



Procedures and Guidelines



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G/T and Advanced Academics Program Mission Statement

Texas 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

DISD Mission & Vision

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.

The vision for gifted/talented services in Dickinson ISD are as follows:

Identification & Assessment

G/T Identification and Assessment practices ensure that gifted/talented students are carefully identified through multiple measures of achievement and ability in areas that are aligned to our Service Design. All students have multiple opportunities to be considered for G/T identification through a comprehensive nomination in all grades that is designed to consider students from all backgrounds. A comprehensive screening process is also conducted for all students in Kindergarten and 2nd grade.

Service Design

G/T/Advanced Academics services in DISD are aligned to the individual gifts and talents of our students through a comprehensive, structured, sequenced, and challenging service design in the four core academic subjects. Students are provided the opportunity to learn, explore, and create based upon their individual interests in collaboration with our community partners.

Curriculum & Instruction

Through accelerated and enriched instruction, G/T/Advanced Academics curriculum will encourage students to learn, explore, create and lead at a rigorous level. Students will have opportunities to explore topics of their own choosing, develop and apply research skills, and produce quality products through:

- ♦ a vertically aligned curriculum,
- ♦ learning experiences that are clearly differentiated to focus on higher-order thinking, and
- ♦ use of technology for creating and communicating their learning.
- ♦ Project-based learning centered in research and problem-solving

Professional Development

The foundation of effective G/T/Advanced Academic services is a well-trained cadre of educators and parents who actively seek, attend, lead and implement professional learning focused on best practices in gifted education. Teachers and administrators strive to acquire and maintain high-quality professional learning to meet the needs of advanced learners.

Family & Community Involvement

Gifted education is a collaborative effort between schools, families, and the community that includes decision-making and program evaluation. Strategic partnerships with community leaders and mentors ensure the unique development of student interests and talents. Careful attention is paid to cultivating these relationships through ongoing communication and collaboration.

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 through a Cluster Grouping Model (G/TCGM). This model ensures students with exceptional learning needs are integrated into a mixed-ability classroom ensuring gifted students are served in a full-time program that delivers consistent curriculum compacting and differentiation opportunities. Teachers of G/T students are highly trained in the nature and needs of gifted/talented students, and provide curriculum that provides opportunity for research, self-directed learning, thinking, and communication through innovative products at an advanced academic level. Students in grades K-4 may also participate in the Texas Performance Standards Project as part of their curriculum.

Middle School/Junior High (5-8)

In grade 5 at the middle schools, students will continue the cluster grouping within classes or within an entire team, and like the elementary model, students with exceptional learning needs are served in a full-time program that delivers consistent curriculum compacting and differentiation opportunities from teachers who have over 30 hours of training in working with G/T students. Curriculum will provide opportunity for research, self-directed learning, thinking, and communication through innovative products at an advanced academic level. Students in grade 5 may also participate in the Texas Performance Standards Project as part of their curriculum.

In grades 6-8, gifted/talented students will receive services through advanced or Pre-Advanced Placement (Pre-AP) classes in the four core areas (language arts, mathematics, science and social studies). Students may choose to take any or all of the advanced-level classes offered for which they qualify. In 8th grade, students may take Pre-AP Algebra I and Pre-AP Spanish I for high school credit. Curriculum in advanced/Pre-AP courses are aligned with the college-level capstone courses in the high school and are designed as a sequence preparing students to earn college credit in high school through success on the Advanced Placement exams within the subjects. Students in grades 6-8 may also participate in the Texas Performance Standards Project as part of their curriculum.

In addition, Dickinson ISD offers students in grades 5-7 an opportunity to participate in the STEM Academy allowing students to use their knowledge of science, technology, engineering, or math to learn about how the world works and to solve problems. Students in the STEM Academy 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 Academy are accelerated, and all classes in grades 6-7 are Pre-AP with a STEM theme. Students must apply to be accepted to the program. Students do not have to be identified as gifted/talented to qualify for STEM.

Secondary (9-12)

In grades 9-12, teachers with the required training provide services to gifted/talented students in Pre-AP and Advanced Placement (AP) courses. The Pre-AP/AP Program allows students to earn college credit while in high school for their work within these rigorous, college-level courses. 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. Acceleration opportunities are also available for students who meet criteria. For a full listing of courses and opportunities 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.)
- All students in grade 2 are also automatically considered for gifted/talented service and are screened according to the published district timeline.

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 Selection & Review 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/district 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 Selection & Review 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*).

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.

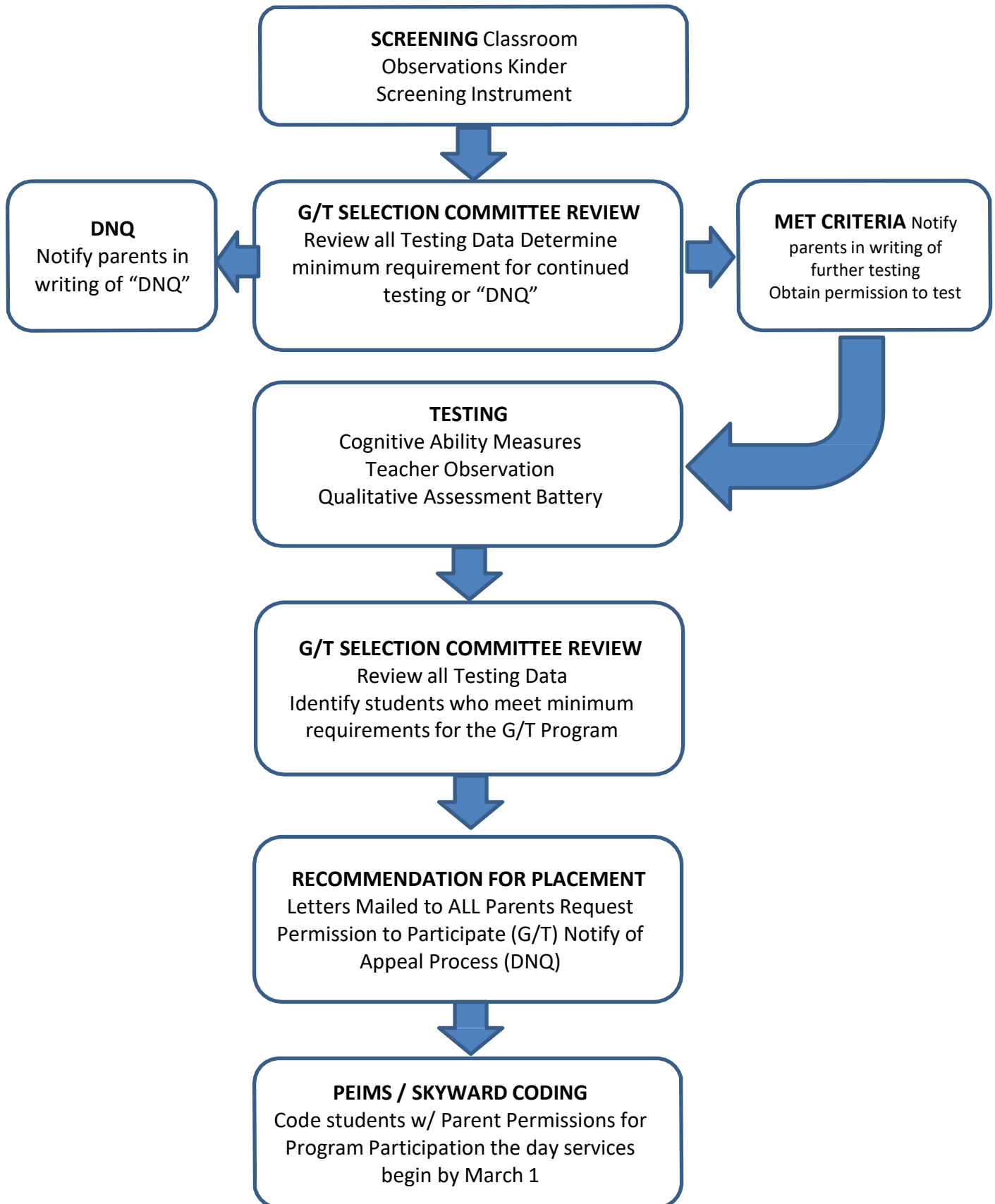
Students New to Dickinson ISD:

- ✓ Students 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 4-6 week period.
- ✓ Counselors at each school will gather all assessment data from the previous school district and submit it to the Educational Services Department.
- ✓ The G/T Selection & Review 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 Selection & Review Committee makes 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 Educational Services Department.
- ✓ 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.
- ✓ **Students must be enrolled in Dickinson ISD in order to be eligible for G/T assessment, services, or data review.**

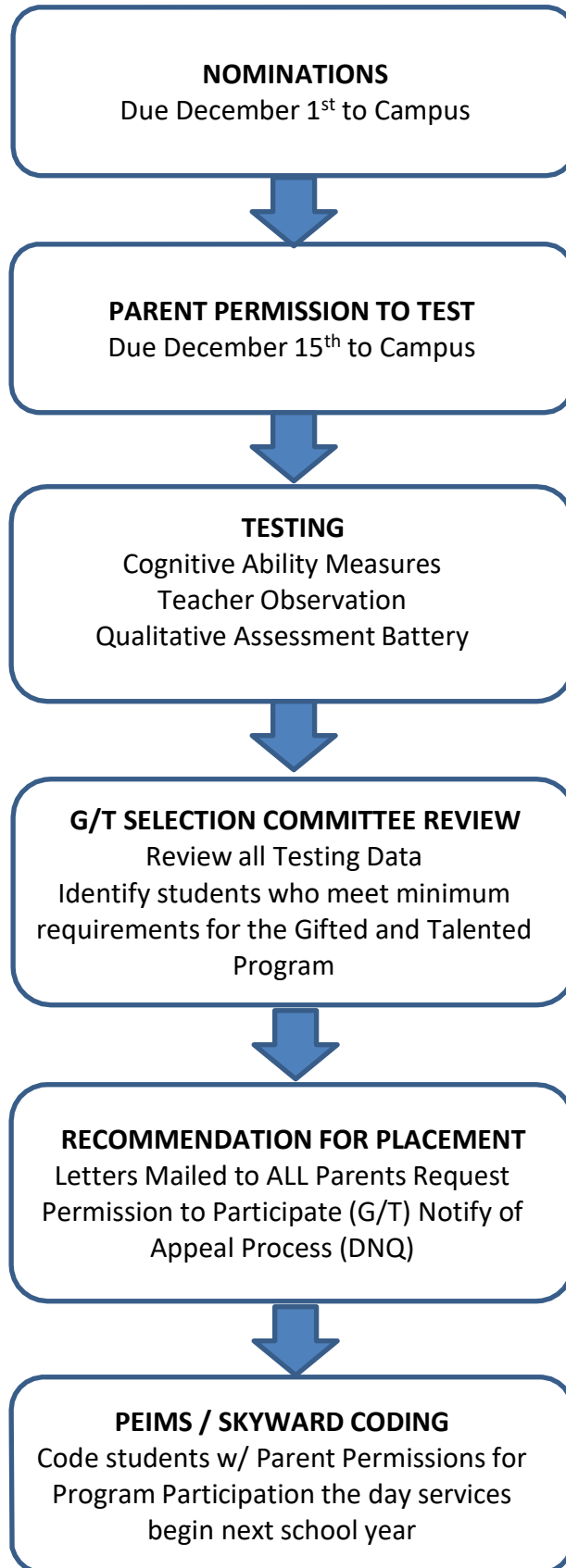
Private and Home Schooled Students

- ✓ 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.**

G/T Identification Process: Kindergarten



G/T Identification Process: Grades 1-12



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, furlough and/or exit from the G/T program. A request for a student to be placed on probation or furlough, or to be exited may be initiated by a school administrator, teachers, the school counselor, parents or the student him/herself. **Prior to exiting the Gifted/Talented program, students must be placed on probation or furlough and be given a pre-determined amount of time to improve their performance.**

Probation Procedures

1. Students who are identified as gifted/talented must be monitored each progress reporting time to ensure their academic success and their learning needs are being met.
2. When a G/T student is not being successful, the campus must identify problem areas for the student and contact the Director of Advanced Academic Programs.
3. Teacher conferences with parent/guardian and student and determines targeted intervention plan.
4. If intervention plan is not successful, the campus refers the student to a Gifted/Talented Probation Committee consisting of at least three professionals including the teacher, a campus administrator, and a school counselor.
5. Committee recommends a probationary period (up to one semester) and includes recommendations for program support and improvement. *(See Appendix D: Probation Improvement Plan for G/T Students)*
6. The student continues participation in Gifted/Talented services during the probationary period.
7. At the end of the probationary period, the G/T Selection & Review Committee will review the student's performance record.
8. The committee will recommend reinstatement, continued probation, furlough, or exit. Students may not be exited during the last nine weeks of the school year.
9. 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.
10. 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 on p. 11)*.

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 E: Request for Student Furlough from G/T Program)*
2. The teacher(s), principal or designee, and the Director of Advanced Academic Programs 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 Pre-AP/AP classes.

Appeal Process

1. If a parent or guardian disagrees with the G/T Selection & Review 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 G/T Selection & Review 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.

Exit from G/T Services

The district will exit from G/T Services any student who has been placed on probation or furlough and has been unsuccessful in regaining successful G/T status. Students may also exit upon parent or student request. The Campus G/T Selection and Review Committee will review student information and, in collaboration with parents, make final recommendation for exit. (*See Appendix F: Request for Student Exit from G/T Program*)

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 the challenging work within 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. The learning pace in the Pre-AP courses is demanding and requires outside preparation.
- ✓ Pre-AP students are expected to complete reading and writing assignments outside of the regular school day in preparation for classroom instruction.
- ✓ 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 Pre-AP, 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 by the last day of school. (*See Appendix G: Appeal for Pre-AP/AP/Advanced 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 participate in one of the parent meetings held in the spring.

Summer Assignments. A list of recommended summer assignments (if required) will be posted on the campus and district website. Completion of ALL summer assignments by the 7th calendar day from the first day of school (including the first day of school). This applies to all returning DISD students. A seven day grace

period from the day of enrollment will be granted for students new to DISD. Failure to complete summer assignments may result in being removed at the first 9 weeks due to failing grades.

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

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

College and university admissions officers have repeatedly indicated that high school students who successfully complete a Pre-AP/AP/Advanced 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/Advanced 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/Advanced 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/Advanced 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/Advanced 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/AP/Advanced 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/Advanced 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. *(See Appendix J: Pre-AP/AP/Advanced Course Exit Request)*

Dual Credit Courses (10-12)

Dual Credit courses allow students to earn college hours and high school credit from the same course beginning 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 AP scale.

Collegiate High School (10-12)

College of the Mainland offers a program for high school students planning to enter a variety of career fields. This program is designed to give eligible students the opportunity to complete high school and most associate degree requirements simultaneously. The college hours accumulated may transfer to a four-year university to be applied toward a degree. Participants will pay a portion of the college tuition fees. Students must adhere to application and registration deadlines, and must also have transportation to and from College of the Mainland. CHS students are not eligible to be recognized for Valedictorian or Salutatorian.

Additionally, it is rare for a DHS Collegiate High School student to fail a College of the Mainland course. Because CHS students are also dual-credit students and high school graduation is the top priority, any collegiate student who fails any of the college courses required for high school graduation will be withdrawn from the Collegiate High School program at the end of the semester and will be required to complete his/her high school education at Dickinson High School. Applications for admission to Collegiate High School are due to the DHS counselor May 1st or first business day in May.

Advanced Academics in Middle School & Junior High

Equity and Access to Pre-AP/Advanced Courses

Opportunities for enrollment in Pre-Advanced Placement (Pre-AP) are open and made available to ALL 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, have considerably higher success in college.

Benefits of Pre-AP/Advanced Courses

A Different Kind of Class:

- ✓ Through increased rigor, Pre-AP/Advanced 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/Advanced classroom is different from an on-level class/course. Instruction in these classrooms 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/Advanced 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/Advanced Course 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:

1. **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 or Advanced course immediately preceding the next-level Pre-AP course.

2. **STAAR Assessment.** It is highly recommended that students achieve a “Masters Grade Level” 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 or Advanced course. At minimum, however, students must achieve a “Meets Grade Level” score on the exam required for entry into a Pre-AP or advanced course. (*See Junior High Academic Planning Guide*).

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. 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/Advanced Course Entry*)

Pre-AP Program Requirements (5-8)

- **Parent Meeting.** All parents of students who are enrolled in a Pre-AP course are requested to attend one of the parent meetings held in the spring.
- **Summer Assignments.** A list of required summer assignments will be provided for students and posted on the campus and district website. These assignments are due the first week of school and will count as a major grade for the Pre-AP course.
- **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/Advanced Course Contract*)

Exit from a Pre-AP or Advanced Course (5-8)

College and university admissions officers have repeatedly indicated that students who successfully complete Pre-AP courses 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 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 using effective note-taking strategies 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. 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 prior to the start of school in the fall. A parent/primary caregiver signature is required for the schedule change.

Exit Point #2: End of the First Nine Weeks.

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. 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.

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/Advanced course 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/Advanced 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)*

STEM Academy (5-7)

The Dickinson ISD STEM Academy was founded to increase student achievement by engaging advanced learners in innovative science, technology, engineering and math instruction. To this end, the STEM Academy provides a continuous pathway of education that creates STEM-literate graduates ready to accept the challenges of advanced education beyond high school to meet the needs of future workforce.

The STEM Academy focuses its instruction on the advanced learner and provides opportunity to challenge thinking and make connections across STEM disciplines in all courses of study. Students are provided project and problem-based learning opportunities to challenge their thinking and to deepen understanding through connections across the disciplines. Central to the STEM Academy experience are community partnerships and mentors, team-teaching and collaboration, field trips and college/career exploration opportunities.

The STEM Academy is open to all students who demonstrate they have the skills necessary to be successful in the program. Students must apply for acceptance to the STEM Academy to attend. Selection is based on the following criteria:

A STEM applicant:

- ✓ Must have passed the most recent STAAR assessment in Math, Science, and Reading
- ✓ Must have a recent semester average of 85 (B) or better in Math, Science, Reading, and Social Studies
- ✓ Must have an attendance rate of 97% or better for the current school year
- ✓ Must have a discipline record that reflects no out-of-school suspensions
- ✓ Must have two teacher recommendations from the current year from the content areas of **Math** and **Science** (if the math and science teacher are one in the same, the second recommendation should come from the Reading teacher)

Applications to the STEM Academy are accepted during the spring semester and students are selected based on a points/ranking system. Applications are available with the campus counselors in grades 4-7.

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:

- ✓ American Welding Society
- ✓ ASE Automotive Maintenance and Light Repair
- ✓ ASE Breaks
- ✓ Basic SolidWorks
- ✓ Cardiopulmonary Resuscitation
- ✓ Certified EKG/ECG Technician
- ✓ Certified Nurse's Assistant
- ✓ Certified Phlebotomy Technician
- ✓ Child Development
- ✓ Licensed Cosmetology Operator
- ✓ NCCER Core Safety Training
- ✓ NCCER Welding, Level 1
- ✓ Pharmacy Technician

Professional Learning for G/T Teachers

In Dickinson ISD, we aim to provide quality services for all students by ensuring teachers are highly qualified and highly trained to meet the needs of each of their students. For teachers of the gifted, there is specific training that is required by the district and the state to ensure this special population of students and their particular needs are well-met. These qualifications are a prerequisite to teaching gifted children.

In accordance with state law §89.2, Section 4 of the Texas State Plan for the Education of Gifted/Talented Students, and **DISD board policy DMA (LEGAL)**, Dickinson ISD shall ensure that:

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

Gifted and Talented Teacher Qualifications

Recognizing the Teacher Knowledge & Skill Standards for Gifted and Talented Education published by the National Association for Gifted Children (NAGC), Dickinson ISD provides learning opportunities for G/T professionals focusing on the five subject strands of gifted education, or the G/T 30 Foundational Hours:

1. Nature and Needs of Gifted Children (NN)
2. Identification/Assessment of Gifted Students (ID)
3. The Social and Emotional Needs of the Gifted (SE)

4. Differentiated Curriculum (DC)
5. Creativity/Instructional Strategies for Gifted Children (CI)

Teachers in Dickinson ISD are qualified to teach gifted students by demonstrating they have met one of the following criteria:

- ✓ **G/T Training:** Teachers who have successfully completed the initial 30 foundational hours in gifted education are considered G/T Trained only, and eligible to teach gifted students. Teachers who are trained are also encouraged to take the TExES G/T Supplemental Exam for certification. To maintain this eligibility, teacher must complete 6 hours of G/T training each year between June 1 and December 31 of each school year.
- ✓ **G/T Endorsement:** Teachers who have obtained a G/T Endorsement through extensive hours of graduate/post-baccalaureate study in gifted education have received an “Endorsement in Gifted/Talented” through a college or university and such recognition is reflected on his/her state teaching certificate. (As of 2005, the G/T Endorsement is no longer offered.) Graduate courses in gifted can be considered in lieu of G/T sessions, provided teacher submits graduate transcripts of study to Educational Services Department for review and approval. Teachers possessing a G/T Endorsement are eligible to teach gifted students. To maintain this eligibility, teacher must complete 6 hours of G/T training each year between June 1 and December 31 of each school year he/she is to teach G/T students.
- ✓ **G/T Certification:** Teachers who have taken and mastered the TExES G/T Supplemental exam are “G/T Certified” and such recognition is reflected on his/her state teaching certificate. G/T Certified teachers are eligible to teach gifted students. To maintain this eligibility, teacher must complete 6 hours of G/T training each year between June 1 and December 31 of each school year he/she is to teach G/T students.

Teachers are expected to keep all original G/T Professional Learning certificates as proof of eligibility. It is also important for campus administrative staff to monitor compliance. Accurate professional development records in gifted education must be maintained for each campus teacher of the gifted in Eduphoria. Teachers must have a documented record of sessions attended, the subject strand of each, and the number of clock hours earned. All professional development records with Certificates of Completion for courses/sessions taken outside of DISD must be electronically entered and uploaded to “Workshop” in Eduphoria for credit approval.

G/T/Advanced Academic Professional Learning Expectations

Teachers in Dickinson ISD are expected to continue their professional growth in their content and in their knowledge of gifted learners and to move through a continuum of targeted professional learning experiences. This progression of learning encourages seasoned teachers of the gifted to expand their knowledge and develop as G/T Leaders.

The following is a guideline of suggested professional learning experiences that teachers should consider when setting learning goals:

Level 1: G/T Teaching Experience = 1-3 years

- ✓ G/T Foundational Training (30 Hours)
- ✓ Content Training (APSI, NMSI, Pre-AP)
- ✓ G/T Instructional Strategies
- ✓ Obtain G/T Certification through SBEC

Level 2: G/T Teaching Experience = 4-6 years

- ✓ Advanced Content Training (APSI, NMSI, Pre-AP)
- ✓ Advanced G/T Instructional Strategies
- ✓ Advanced G/T Student Needs
- ✓ Campus Leader for G/T/Advanced Academics
- ✓ Campus PLC Leader for G/T/Advanced Academics
- ✓ Membership/Active participation in G/T Organizations
- ✓ G/T Curriculum Writing/Revising

Level 3: G/T Teaching Experience = 7+ years

- ✓ Advanced G/T Student Needs
- ✓ AP Reader or AP/PAP Consultant or Presenter
- ✓ College Coursework in G/T or Advanced Academics
- ✓ District Leader for G/T/Advanced Academics PLC or APVT
- ✓ Presenter for G/T Professional Learning
- ✓ Leadership in G/T Organizations
- ✓ Leadership for G/T Curriculum Writing/Revising
- ✓ Leadership/Participant in District G/T Planning, Design Teams, or Advisory Committees
- ✓ Independent Research or Projects in G/T topics

G/T Professional Learning Options

- ✓ Professional Learning sessions/courses offered by the Dickinson ISD, Region 4 (Gifted education/advanced placement-curriculum), Southeast Texas Area Cooperative, and Harris County Department of Education (HCDE- Gifted & Talented) meet the core criteria for professional learning in gifted education.
- ✓ All session/course certificates that are endorsed by the Texas Association for the Gifted & Talented (TAG/T) will be accepted.
- ✓ Sessions/Courses outside the field of gifted education that are not endorsed by the Texas Association for the Gifted & Talented (TAG/T) must be reviewed by the Educational Services Department prior to attendance or publication to ascertain the session's discussion of the core competencies of gifted

education for the appropriate clock hours. The questions that follow will be used during the review process:

- ☒ Does the session description tell how this training relates to the core competencies of gifted education? Does the content of the session relate to at least one of the core areas required by the state? (Nature & Needs, Identification/Assessment or Curriculum for the Gifted)
- ☒ Has the presenter obtained the required 30 hours of G/T training? Has the presenter worked with gifted students? Will the presenter be able to relate this training to the G/T classroom?
- ☒ Is there proof that the content of the training is supported by research in gifted education?
- ☒ How do the strategies help the gifted student? Are there concrete examples presented in this training on how the strategies can be used with gifted students?
- ☒ Does this training meet the criteria of the Gifted Core Knowledge Areas and Teacher Competencies? *(See Appendix L: Core Knowledge and Teacher Competencies)*

All sessions offered in DISD can be found in Eduphoria under the “Gifted and Talented” course category or by G/T Core or Update under “Credit Type”. Sessions/courses not appearing in Eduphoria can be submitted to the Educational Services Department for G/T credit consideration. Sessions must demonstrate a continued training focus in the “Core Knowledge Areas and Teacher Competencies” Guidelines *(See Appendix L: Core Knowledge and Teacher Competencies)*.

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

DICKINSON INDEPENDENT SCHOOL DISTRICT

Appendix A: 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.

By signing this form, I agree that my child may participate in the DISD G/T testing process.

Parent Signature _____ Date _____

DICKINSON INDEPENDENT SCHOOL DISTRICT

Appendix B: 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.



DICKINSON INDEPENDENT SCHOOL DISTRICT
Appendix C: Consent to Participate in the G/T 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/G/T and AP/G/T 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.



DICKINSON INDEPENDENT SCHOOL DISTRICT
Appendix D: 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 Selection & 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.

DICKINSON INDEPENDENT SCHOOL DISTRICT
Appendix D: 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:

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

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.

DICKINSON INDEPENDENT SCHOOL DISTRICT
Appendix E: 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 G/T 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.



DICKINSON INDEPENDENT SCHOOL DISTRICT
Appendix F: 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 Selection & 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.

DICKINSON INDEPENDENT SCHOOL DISTRICT
Appendix G: Appeal for Pre-AP/AP/Advanced 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: _____	Assessments: _____
_____	State _____	
_____	Teacher Recommendation: _____	
Date: _____	<input type="checkbox"/> Approved	<input type="checkbox"/> Denied

Dickinson Independent School District
Appendix H: Pre-AP/AP/Advanced 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/AP/Advanced students; therefore, please read and discuss the following points:

- ✓ Pre-AP/AP/Advanced 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/AP/Advanced course.
- ✓ Review the attached Academic Integrity Guidelines. Breach of the Academic Integrity Guidelines may result in disciplinary consequences and removal from Pre-AP/AP/Advanced classes.

Expectations:

1. Late work in a Pre-AP/AP/Advanced 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/AP/Advanced 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/AP/Advanced 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/AP/Advanced 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/AP/Advanced 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: _____

DICKINSON INDEPENDENT SCHOOL DISTRICT
Appendix I: Pre-AP/AP/Advanced 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 <i>(print)</i>	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
Impact on schedule:	_____ 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

Dickinson Independent School District
Appendix J: Pre-AP/AP/Advanced 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/Advanced 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

Appendix I: Core Knowledge Areas and Teacher Competencies

These competencies and time requirements were developed by a panel of professionals in the field of gifted education. Participants included Texas teachers, administrators, state and regional consultants, university faculty and parents.

1.0 Nature and Needs (6 clock-hours)

- 1.1 Knows basic terminology, current definitions, theories, and models of giftedness.
- 1.2 Identifies characteristics and their effects on academic and social settings.
- 1.3 Identifies characteristics of under-represented groups of gifted and talented students, such as lower socio-economic status, physically challenged, African-American, Hispanic, and limited-English proficient and/or learning disabled. Understands the implications of these groups' characteristics on programs for the gifted and talented.
- 1.4 Creates an environment in which gifted and talented students feel challenged and safe to explore and express their uniqueness.

2.0 Identification and Assessment (6 clock-hours)

- 2.1 Uses broad-based, multifaceted identification procedures, including varied sources of information and qualitative and quantitative measures that match specific areas of ability.
- 2.2 Interprets assessment results from both qualitative and quantitative measures to other professionals and parents for their use in determining placement and in planning specific program activities for each gifted and talented student.
- 2.3 Understands the characteristics of under-represented groups of gifted and talented students, such as lower socio-economic status, physically challenged, African-American, Hispanic, and limited-English proficient and/or learning disabled. Understands how to provide equal access to programs for gifted and talented students.

3.0 Social and Emotional Needs (6 clock-hours)

- 3.1 Identifies individuals (family members, teachers, peers, and others) and environments (school, home, and community) that influence the social and emotional development of gifted and talented students.
- 3.2 Identifies how characteristics of under-represented groups of gifted and talented students influence their social and emotional development.
- 3.3 Uses strategies for nurturing the social and emotional development of gifted and talented students at home and in school.
- 3.4 Understands approaches for educating and involving parents, the community, and other professionals in supporting gifted and talented children.

4.0 Creativity and Instructional Strategies (6 clock-hours)

- 4.1 Understands the characteristics of gifted and talented students and the influence of these characteristics on instructional strategies used in classrooms for the gifted and talented.
- 4.2 Designs lessons within and across disciplines that teach strategies for nurturing creative and critical thinking in the gifted and talented students.
- 4.3 Locates and develops resources for assisting gifted and talented students in the fulfillment of their creative potential.
- 4.4 Adapts the classroom to the learning differences of each gifted and talented learner including the management of large and small groups and independent learning.
- 4.5 Identifies strategies from gifted education that can be used in the regular classroom.

5.0 Differentiated Curriculum (6 clock-hours)

- 5.1 Applies the basic principles of a differentiated curriculum to the cognitive, affective, and physical development of each gifted and talented student.
- 5.2 Demonstrates knowledge of cognitive and affective content as related to each academic discipline, to multiple disciplines, and to broad-based themes, issues, and problems.
- 5.3 Develops activities to encourage original research, independent study, and problem solving that are authentic to each discipline.
- 5.4 Includes meaningful products in the curriculum that engage the gifted and talented student in real life experiences and promote lifelong learning.
- 5.5 Collaborates with general education professionals in the development and coordination of programs for gifted and talented students.