

Summer Assignments. A list of recommended summer assignments (if required) will be provided for students and posted on the campus and district website.

Commitment Statement. A contract signed by both student and parent will be due before the first week of school or upon enrollment of new students. (*See Appendix H: Pre-AP/AP/Honors Course Contract*)

Exit from a Pre-AP/AP/Honors Class (9-12)

College and university admissions officers have repeatedly indicated that high school students who successfully complete a Pre-AP/AP/Honors course are given greater consideration when all other college admissions indicators are equal. A transcript that indicates that a student has earned a "C" in a Pre-AP/AP/Honors course is given higher consideration than one who earns an "A" in an academic course. For this reason, DHS counselors, administrators, and teachers strongly advise Pre-AP/AP/Honors students to stay in the course working through difficulties by attending tutorials, doing extra reading/work at home, joining a student study group, and taking copious notes in class. If a student indicates that he/she wants out of the class and scheduled into the corresponding academic class, the following timeline and procedure(s) must be followed. Exit points are built into our registration and master scheduling process.

Exit Point #1: Prior to School Students are registered for courses during the spring of the previous school year. It is important that students carefully select their coursework making wise decisions based on their time commitments, their interests, and their demonstrated academic achievement. Parents are given a course selection sheet in early March in order to provide parents with an opportunity for parental input in

the course selections. Parents may make changes and return the course verification sheet to the counselor by mid-April. The first exit point after initial registration will be made available to all students in May. All students will review their course selections during the last two weeks of the school year prior. Students may request a schedule change during this time. A parent/primary caregiver signature is required for the schedule change.

Exit Point #2: First 9 Weeks Pre-AP/AP/Honors students who are failing the Pre-AP/AP course the end of the first grading period are in danger of failing for the semester. Serious consideration must be given to the students' willingness to complete the rigorous coursework and to his/her time commitments in order for him/her to be successful and earn the 0.5 credit for the first semester. Pre-AP/AP students who are failing a Pre-AP/AP course at the end of the first 9 weeks will be moved to the respective academic course, if available. Students with a 65-69 may remain in the course as long as the student, parent, and teacher agree the student has the ability to pass for the semester. The student's parent or primary caregiver will be notified by the Pre-AP/AP/Honors teacher about failing grade and course of action at the end of the 9 weeks. *(See Appendix I: Probationary Conference Documentation)*

Exit Point #3: End of the First Semester. Any student who fails a Pre-AP/AP/Honors course with a grade below 70 for the first semester will be removed from the course at the end of the first semester. The student's parent or primary caregiver will be notified by the Pre-AP/AP/Honors teacher of the failing grade which will result in a schedule change. Parents may also request to remove the student from the course for the second semester. Parent or primary caregiver must notify the counselor before the first business day in December.

To request an exit from a Pre-AP course at one of the three (3) Exit Points of a semester, students and parents/guardian's must complete a Class Exit Request Form and submit it to the campus counselor prior to the Exit Point deadlines. *(See Appendix J: Pre-AP/AP Course Exit Request)*

Dual Credit Courses (9-12)

Dual Credit courses allow students to earn college hours and high school credit from the same course after their sophomore year. Students in these courses pay college tuition at a reduced rate. Counselor approval is required prior to enrollment. Students must meet the registration deadline and will earn grade points based on the Pre-AP/AP scale.

Collegiate High School (9-12)

Collegiate High School is a separate campus program offered through College of the Mainland that allows students to earn an associate degree while simultaneously completing their high school diploma. Students entering this program are considered college students and attend all classes on the College of the Mainland campus, but students may still participate in extra-curricular activities at DHS. Because the CHS program is rigorous and set at a college campus, students who apply for this program must be mature and self-motivated to be successful. Core academic dual credit courses (i.e. English, Math, Science, Social Studies, and LOTE) taken at Collegiate High School will be calculated on the Dual Credit/ AP grading scale. More information regarding CHS can be found on the College of the Mainland website.

Advanced Academics in Middle School & Junior High

Equity and Access to Pre-AP/Honors Courses

Dickinson ISD has a genuine commitment to preparing ALL students for challenging coursework in the middle and junior high schools that will prepare students for advanced courses in high school and for post-high school success in college, in the workplace, and/or in the military. Opportunities for enrollment in Pre-Advanced Placement (Pre-AP) are open and made available to ALL middle school and junior high school students. Because Pre-AP courses are designed as college preparation, students must have demonstrated their academic preparedness and their willingness to invest the time and effort required for success in rigorous courses. College Board research clearly shows that students who participate in challenging coursework, including Pre-AP courses, have considerably higher success in college.

Benefits of Pre-AP Courses

A Different Kind of Class:

- Through increased rigor, Pre-AP courses help students acquire the skills and academic habits needed for success in high school and beyond. Students will improve critical reading, writing, and problem-solving skills as a result of successful completion of these courses. In addition, students' time management, note-taking, and study skills will be greatly enhanced.
- A Pre-AP classroom is different from an on-level class/course. Instruction in the Pre-AP classroom focuses on intense discussions, rigorous real-world applications, analytical thinking, critical reading, and persuasive/expository writing. Students are held to a high standard of academic engagement.
- Pre-AP courses provide preparation for success in high school AP courses and the corresponding College Board AP Exams through which students may earn college credits.

Pre-AP Admission Criteria (5-8)

In an effort to place students in appropriate level classes, recommended admission criteria have been established for Pre-AP courses. The academic records for all students who register for a Pre-AP course will be evaluated against the following criteria:

Personal Characteristics. Students who are successful in Pre-AP courses demonstrate a set of skills in the classroom that will support their success in advanced-level courses. These characteristics include:

- Reading at or above grade level
- Strong foundation in algebra skills
- Proficient oral and written communication skills
- Self-discipline to plan, organize, and carry out tasks to completion
- Strong study skills and self-motivation to learn

Previous Academic Performance. Students shall have yearly average of 90 (A) or higher in an on-level class/course or 80 (B) or higher in a Pre-AP course immediately preceding the next-level Pre-AP course.

STAAR Assessment. It is highly recommended that students meet or exceed the “Advanced” STAAR score for entry into each Pre-AP course. Demonstrated academic achievement on the state assessment indicates that the student has the knowledge and skills necessary for success in the rigorous Pre-AP course. (See Academic Handbook/Course Selection Guide Grades 5-8 for a complete listing of required STAAR scores for course qualification).

Appeal of Criteria. Students and parents may appeal to the campus review committee for consideration to enroll into a Pre-AP course if a student does not meet initial admission criteria. The committee may consist of the course teacher, the department chairperson, the AVID teacher, the student’s counselor, a campus

administrator, the student's parents and/or primary caretaker, and the student. Approval from the review committee and/or campus administrator is required for a student to enroll into a Pre-AP course if eligibility requirements were not initially met. Appeal forms will be available in the counselor's office and will be due by the date indicated on the appeal form.

(See Appendix G: Appeal For Pre-AP/AP/Honors Course Entry)

Pre-AP Program Requirements

Mandatory Parent Meeting. All parents of students who are enrolled in a Pre- AP course are required to attend one of the parent meetings held in May or in September.

Summer Assignments. A list of recommended summer assignments (if required) will be provided for students and posted on the campus and district website.

Commitment Statement. A contract signed by both student and parent will be due before the first week of school or upon enrollment of new students. *(See Appendix H: Pre-AP/AP/Honors Course Contract)*

Exit from a Pre-AP Course

College and university admissions officers have repeatedly indicated that high school students who successfully complete a Pre-AP course are given greater consideration when all other college admissions indicators are equal. A transcript that indicates that a student has earned a "C" in a Pre-AP course is given higher consideration than one who earns an "A" in an on-level class/course.

Because middle and junior high school Pre-AP courses are designed to prepare students for high school and, ultimately, college success, we strongly advise Pre-AP students to stay in these courses working through difficulties by attending tutorials, doing extra reading/work at home, joining a student study group, and taking copious notes in class. If a student indicates that he/she wants out of the class and scheduled into the corresponding on-level course, the following timeline and procedure(s) must be followed:

Exit Point #1: Prior to Start of School

Students are registered for courses during the spring of the previous school year. It is important that students carefully select their coursework making wise decisions based on their time commitments, their interests, and their demonstrated academic achievement. Parents are given a course selection sheet in early spring in order to provide parents with an opportunity for parental input in the course selections. Parents may make changes and return the course verification sheet to the counselor by date indicated at the campus level. The first exit point after initial registration will be made available to all students in May. All students will review their course selections during the last two weeks of the school year prior. Students may request a schedule change during this time or during the first week of school. A parent/primary caregiver signature is required for the schedule change.

Exit Point #2: First Nine Weeks.

Pre-AP students who are failing the Pre-AP course at the end of the first grading period are in danger of failing for the semester. Serious consideration must be given to the student's willingness to complete the rigorous coursework and to his/her time commitments in order for him/her to be success and pass the first semester. Pre-AP students who are failing a Pre-AP course at the end of the first 9 weeks will be moved to the respective on-level class/course. Students with a 65-69 may remain in the course as long as the student, parent, and teacher agree the student has the ability to pass for the semester. The student's parent or primary caregiver will be notified by the Pre-AP teacher about the failing grade and course or action at the end of the first nine weeks. *(See Appendix I: Probationary Conference Documentation)*

Exit Point #3: End of the First Semester.

Any student who fails a Pre-AP course with a grade below 70 for the first semester will be removed from the course at the end of the first semester. The student's parent or primary caregiver will be notified by the Pre-AP teacher of the failing grade which will result in a schedule change. The Parent or primary caregiver may also request to remove the student from the course for the second semester. Written notification must be given to the school counselor before the first business day in December.

To request an exit from a Pre-AP course at one of the three (3) Exit Points of a semester, students and parents/guardian's must complete a Class Exit Request Form and submit it to the campus counselor prior to the Exit Point deadlines. *(See Appendix J: Pre-AP/AP Course Exit Request)*

Enrichment Opportunities

In addition to Advanced Academic Courses in grades 5-12, DISD also provides several other advanced academic opportunities for students to pursue their interests and extend their learning.

Destination Imagination (K-6)

Destination Imagination is a problem-solving competition that strives to promote creativity young people. Students use science, technology, engineering, mathematics and fine arts to solve open-ended Challenges. Teams are tested to think on their feet, work together and devise original solutions that satisfy the requirements of the Challenges.

Duke Talent Identification (4-7)

The Duke Talent Identification Program (TIP) is a national program devoted to meeting the social and academic needs of gifted students. Participants in the Talent Search discover and explore their academic talents and interests, gain a deeper understanding of their academic skill and potential, develop their critical and creative thinking skills, and become a part of peer communities that celebrate learning. Students must qualify for participation based on STAAR scores.

UIL Academic Competition (2-12)

The University Interscholastic League (UIL) offers the most comprehensive program of academic competition in the nation. UIL Academics offers 29 contests at the high school level and 20 A+ Academic contests for grades 2-8. These activities, which exist to complement the academic curriculum, are designed to motivate students as they acquire higher levels of knowledge, to challenge students to confront issues of importance, and to provide students with the opportunity to demonstrate mastery of specific skills.

Academic Decathlon (9-12)

Academic Decathlon is an individual and team competition that is centered on a thematic content each year. High School students in Texas and in the nation compete together in five (5) different types of events—speeches, essay, interviews, exams, and Super Quiz—each designed to allow competitors to explore new themes and stretch their learning in seven (7) subjects connected to that theme: art, science, math, economics, literature, music and social science. Students who participate in Academic Decathlon will learn to work as a team, share a single goal, and study harder than they ever have before.

Science Fair Competition (K-12)

Science Fair experiments and competitions allow students in all grade levels to design research that addresses a question or problem as they see it. Students use the scientific method to explore their problem using ongoing research or experiments on a small scale. Students then present their problem, their research and their findings in a public forum allowing them to articulate their learning to their peers, mentors and teachers. Science Fair Projects can also provide an opportunity for students with intense interest in science to partner with mentors from nearby colleges or industry to access instruction and equipment for their research.

History Fair Competition (9-12)

The National History Day Contest encourages students to explore a historical topic of interest that is related to an annual theme. Through research of primary and secondary sources, students analyze and interpret their findings and draw conclusions about the significance of the research. Students then present their work in one of five ways for the competition: as a paper, an exhibit, a performance a documentary or a website.

Texas Performance Standards Project (K-12)

The Texas Performance Standards Project (TPSP) is a resource for providing differentiated instruction to gifted/talented students through the creation of professional quality work that is in alignment with the Texas State Plan for the Education of Gifted/Talented Students. All G/T students in grades 1 through 6 will participate in at least one independent learning project per year. In Dickinson ISD, students may complete a science fair project, history fair project (6th grade) or other independent learning project as outlined through the TPSP. Project topics should be student-driven, but should circumstances require that all students complete the same task, the task should be chosen based on student interests, background knowledge and needs.

Industry Certifications (9-12)

Students participating in our CTE program have the opportunity to complete one or more CTE pathways which promote the development of career interest(s) and the discovery of individual passion(s) all while completing industry certifications for employability upon graduation. Students will learn from highly-qualified, business and industry-experienced teachers, and they will experience programs built on current industry standards and cutting edge technology. The following industry certifications are offered in DISD:

- Certified Nurse's Assistant
- Cardiopulmonary Resuscitation
- Pharmacy Technician
- Hunter's Education
- Licensed Cosmetology Operator
- NCCER Core Safety Training
- American Welding Society (21 certifications)
- International Welding Certification through the Canadian Welder's Bureau
- Basic SolidWorks
- ACA (Adobe)
- Pesticide
- OSHA

Professional Development for G/T Teachers

All Dickinson ISD teachers providing services to G/T identified students will be trained in accordance with state training requirements (30 initial hours and 6-hour annual update).

A professional development session must meet specific criteria in order for update hours to be awarded.

G/T Professional Development offered by Dickinson ISD

All G/T professional development documentation is maintained in Eduphoria. G/T professional development is to be approved by the Director of Professional Learning and Teacher Development prior to the session. G/T credit will be awarded by the course creator upon completion of the professional development session.

G/T Professional Development offered outside of Dickinson ISD

All G/T professional development documentation is maintained in Eduphoria. After completion of an out-of-district G/T professional development session, teachers are to upload their certificate of completion into Eduphoria. The certificate of completion must indicate the number of G/T hours awarded.

Family and Community Involvement

Dickinson ISD is committed to partnering with parents and community to ensure the success of our gifted and talented students. Effective communication is a key component to the success of any organization. Dickinson ISD campus-based family and community involvement initiatives include: parent communication through various outlets (i.e. written and electronic), parent meetings/orientations, newsletters, parent/teacher conferences, and webpages. In addition to campus activities, the Educational Services Department provides additional layers of communication through their webpage, and the district G/T and Advanced Academics Advisory Committee.

Program Evaluation

The Dickinson ISD G/T and Advanced Academic Advisory Committee has created an evaluation instrument which will be used to annually evaluate the G/T program at the campus and district levels. As needed, the G/T and Advanced Academic Advisory Committee will review and revise the evaluation instrument. Parent, teacher, and student surveys will be included as part of the annual evaluation of the Dickinson ISD G/T and Advanced Academic Program. Data gleaned from the evaluation process will be used to modify and update district and campus improvement plans as well as to ensure continuous improvement of the Dickinson ISD G/T and Advanced Academic Programs.

APPENDICES



Appendix A



DICKINSON INDEPENDENT SCHOOL DISTRICT

Parent Referral Questionnaire for G/T Identification

Child's Name _____ School and Grade _____

Teacher _____ Parent Name _____

Address _____ City _____ Zip _____ Date of Birth _____

Please take a few minutes to share information about your child to help us know him/her better. For each item, place an X in the box which best describes your child.

My child...	Very Little	Some	Often	My child...	Very Little	Some	Often
Has unusually advanced vocabulary for age or grade level.				Prefers activities other than TV such as research on computers, calculators, reading, puzzles, etc.			
Is curious and asks many questions.				Began talking earlier than other children his/her age.			
Learns quickly.				Likes to figure things out by himself/herself.			
Prefers to be with older children or adults.				Has a good memory.			
Reads a lot.				Displays a keen or unique sense of humor.			
Offers unusual (out of the ordinary), unique, clever answers or creations.				Has a great imagination and makes up stories.			
Learned to read prior to beginning school.				Pursues a topic or project that interests him or her.			
Is very good at art, music, dancing, or athletics.				Is very sensitive to the feelings of others.			
Has many different interests.				Likes to have his or her own way.			
Is a perfectionist.				Has advanced mathematical knowledge and concepts.			
Demonstrates leadership qualities.				Is easily bored with routine tasks.			
Finds many different ways of solving problems.				Has a strong sense of justice/fairness.			
Is observant about changes.							

What other information about your child or family would you like us to know? You may want to tell about an interest, talent or ability, or to share a special concern.

Parent Signature _____

Date _____

Appendix B



DICKINSON INDEPENDENT SCHOOL DISTRICT

Parental Consent for G/T Assessment

Your son/daughter has been recommended for Gifted and Talented Identification. To do this, we will need parental permission to conduct assessments of your son/daughter that help us understand if he/she needs to be provided services.

If you would like for your child to participate in the assessment process, please complete this form and provide your signature at the bottom.

Student Name: <i>Last</i> <i>First</i> <i>Middle</i>			Campus	School Year
Mailing Address:		City, State	Zip Code	Date of Birth
Home Phone	Work Phone	Ethnicity	Gender (M/F)	Grade

Is there anything we need to know about your child? _____

What language is spoken in your home most of the time? _____

What language does your child speak most of the time? _____

Does your child receive bilingual or ESL services in DISD? _____

☐ I decline my child's participation in the assessment process at this time.

Parent Signature

Date

Please return to the counselor on your student's campus.

Appendix C



DICKINSON INDEPENDENT SCHOOL DISTRICT

Consent to Participate in the Gifted and Talented Program

We are pleased to inform you that your child met the criteria for gifted identification and is qualified to participate in Dickinson ISD's Gifted and Talented Program. Dickinson ISD encourages your involvement by:

- Communicating with teachers about questions and concerns regarding your child and his/her assignments
- Understanding that your child may have coursework including projects and readings requiring time outside of the school day
- Supporting Gifted and Talented Education through parent volunteerism on the campus and within the district

In order for your student to be formally accepted into the DISD Gifted and Talented Program, your permission is required. Please complete the following:

I, _____, give permission for my child, _____ to participate in the Gifted and Talented Program in Dickinson Independent School District. I understand that gifted and talented classes, Pre-AP/GT and AP/GT classes are rigorous and will require commitment, self-direction, and academic discipline on behalf of my child.

I also acknowledge that I have read and agree to abide by the DISD Probation, Furlough and Exit Procedures as outlined in EHBB Regulation. (Attached).

Parent Signature

Date

Address:

City, State, Zip

Email Address

Phone Number

Please return to the counselor on your student's campus.

Appendix D



DICKINSON INDEPENDENT SCHOOL DISTRICT

Request for Student Exit from G/T Program

A request for exit may be submitted at any time. A student shall be removed from the program at any time the Campus G/T Placement Review Committee determines it is in the student's best interest. Written parent notification including the date and time of the Campus G/T Placement Review Committee meeting to review the request will be sent. If a student or parent requests removal from the program, the G/T Placement Review Committee shall meet with the parent and student before honoring the request.

A student will be exited from the Gifted and Talented program based on criteria set by the district. The criteria include instances where...

- the student's overall performance does not meet the expectations of the program, i.e. grade below 70;
- the student, parent, campus principal (or designee) does not view the placement as appropriate to meet the needs of the student.

When a parent, guardian, student, or teacher requests that a student exit from the Gifted and Talented program, a conference with the parent, counselor, and members of the Campus G/T Placement Review Committee will be held. At this conference, the most appropriate educational placement for the student will be determined. Once a student is exited from the program, he/she must adhere to the identification procedures to be readmitted.

A student may be exited from a part or parts of the services or from all of the services for which the student qualifies. The exit will vary depending upon the needs of the individual student.

It is requested that the following student be exited from the Gifted and Talented Program:

Student Name : _____ **Campus:** _____

Reason for requesting the exit:

Requestor's Name

Date

Requestor's Signature

Please return to the counselor on your student's campus.

Appendix E



DICKINSON INDEPENDENT SCHOOL DISTRICT

Probation Improvement Plan for G/T Students

Student's Name: _____ Date of Request: _____

School/Grade: _____ Student ID#: _____

Reason for Probation Request:

____ Student's overall performance does not meet the expectations of the program, i.e. grade below 70,
____ Other _____

Activities to address the reason for the probation:

<div></div>

Evidence that will be used to determine completion of the above listed activities:

<div></div>

Date for completion of probation activities listed above: _____

I, _____ (printed name of parent/guardian), understand that in order for my student to remain eligible for the Gifted and Talented program in Dickinson ISD, my son/daughter must complete the above activities by the designated date. Should my child be unable to complete the activities, I understand that the G/T Advisory Committee will meet to consider exiting my child from the program.

Parent Signature

Date

Student Signature

Date

G/T Advisory Committee Signatures (*minimum of 3*):

Committee Member #1

Date

Committee Member #2

Date

Committee Member #3

Date

Committee Member #4

Date

Please return to the counselor on your student's campus.

Appendix F



DICKINSON INDEPENDENT SCHOOL DISTRICT

Request for Student Furlough from G/T Program

Furloughs are a temporary "leave of absence" (from 6 weeks to the remainder of the year) from the Gifted and Talented Program designed to meet the individual needs of an identified G/T student. Furloughs may be requested for any GT student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted and talented program.

The District employee, parent/guardian, or student completes the Request for Student Furlough form and returns it to the campus counselor. The student's teacher(s), the principal (or designee) and the Director of Elementary or Secondary Programs meet to consider the request. Written parent notification of the committee meeting date and time to consider the furlough will be sent to the parent/guardian. 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.

A furlough may not exclude all services for which the student qualifies. It may be for a part or parts of the services or for all of the services. A furlough is arranged to meet the individual needs of the student.

It is requested that the following student be furloughed from the Gifted and Talented Program:

Student Name : _____ **Campus:** _____

Reason for requesting the furlough:

Requestor's Name

Date

Requestor's Signature

Please return to the counselor on your student's campus.

Appendix G



DICKINSON INDEPENDENT SCHOOL DISTRICT

Appeal for Pre-AP/AP/Honors Course Entry

Students who do not meet the criteria to enroll in an advanced course may petition the G/T Advisory Committee on campus to review student information and reevaluate eligibility to enroll in a Pre-AP course. The student is responsible for submitting the appeal form to a teacher who is knowledgeable about his/her ability/ work ethic in the requested subject area. The Committee will also consider previous coursework, previous grades, and STAAR scores when determining an approval of the appeal.

An appeal form is required for each requested course/subject area for which the student does not meet the admission criteria outlined in the Academic Handbook. The appeal form is not applicable for a student who fails the corresponding subject area Pre-AP or on-level class/course in which he/she is currently enrolled or the state assessment associated with the subject.

Student: _____ **Grade:** _____ **Campus:** _____

Student must complete:

I am requesting the following Pre-AP class: _____

I am aware that I do not meet the criteria as outlined in the Pre-Advanced Placement Guidelines. I think I should be admitted into the advanced course because:

Student Signature

Date

Parent/ Guardian must complete:

I am aware that my student does not meet the criteria as outlined in the Pre-Advanced Placement Guidelines. I think my student should be admitted into the advanced course because:

Parent/ Guardian Signature

Date

Teacher recommendation:

Describe how this student's academic performance has demonstrated his/her preparation for success in the requested advanced course.

Teacher Signature

Date

Committee review: _____

Grades: _____

State Assessments: _____

Teacher Recommendation: _____

Date: _____

☐ Approved

☐ Denied

Appendix H



Dickinson Independent School District

Pre-AP/AP/Honors Course Contract

Dickinson ISD's goal is for students to be successful at the highest possible level. Pre-Advanced Placement (Pre-AP), Honors, and Advanced Placement (AP) classes in Dickinson ISD stimulate and challenge students to perform at an advanced academic level. We are pleased you are accepting the challenge of Pre-AP/Honors/AP work. Pre-AP and Honors classes allow students to experience the expectations and activities provided by the AP program and are designed to prepare highly motivated students for the rigorous and fast-paced AP classes. AP classes provide students the opportunity to take college level classes, and upon successfully completing the College Board Advanced Placement exams, earn college credit while still in high school.

Parental support is the key for success of Pre-AP/Honors/AP students; therefore, please read and discuss the following points:

- Pre-AP/Honors/AP courses require more individual study time per week than a regular class. Students will need to read and prepare outside of class to participate effectively in classroom discussions and activities.
- Tutoring will be available for all students and required before dropping a Pre-AP/Honors/AP course.
- Review the attached Academic Integrity Guidelines. Breach of the Academic Integrity Guidelines may result in disciplinary consequences and removal from Pre-AP/Honors/AP classes.

Expectations:

1. Late work in a Pre-AP/Honors/AP course may not receive full credit in accordance with the DISD grading guidelines. Extenuating circumstances may allow for extensions.
2. Re-teaching and re-evaluation may be provided should 50% of the students not demonstrate mastery of the skills taught. See DISD grading policy for make up work guidelines.
3. Students who are failing a Pre-AP/Honors/AP course at the end of the first 9 weeks will be moved to the respective on-level course, if available. Students with a 65-69 may remain in the course as long as the student, parent, and teacher agree the student has the ability to pass for the semester.
4. Any student who fails a Pre-AP/Honors/AP course with a grade below 70 for the first semester will be moved to the respective on-level course, if available, at the end of the first semester. The student's parent or primary caregiver will be notified by the Pre-AP/Honors/AP teacher of the failing grade which will result in a schedule change. Parents may also request to remove the student from the course for the second semester. Parent or primary caregiver must notify the counselor before the first business day in December.
5. It is an expectation that the student will take the AP test at the end of the AP course (high school students only).
6. In addition to the above guidelines, each Pre-AP/Honors/AP course may have additional specific requirements. All course requirements will be communicated in writing at the beginning of the course.
7. My signature below indicates that I agree to the conditions outlined in this agreement.

Student Signature _____

Date: _____

Parent Signature _____

Date: _____

Appendix I



DICKINSON INDEPENDENT SCHOOL DISTRICT

Pre-AP/AP/Honors Course Exit Documentation

Exit Point #2: First Nine Weeks

Pre-AP/Honors/AP students who are failing the Pre-AP/Honors/AP course the end of the first grading period are in danger of failing for the semester. Serious consideration must be given to the students' willingness to complete the rigorous coursework and to his/her time commitments in order for him/her to be successful and earn the .5 credit for the first semester. Pre-AP/Honors/AP students who are failing a Pre-AP/Honors/AP course at the end of the first 9 weeks will be moved to the respective academic course. Students with a 65-69 may remain in the course as long as the student, parent, and teacher agree the student has the ability to pass for the semester. The student's parent or primary caregiver will be notified by the Pre-AP/Honors/AP teacher about failing grade and course of action at the end of the 9 weeks.

Exit Point #3: End of the First Semester

Any student who fails a Pre-AP/Honors/AP course with a grade below 70 for the first semester will be removed from the course at the end of the first semester. The student's parent or primary caregiver will be notified by the Pre-AP/Honors/AP teacher of the failing grade which will result in a schedule change. Parents may also request to remove the student from the course for the second semester. Parent or primary caregiver must notify the counselor before the first business day in December.

Student Name (*print*)

Student Signature

Parent/ Guardian Signature

Course Name / Course Teacher Signature

Counselor Signature

Assistant Principal Signature

Conference Documentation for grades 65-69

Date: _____	_____	Parent notified of failing grade by PAP/Honors/AP teacher
Date: _____	_____	Parent, student, teacher, counselor/principal agree student may remain in course for remainder of semester
	_____	Parent, student, teacher, counselor/principal agree student will change to an academic course
<i>Impact on schedule:</i>	_____	Academic class offered at same period- lateral change
	_____	Will require multiple class changes due to space and/or availability
	_____	Will require changing another course i.e. Art to Drama
	_____	Change will overload an academic class
Date: _____	_____	Schedule changed

1-Teacher notify student/parent of failing grade

2-Teacher notify counselor to set up conference if 65-69

3-Teacher notify counselor to remove student if below 65

4-Counselor schedule conference if below 65-69

5-Counselor change schedule if below 65

6-Counselor change schedule at semester if below 70.

Appendix J



Dickinson Independent School District

Pre-AP/AP/Honors Course Exit Request

Student's

Name: _____

Date of Request: _____

School/Grade: _____

Student ID#: _____

I request a schedule change out of a Pre-AP class for the following reason(s):

(Check all that apply)

- ☐ My class average is below 70 at the end of the first grading period/first semester.
- ☐ My class average is below 65 at the end of the first grading period/first semester.
- ☐ I am overextended due to my participation in an extra-curricular program(s).
- ☐ I am overextended due to my enrollment in multiple Pre-AP classes.
- ☐ The class is no longer applicable to my college/career goals.

I honored the Pre-AP/AP/Honors Commitment/Promise Contract by following the exit procedure and completing the following:

(Check all that apply)

- ☐ Documented tutorial attendance (attached)
- ☐ Completed and turned in all assignments (No zeros).
- ☐ Committed time outside of the regular school day to this class.
- ☐ Discussed my request to be removed from the class with my parent/primary caregiver.
- ☐ Discussed my request to be removed from the class with my Pre-AP teacher.
- ☐ Discussed my request to be removed from the class with my counselor.

Student Signature

Parent Signature

Teacher Signature

Counselor Signature

Principal Signature