

Dickinson ISD

Gifted and Talented and Advanced Academics Procedures and Guidelines



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FORWARD

This manual is designed to reflect Gifted/Talented Policies and Services in light of the state's guidelines, the vision of Dickinson ISD, recent research and trends in gifted and talented education, and the philosophy and goals of services for students who are identified gifted/talented.

This document is available electronically on the district website at www.dickinsonisd.org. Additional information about DISD services is available on the Gifted/Talented page on the DISD website.

The intent of this Gifted and Talented Handbook is to:

- Inform the public about the Dickinson ISD Gifted/Talented Services
- Communicate the K-12 identification procedures
- Provide a K-12 vertically aligned instructional framework and service design plan
- Reflect Dickinson ISD's compliance with the Texas state plan for gifted education
- Share a framework for accountability and program evaluation

Dickinson ISD Mission and Vision Statements

Mission Statement:

The mission of the Dickinson Independent School District is to ensure that all students have successful learning opportunities that help them reach their full potential and add quality throughout their lives.

Vision Statement:

I see a time in the future where...

- All stakeholders and patrons will view the district as having purpose with consistency. This will be evidenced by campuses which exhibit safety, control and discipline as guiding principles. Child-focused leadership will be evident to all as each child is able to develop to his/her best through challenging offerings. Curriculum/program review/improvement will be continuous and will result in rigorous programs, improved state assessment results, and other improvements which may be measured via established assessment means.
- All space needs will be met with facilities conducive to learning. These facilities will provide the necessary technology and resources to insure the potential for excellence. The District's focus on providing attractive and functional facilities will set the stage for the campuses to develop an excellent learning and working environment which will display an atmosphere of teamwork and "family". In this arena the staff will accept the accountability standards while strengthening relationships, improving communications and insuring the best possible instructional program. As a result, the district will be able to attract and retain quality staff. Staff members will be interacting freely and continuously with each other, parents and patrons.
- The district will have a compensation plan that is affordable and effective while addressing significant concerns with a predictable, reliable revenue stream.
- The district is recognized by all to be an exemplary school district.

G/T Program Mission Statement

The mission of the Dickinson ISD Gifted and Talented 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.

Goals

- Curriculum
 - Differentiation during class for presentation, process, or products
 - Performance Standards Project for grades 1-6
 - Cluster classes for grades 1 - 5
 - Pre Advanced Placement and Advanced Placement classes for grades 6-12
- Instruction
 - Flexible scheduling to allow for enrichment periods daily
 - Highly Trained Staff
 - 30 hours of initial professional development for G/T and AP teachers
 - 6 hour annual updates for staff teaching G/T students
 - Create and maintain a learning community that encourages professional growth for all staff in the philosophy, theory, and practice of gifted education.
- Academic Performance
 - Improve student academic performance daily with meaningful, enriched learning experiences
 - Require AP tests in high school
 - Increase number of scores of 3, 4, and 5 on AP tests
 - Increase number of National Merit Scholars
 - Utilize tutoring structures for college test prep
 - Participate in Duke Talent Search
- Culture and Climate
 - Develop a school culture that encourages a parent and school partnership in program planning, implementation, and decision making
 - Establish a collaborative relationship between schools and local colleges that promotes community-based service opportunities for students to grow socially and emotionally
 - Grow the appreciation for rigorous, advanced coursework K-12
 - Provide opportunities for developing student leadership qualities
 - Training for staff and parents to foster the development of a culture of high expectations for college/career readiness

Texas State Plan for the Education of Gifted and Talented Students

In 1977, the Texas Legislature passed its first legislation concerning the education of gifted/talented (G/T) students. In 1979, state funds for providing services to G/T children were made available, but providing such services was optional for school districts. In 1987, the Texas Legislature mandated that all school districts must identify and serve G/T students at all grade levels. In 1990, the [Texas State Plan for the Education of Gifted/Talented Students](#) (State Plan) was adopted by the Texas State Board of Education (SBOE) that included a commitment to high-level learning opportunities for G/T learners expressed in the following goal:

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.

In 1999, the 76th Texas Legislature introduced Rider 69 which spurred the initial development and ongoing refinement of the Texas Performance Standards Project for Gifted/Talented Students (TPSP) as a vehicle through which districts might address the stated goal. With the TPSP and ongoing research to inform and improve practice, Texas educators are committed to meeting the unique needs of G/T students and to expanding the ways to do so. To learn more about programs and resources for G/T education in Texas visit the [Texas Education Agency \(TEA\) Gifted/Talented website](#), contact a local Texas public school district or regional education service center (ESC), or email TEA at G/Ted@tea.state.tx.us.

Pursuant to Section 29.123 of the Texas Education Code (TEC), the State Plan forms the basis of G/T services and accountability. The plan offers an outline for services without prohibitive regulation. Districts are accountable for services as described in the “in compliance” column of the State Plan where performance measures are included for five aspects of G/T service design. These standards reflect actions required in state law and/or SBOE rule. Many districts, in collaboration with their communities, will provide more comprehensive services incorporating research-based best practices for G/T learners.

To offer some guidance to those districts and campuses, standards for “recommended” and “exemplary” performance are included in the plan and provide viable targets that local district educators seeking excellence, both for their district and for their students, may strive to attain. In all cases, those activities in the “recommended” column include and build on those actions described in the “in compliance” column. In turn, “exemplary” standards build on those that merit a “recommended” designation.

The TEA assists districts in providing comprehensive services to G/T learners in the following ways:

- Provides information on best practices, developments, and achievements in the field of G/T education to all interested parties
- Develops materials designed to assist districts in the development and implementation of model assessment procedures and services
- Facilitates partnerships among parents, institutions of higher education, communities, and school districts to design comprehensive G/T services
- Sponsors demonstration projects and develops materials that support the implementation of Advanced Placement and International Baccalaureate programs that are differentiated for the G/T students
- Collaborates with business and industry to provide additional opportunities for G/T students
- Monitors and implements any state and/or federal legislation designed to provide educational opportunities for G/T students

Through the combined efforts of the TEA, the Education Service Centers, local district personnel, colleges and universities, and the communities they serve, *all* children will experience an academically challenging education that enables them to maximize their potential.

Dickinson ISD Gifted/Talented 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 less 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 with the required Gifted/Talented thirty hours training work with Gifted students providing services to identified students through advanced 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. In 6th – 8th grade, students may choose to take any or all of the advanced level classes offered. In 8th grade, students may take Algebra I for high school credit.

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, and correspondence courses. Students in AP courses are required to take the College Board AP Examination. For a full listing of courses offered, please refer to the *Dickinson ISD High School Academic Handbooks*.

Gifted/Talented Identification Procedures

Step 1: Referral

Members of Dickinson ISD professional staff, including principals, teachers, counselors, special program teachers or others who have knowledge of the student may nominate students.

- Parents/Guardians, other family members, and/or community members may nominate students.
- Students may nominate themselves.
- Nominations are accepted at any time during the school year; however assessment and identification are completed according to a published district timeline.
- A nomination period prior to the district's assessment is advertised at the campus and in the community.

Step 2: Assessment and Screening

- All Kindergarten students are automatically considered for gifted/talented services (Texas State Plan for the Education of Gifted/Talented Students 1.5.2R.)
 - Kindergarten students will be screened in late fall or early January and students who qualify will be tested during the month of January.
 - Teachers and parents may refer kindergarten students for testing. The deadline for referral to participate in the kindergarten testing cycle is December 1.
- Students in grades 1-12 may be assessed once during any academic year. Please check the DISD website at www.dickinson.org for the assessment timeline.
- Each student in grades 1 – 12 who is nominated is assessed using instruments determined by the DISD G/T Identification Committee. At least two different types of data, qualitative and quantitative, are used in the identification process. Assessment instruments may include, but are not limited to:
 - Parent Referral
 - Ability Testing
 - Achievement Testing
 - Teacher Perception Inventory
 - Planned Experiences
 - Student Portfolios
 - Gifted assessment data from previous years may also be used to make a determination
- Written parent/guardian permission must be secured for any testing not given to the entire grade level. This may be done on the Parent Referral Questionnaire/Permission to test letter or another permission to test form. Forms are returned to the Director of Curriculum Services and the assessment process begins.
- The child's teacher or other professional who is knowledgeable in the field of gifted education administers any specialized assessment. Assessments may also be given online.
- Nominated students are referred to the DISD G/T Identification Committee who gather data and complete the Gifted/Talented Profile sheet for each nominated student. Committee membership requires completion of thirty hours of training in gifted education and the annual six hour update. In the case of a counselor or administrator, six hours of training in the nature/needs and program options are required.

- 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 scheduled according to the district timeline.

Step 3: Selection

- The District G/T Identification Committee will review student information and has the authority to identify a nominee, not to identify a nominee, or request additional information about a nominee based upon student profile information. The committee will strive for consensus; however, a majority vote is required.
- Prior to receiving services, a student must have a *Acceptance into the G/T Program* form signed by a parent/guardian on file.

Step 4: Participation

- Student participation is ongoing, and re-evaluation is based on student performance in the program.
- Any re-assessment is for the purpose of appropriate placement.

Gifted/Talented Student Transfers

Transfers within Dickinson ISD

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

Students previously identified Gifted/Talented by another school district:

- 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 data (i.e. G/T matrices, permission forms, placement forms, state testing information, cognitive abilities tests, intelligence tests) from the previous school district and submit it to the Director of Curriculum Services.
- The Identification 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, a letter will be sent home requesting parent permission to test their child for admittance into our program. Within six weeks of receipt of the signed permission to test, the student will be evaluated by Dickinson ISD criteria (parent permission is required for any testing). On or before the end of the six week period, the information will be brought before an Identification Committee consisting of the Director of Curriculum Services and at least two other district employees who have their thirty hour G/T certification. The Identification Committee will evaluate the data and determine if the student qualifies for G/T services in Dickinson ISD.
- 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 Director of Curriculum Services.
- 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.

Additional Guidelines

- Students continuously enrolled in Dickinson ISD may be referred/screened only once each calendar year.
- The teacher survey should be completed by the student's core subject teachers.
- The Identification Committee's placement will not be negatively impacted in the absence of a parent survey.
- Documents used for assessment and screening will be available in English and Spanish.
- Upon parent referral at the time of enrollment, non-G/T identified students in 1st through 12th grades transferring into Dickinson ISD may be assessed/screened for identification and placement in the G/T program outside of the regularly scheduled assessment window.
- Upon parent referral at the time of enrollment, non-G/T identified kindergarten students transferring into Dickinson ISD may be assessed/screened outside of the regular assessment window if enrollment occurs after the district's assessment window for kindergarten students.

Probation and Exit for Gifted/Talented Students

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. Educational needs, lack of interest and/or motivation are possible indicators for probation.

A request for a student to be placed on probation may be initiated by:

- School Administrator
- Teachers
- School Counselor
- Parents
- Student

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 completes *Probation Plan for Improvement*.
5. The student continues participation in Gifted/Talented services during the probationary period.
6. At the end of the probationary period, the Probation 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 follow the 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)

1. A district employee, parent/guardian or student (with parent/guardian signature) completes the Furlough Request Form.
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.

Gifted/Talented Appeal Process

1. If a parent or guardian disagrees with the Identification 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.

Independent Learning Projects

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 Texas Performance Standards Project. 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.

All projects must be in line with the TEKS for the appropriate grade level and contain a research component, a product/performance component and a communication component. Each student should prepare a notebook with the required documentation. The project may be done independently or two or more students may collaborate on a project. When there is collaboration, each student's individual learning must be documented.

Pre-Advanced Placement (Pre-AP) and Advanced Placement (AP) and Honors Classes

All students in grades 6 -12 have an opportunity to participate in advanced classes. Students in grades 6 – 8 may participate in one or more Pre-AP classes. Students in grades 9 – 12 may participate in Pre-AP, AP or Honors classes. Students identified as Gifted and Talented are encouraged to participate in at least one Pre-AP, AP or Honors class. Other options are available such as dual credit and Collegiate High School

Pre-AP classes help students acquire the skills and academic habits needed for success in high school and beyond. Instruction in Pre-AP and Honors courses focuses on intense discussions, rigorous real-world applications, analytical thinking, critical reading and persuasive/expository writing.

AP Classes are highly rigorous courses for which college credit may be earned. The course syllabus is approved by the College Board, teachers are highly trained through College Board workshops and institutes. AP Classes conclude with a final exam written and scored by the College Board.

Criteria for Admission to Pre-AP/AP/Honors Course

Students who wish to enroll in a Pre-AP or AP course should be aware that there are criteria for admission. Those criteria include:

- Previous Academic Performance: Yearly average of 85 (B) in an academic course and 75 (C) in a Pre-AP or AP course in the immediately preceding year
- Teacher Recommendation
- High School Graduation Plan (for high school students only)
- Commitment Statement signed by both the student and parent
- Exit Acknowledgement signed by both the student and parent.
- Administrator Approval for students who do not meet the criteria and who are not recommended for entrance into the Pre-AP/AP/Honors program
- STAAR Scores—as per each grade level requirements
- Parents/primary caregivers may request to appeal the committee's decision to deny a student's request to enroll in a Pre-AP/AP/Honors class. The student must complete the appeal request form. A student who is enrolled in a Pre-AP/AP/Honors class based on parent appeal may not exit the course until the end of the first grading period.

Exit from a Pre-AP/AP/Honors Class at the High School Level

College and university admissions officers have repeatedly indicated that high school students who successfully complete a PreAP/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 PreAP/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 PreAP/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.** 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.
- **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.

Dual Credit Courses

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.

Grades 3 – 12 Academic Competitions

Various academic competitions supported at the campus level are available and *may* include but are not limited to:

- Destination Imagination--A contest which emphasizes team efforts in problem solving and creativity
- Duke Talent Identification Program (TIP)
 - 4th – 6th grade—students develop advanced academic skills, foster creativity and encourage original thinking
 - 7th grade—a program which uses ACT/SAT scores to discriminate the abilities of very bright 7th graders
- Academic UIL (currently secondary only)
- Academic Decathlon—(high school students)
- Science Fair
- History Fair
- Robotics
- Mars Rover

Professional Development

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 Curriculum Services/Educational Services Department prior to being entered into Eduphoria. Sessions are to be created and teachers are to register in Eduphoria 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 the 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 Program.

Appendices

DISD Board Policy for Gifted Services

The District shall establish a process for identifying and serving gifted and talented students and shall establish a program for those students in each grade level. The District may establish a shared services arrangement with other districts. *Education Code 29.122*

DEFINITION	<p>“Gifted and talented student” means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who exhibits high performance capability in an intellectual, creative, or artistic area, possesses an unusual capacity for leadership, or excels in a specific academic field. <i>Education Code 29.121</i></p>
IDENTIFICATION	<p>Students shall be identified as gifted/talented in accordance with a written policy that includes:</p> <p>Provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in <i>Education Code 29.121</i>.</p> <p>Assessment measures collected from multiple sources according to each area defined in the Texas State Plan for the Education of Gifted/Talented Students.</p> <p>Data and procedures designed to ensure that students from all populations in the District have access to assessment and, if identified, to services provided for the gifted/talented program.</p> <p>Provisions for final selection of students to be made by a committee of at least three local District educators who have received training in the nature and needs of gifted students.</p> <p>Provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of District decisions regarding program placement. <i>19 TAC 89.1</i></p>
LEARNING OPPORTUNITIES	<p>The District shall provide an array of learning opportunities for gifted/talented students in kindergarten through grade 12 and shall inform parents of the opportunities. Options shall include:</p> <ol style="list-style-type: none">1. Instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently. <p>A continuum of learning experiences that leads to the development of advanced-level products and performances.</p> <p>In-school, and when possible, out-of-school options relevant to the student’s area of strenG/Th that are available during the school year.</p> <p>Opportunities to accelerate in areas of strenG/Th.</p> <p><i>19 TAC 89.3 EHBB (LEGAL)</i></p>
NOMINATION / REFERRAL	<p>Student may be nominated/referred for the gifted and talented program at any time by teachers, counselors, parents, or other interested persons.</p>

DISD Board Policy for Gifted Services (continued)

SCREENING AND IDENTIFICATION PROCESS	The District shall provide assessment opportunities to complete the screening and identification process for nominated/referred students at least once per school year.
PARENTAL CONSENT	The District shall obtain written parental consent before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies at FL.
IDENTIFICATION CRITERIA	The Board-approved program for the gifted and talented shall establish criteria to identify gifted and talented students. The criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities.
ASSESSMENTS	Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but are not be limited to, the following: achievement tests, intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, student/parent conferences, and available student work products.
SELECTION	A selection committee shall evaluate each nominated/referred student according to the established criteria and shall identify those students for whom placement in the gifted and talented program is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students, as required by law, and shall be established for the District.
NOTIFICATION	The District shall provide written notification to parents of students who qualify for services through the District's gifted and talented program. Participation in any program or services provided for gifted students shall be voluntary, and the District shall obtain written permission from the parents before placing a student in a gifted program.
NO REASSESSMENT	The District shall not perform routine reassessments.

DISD Board Policy for Gifted Services (continued)

TRANSFER STUDENTS	When a student identified as gifted by a previous school district enrolls in the District, the selection committee shall review the student's records to determine if placement in the District's program for gifted and talented students is appropriate.
INTERDISTRICT	<p>The selection committee shall make a determination within 30 calendar days of the student's enrollment in the District and shall base the decision on the transferred records, observation reports of District teachers who instruct the student, and student and parent conferences.</p> <p>[See FDD(LEGAL) for information regarding transfer students and the Interstate Compact on Educational Opportunities for Military Children]</p>
INTRADISTRICT	A student who transfers from one campus in the District to the same grade level at another District campus shall continue to receive services in the District's gifted and talented program.
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. At the end of a furlough, the student may reenter the gifted program, be placed on another furlough, or be exited from the program.
EXIT PROVISIONS	The District shall monitor student performance in the program. If at any time the selection committee determines it is in the best interest of the student and his or her educational needs, the committee may exit a student from the program. If a student or parent requests removal from the program, the selection committee shall meet with the parent and student before honoring the request.
APPEALS	A parent or student may appeal any final decision of the selection committee regarding selection for or exit from the gifted program. Appeals shall be made first to the selection committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.
PROGRAM EVALUATION	The District shall annually evaluate the effectiveness of the District's gifted program, and the results of the evaluation shall be used to modify and update the District and campus improvement plans. The District shall include parents in the evaluation process and shall share the information with Board members, administrators, teachers, counselors, students in the gifted and talented program, and the community.
COMMUNITY AWARENESS	The District shall ensure that information about the District's gifted and talented program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program. EHBB (LOCAL)

Myths	Facts
Gifted kids have it made and will succeed in life no matter what. They don't need any special help in school or anywhere else.	<i>Everyone needs encouragement and help to make the most of their abilities and succeed in life. In fact research shows that 25% of gifted people are underachievers and quit trying because nothing they do leads to any measurable success or satisfaction.</i>
Gifted kids love school, get high grades, and greet each new school day with enthusiasm.	<i>Most schools are geared for average learners, not gifted learners, which can make it hard for gifted students to get excited about going. Some of the most talented students in the United States actually choose to drop out of school altogether.</i>
Gifted students come from white middle and upper-class families.	<i>Children with gifts and talents are represented in all cultural, ethnic, and socioeconomic groups.</i>
Gifted kids are good at everything they do.	<i>Some gifted students are good at many things; others are exceptionally able at only a few things. Some students are also learning disabled, which means that they might not be very good at schoolwork.</i>
Teachers love to have gifted students in their classes.	<i>Some teachers do, some don't. Some teachers may feel uncomfortable with gifted students and can get defensive when they suspect that these students know more than they do.</i>
If gifted students are grouped together, they will become snobbish and elitist.	<i>Some students will, some won't. What's especially pernicious about this myth is that some adults use it to rationalize decisions about not allowing gifted students to work together or not providing them with opportunities that meet their learning needs. Gifted students need to be able to work together to learn and communicate at a rapid and in-depth a pace as they are able.</i>
All gifted students have trouble adjusting to school and forming relationships.	<i>Some gifted students do, some don't--just like other students.</i>
Gifted students don't know they are "different" unless someone tells them.	<i>Most gifted students don't need to be identified or labled before they are aware that they're not quite like their age peers.</i>
Gifted students must constantly be challenged and kept busy or they'll get lazy.	<i>Some gifted students might get bored, but they won't necessarily get lazy--just like other students.</i>
Gifted kids are equally mature in all areas--academic, physical, social and emotional.	<i>This might make things simpler, but it's not true or reasonable. In fact, research has found that gifted youngsters tend to be asynchronous in their development. They may be way above their age peers in cognitive development and highly sensitive for their age, but may lag behind in physical development and socially, they prefer younger kids or adults as companions.</i>
1. Adapted from: Galvraith, M.A. and Jim Delisle. The Gifted Kid's Survival Guide: A Teen Handbook. MN: Free Spirit Publishing, 1996.	

Myths/Facts about Gifted Students and Gifted Education

A high achiever...	A gifted learner...	A creative learner...
Remembers the answer.	Poses unforeseen questions.	Sees exceptions.
Is interested.	Is curious.	Wonders.
Is attentive.	Is selectively mentally engaged.	Daydreams; may seem off task.
Generates advanced ideas.	Generates complex, abstract ideas.	Overflows with ideas, many of which will never be developed.
Works hard to achieve.	Knows without working hard.	Plays with ideas and concepts.
Answers the questions in detail.	Ponders with depth and multiple perspectives.	Injects new possibilities.
Performs at the top of the group.	Is beyond the group.	Is in own group.
Responds with interest and opinions.	Exhibits feelings and opinions from multiple perspectives.	Shares bizarre, sometimes conflicting opinions.
Learns with ease.	Already knows.	Questions: what if...
Needs 6 to 8 repetitions to master.	Needs 2 to 3 repetitions to master.	Questions the need for mastery.
Comprehends at a high level.	Comprehends in-depth, complex ideas.	Comprehends in-depth, complex ideas.
Enjoys the company of age peers.	Prefers the company of intellectual peers.	Prefers the company of creative peers but often works alone.
Understands complex, abstract humor.	Creates complex, abstract humor.	Relishes wild, off-the-wall humor.
Grasps the meaning.	Infers and connects concepts.	Makes mental leaps: aha!
Completes assignments on time.	Initiates projects and extensions of assignments.	Initiates more projects than will ever be completed.
Is receptive.	Is intense.	Is independent and unconventional.
Is accurate and complete.	Is original and continually developing.	Is original and continually developing.
Enjoys school often.	Enjoys self-directed learning.	Enjoys creating.
Absorbs information.	Manipulates information.	Improvises.
Is a technician with expertise in a field	Is an expert who abstracts beyond the field.	Is an inventor and idea generator.
Memorizes well.	Guesses and infers well.	Creates and brainstorms well.
Is highly alert and observant.	Anticipates and relates observations.	Is intuitive.
Is pleased with own learning.	Is self-critical	Is never finished with possibilities.
Gets a's.	May not be motivated by grades.	May not be motivated by grades. Kingore (2003)

Characteristics of G/T Students in the Four Core Areas

(Dr. John Feldhusen/Purdue University and Dr. Mike Sayler/University of North Texas)

Although wide variations exist among the areas of giftedness, the following lists provide characteristics of traits that a gifted/talented individual may possess within each area. Please keep these characteristics in mind when referring students for gifted and talented services.

English/Language Arts

- Interested in words, definitions, derivations
- Has an extensive vocabulary
- Organizes ideas and sequences in preparation for speaking and writing
- Has a good sense of humor; uses and understands satire, puns
- Reads widely in a variety of types of literature
- Recognizes author's or speaker's point of view, mood, or intention
- Elaborates well when speaking or writing, using vivid expressions
- Visualizes and translates images into written or spoken forms
- Motivated to write even when writing is not assigned
- Sees details, is a good observer, sees relationships, makes connections
- Original in writing or speaking
- Exhibits effective reading strategies
 - Rereading, analyzing structure, predicting, evaluating, relating to content areas, making inferences
- Many ways of acquiring knowledge
- Flexibility and originality
- Abstract thinking
- Varying degrees of motivation
- Varying modes of writing
- Faster pace
- Making words work for them
 - Spontaneous language
- High risk-takers
- Emotionally expressive and inquisitive
- Sensitive to literature and value systems
- Problem solvers
- Prefers open-ended tasks
- Inhibited by rote and highly structured learning environment (bored)
- Knowledge is worth pursuing

Mathematics

- Organizes data to discover patterns or relationships
- Analyzes problems carefully
- Seeks a variety of ways to solving problems
- Interested in numbers and quantitative relationships
- Learns math concepts and processes faster than others
- Reasons effectively
- Likes puzzles and logic problems

Mathematics (continued)

- Is an intuitive problem solver; can't explain how or why
- Identifies critical elements in solving problems
- Can create visual images of problems
- Can create visual images of problems
- Uses original methods in solutions
- Curtailment of reasoning (math intuition)
 - Skipping steps
 - Solves problems mentally
- Intrigued by numbers, numerical relationships, patterns
- Creative/flexible ways to solve problems
- High ability to think/work abstractly and logically
- Less teacher directed/more flexible pacing
- Benefits from discovery learning
- Views world from mathematical eye
- Ability to transfer learning to new untaught mathematical situations
- Ability to explain/breakdown complex problems for others
- Inexhaustible energy to do mathematical challenges

Science

- Interested in science books and television programs
- Has science hobbies
- Sees relationships of scientific concepts to the real world
- Has a knowledge base in science or in a special area
- Able to see complex patterns in ideas or dates
- Studies examples in detail
- Initiates good questions or ideas for experiments
- Organizes experiments, is able to separate and control variables
- Good exploring and questioning
- Interested in numerical analysis
- Prefers science related classes and careers
- Becomes bored more quickly by mundane presentations
 - Does not need as much lecture
- Asks probing questions
- Needs challenge and the time to reflect on their experiences and thoughts
- Needs the time to explore a subject to a depth that meets their own personal needs
- Quick to understand abstract concepts and able to organize them into complex, efficient schemes
- Uses unorthodox ways of solving problems
- Have their own ideas
- Tend to carry on activity farther, with greater variation and more creativity
- Intrigued by puzzles, discrepant events, or interesting questions
- May have trouble leaving an activity before it reaches a conclusion that satisfies them
- Able to stretch themselves and grab information that is over their heads – synthesizes
- Sensitive to ethical and moral issues
- Can design a group of experiments – innovative

Science (continued)

- Able to take a discussion several steps further to resolve issues
- Some are single and others are multi gifted

Social Studies

- Interested in social issues from books, magazines, TV or newspapers
- Becomes absorbed in the investigation of topics
- Asks philosophical or open-ended questions
- Has a wide vocabulary which is used precisely
- Enjoys verbal communication
- Sensitive to social issues
- Sees ethical and moral questions
- Recalls details about social science topics
- Interested in social themes, complex public issues, explanations, and theories of causation
- Curious about many things
- Engages in intellectual play such as puns and other language games
- Leadership potential
- Concerned and empathetic citizens
- Applies knowledge and solves problems
- Independent learner, curious and passionate
- Intuitively insightful
 - Sees patterns
 - Conceptualizes
 - Makes connections
 - Predictions
 - Analogies
- Creators rather than consumers
- Good communicators
 - Read, write, thinking, verbalizing
- Good knowledge base
- Risk takers
- thinkers
- lateral
- whole brained
- fluent
- creative
- critical
- flexible
- open-ended
- divergent

Forms



Dickinson Independent School District

Academic Integrity Guidelines

It is the policy of Dickinson Independent School District to facilitate honesty and integrity among the student body. Students must work to be successful, each on his/her own merits.

Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. Other examples include giving or receiving unauthorized aid on examinations or assignments, unauthorized changing of grades, unauthorized use of school approvals or forging of signature, or otherwise acting dishonestly in the classroom. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.

Academic misconduct of any kind is unacceptable and will result in disciplinary penalties in accordance with the Student Code of Conduct. The assignment or test shall be subject to grade penalties and the parent will be notified at that time. Repeat offenses may result in removal from the program.

Examples of Academic Misconduct

Cheating -- giving, using or attempting to see unauthorized materials, information, notes, study aides, or other devices in any academic exercise, including the authorized communication of information

Fabrication or Falsification -- unauthorized alteration or invention of any information or citation in academic exercise

Plagiarism – knowingly presenting the work of another as one's own (i.e. without proper acknowledgement of the source). The sole exception to the requirement of knowledge is when the ideas or information are common knowledge. This includes the use of internet sources.

Facilitating Academic Misconduct – giving or attempting to help another commit an act of academic misconduct

Tampering with Materials, Grades or Records – interfering with, altering or attempting to alter school records, grades or other documents without authorization from an appropriate school official for the purpose of changing, falsifying or removing the original information found in such records

Copyright Laws – All applicable copyright laws will be in effect as related to both computer software and printed materials. (See the Dickinson ISD Acceptable Use of Electronic Communications.)

Source: University of Kansas and Bentonville High School



Advanced Placement, Honors and Pre-AP Contract

Dickinson Independent School District

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. Retesting and late work policy:
 - Late work in a Pre-AP/Honors/AP course may not receive full credit in accordance with the grading guidelines distributed by each teacher. Penalties may vary by course but will be communicated in writing at the beginning of the course. Students and teachers should discuss any extenuating circumstances that may allow for extensions.
 - Re-teaching and re-evaluation will be provided should 50% of the students not demonstrate mastery of the skills taught. Re-evaluation may include, but is not limited to oral examination, special assignment sheets, special homework assignment, or a formal test.
 - The policy for makeup work after an absence is outlined in the grading guidelines for the class.
2. Pre-AP/Honors/AP students who are failing the Pre-AP/Honors/AP course the end of the first official 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/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, 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 teacher about failing grade and course of action at the end of the 9 weeks.
3. 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.
4. It is an expectation that the student will take the AP test at the end of the AP course.
5. 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.

My signature below indicates that I agree to the conditions outlined in this agreement.

Student Name and ID Number

Student Signature

Parent Signature

DEADLINE: May 2, 2016



Dickinson Independent School District Parent Referral Questionnaire

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

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



Dickinson Independent School District Encuesta de los Padres

Nombre del Estudiante _____ Escuela y Grado _____
 Maestra/o _____ Nombre del Padre _____
 Domicilio _____ Ciudad _____ Código _____ Fecha de Nacimiento _____

Favor de tomar unos minutos para compartir información sobre su niño/a para ayudarnos conocerle mejor. Para cada pregunta, ponga una X en la caja que describe mejor a su niño/a.

Mi niño/a...	Muy Poco	Algo	Muchas veces	Mi niño/a...	Muy Poco	Algo	Muchas Veces
Tiene un vocabulario muy avanzado para su edad o grado.				Prefiere actividades en vez de la Tele como leer, la computadora para la investigacion, rompe cabezas, calculadoras			
Es curioso y hace muchas preguntas.				Empezó a hablar mas chico que niños de su edad			
Aprende rápido.				Le gusta resolver cosas por el/ella mismo/a.			
Prefiere estar con niños más grandes o con adultos.				Tiene buena memoria.			
Le mucho.				Demuestra un carácter único o entusiasta.			
Ofrece respuestas o creaciones inusuales (fuera de lo común), únicos, y listos.				Tiene buena imaginación y hace cuentos.			
Aprendió leer antes de empezar la escuela.				Se dedica a una tema o un proyecto que le interese.			
Es bueno dibujando, música, baile, o atletismo.				Se interesa por los sentimientos de los demás.			
Tiene una variedad de intereses.				Le gusta hacer las cosas a su manera.			
Es un perfeccionista.				Posee conocimientos avanzados de las matemáticas.			
Demuestra cualidades de liderazgo.				Se aburre fácil con tarea rutinaria.			
Encuentra diferentes maneras para resolver problemas.				Es justo con los demás.			
Es observador/a sobre cambios							

¿Cual otra información sobre su niño/a o su familia le gustaría que conociéramos? Si desea comunicarnos sobre algún otro interés, habilidad o talento, o compartir alguna preocupación.

_____ Firma del Padre _____ Fecha _____

Al firmar este documento yo acepto que mi hijo/a pueda participar en el examen para Talentos Especiales de DISD.

Students who do not meet the criteria to enroll in an advanced course may petition to appeal with this form. 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 EOC 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/AP or Academic course in which he/she is currently enrolled or the state assessment associated with the subject.

Student: _____ Grade: _____

Student must complete:

I am requesting the following Pre-AP/AP class: _____

I am aware that I do not meet the criteria as outlined in the Dickinson High School Academic Handbook. 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 Dickinson High School Academic Handbook. I think my student should be admitted into the advanced course because:

Parent/ Guardian Signature

Date

Teacher recommendation: (teacher must return to counselor)

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 _____

Advanced Placement

PreAP/Honors/AP Class Exit Form (Conference Documentation)

Date: _____

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 Full Name»

 Student Name (PRINT)

 Student Signature

 Parent/ Guardian Signature

«M 2015 Grade Course Desc»/

 Course Name / Course Teacher Signature

 Counselor Signature

 Assistant Principal Signature

Conference 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 65-69
- 5- Counselor change schedule if below 65
- 6- Counselor change schedule at semester if below 70

Acceptance into the G/T Program

Date: _____

To the Parent/Guardian of _____,

Dickinson Independent School District's Identification/Review Committee met this week to consider information collected from students who were nominated for the district's gifted and talented program. This program serves students who are in the top 3-5% of the district's population. Teacher information, parent referral information, reading grade level scores, cognitive abilities test scores, and benchmark/standardized testing scores (if applicable) were all gathered and became a collection of information to demonstrate your child's abilities. The committee made the final determination of the students to be placed in the program based on all the collected data.

We are pleased that your child qualified to be a part of the Dickinson ISD's gifted and talented program. Classes are taught by a teacher who has 30 or more hours in gifted education. Students in grades 1 – 5 are clustered in a classroom and are provided more challenging learning experiences. Identified G/T students in grades 6-12 are served in Pre-Advanced Placement and Advanced Placement classes.

Please complete the permission form at the bottom of one copy of this letter and return the signed copy to your child's counselor. We cannot place your student in the G/T program if we do not have the signed form indicating your approval for placement.

Please feel free to call your child's counselor or me should you have questions about the program or the identification process.

Sincerely,

Lee Courville
Director of Elementary Programs

Dr. Vonda Washington
Director of Secondary Programs

I give my permission for my child, _____, to be placed in Dickinson
ISD's Gifted and Talented Program.

(Parent/Guardian Signature)

Date



DICKINSON INDEPENDENT SCHOOL DISTRICT

Lee Courville, Director of Elementary Programs
Telephone (281) 229-6035
Email: hcourville@dickinsonisd.org

Dr. Vonda Washington, Director of Secondary Programs
Telephone (281) 229-6034
Email: vwashington@dickinsonisd.org

Facsimile: (281) 229-6021
2218 FM 517 East
Dickinson, TX 77539

Student Does Not Qualify for G/T Program

Date: _____

To the Parent/Guardian of _____,

We want to thank you for giving us the opportunity to evaluate your child for the Dickinson ISD Gifted and Talented Program. After careful consideration by the Gifted and Talented Identification/Review Committee of all of the available data, it has been determined that your child performed well but does not qualify for participation in the program at this point in time.

Please know that each of the committee members has gone through training in the nature and needs of Gifted and Talented students and each member brings a wealth of experience to the evaluation of students. The decision was not made lightly and it was made based on the preponderance of evidence.

Your child will be eligible for nomination for another evaluation next spring. We want to encourage your child to continue reaching for the stars as we continue supporting his or her journey in every possible way. If you have any further questions concerning the G/T program, please contact the counselor at your child's school or me at 281-229-6072.

Sincerely,

Lee Courville
Director of Elementary Programs

Dr. Vonda Washington
Director of Secondary Programs

Request for Student Furlough from G/T Program



Student Name : _____

Date: _____

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. Teachers of the student, the principal (or designee) and the Director of Curriculum Services 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 above named student be placed on furlough.

Reason for requesting the furlough:

Length of time requested for the furlough:

Printed name of person requesting furlough

Signature of person requesting furlough



DICKINSON INDEPENDENT SCHOOL DISTRICT

Lee Courville, Director of Elementary Programs
Telephone (281) 229-6035
Email: hcourville@dickinsonisd.org

Dr. Vonda Washington, Director of Secondary Programs
Telephone (281) 229-6034
Email: vwashington@dickinsonisd.org

Facsimile: (281) 229-6021
2218 FM 517 East
Dickinson, TX 77539

Notification of Campus Furlough Review Committee Meeting

Date: _____

To the Parent/Guardian of _____:

This letter is to notify you that the Campus Furlough Review Committee at your child's campus has received a request to place your child on a furlough from the Gifted and Talented Program. The committee will meet on _____ (date) at _____ (time) to consider the request for furlough. The reason for the furlough request is

_____. We encourage you to attend the meeting and look forward to your participation.

Should you be unable to attend the meeting, you will be provided a written notice as to the decision of the Campus Furlough Review Committee. Please refer to the Dickinson ISD Gifted and Talented and Advanced Academics Procedures and Guidelines for more information. The handbook can be accessed at the campus and at our district website. www.dickinsonisd.org

Sincerely,

Lee Courville
Director of Elementary Programs

Dr. Vonda Washington
Director of Secondary Programs



Probation Plan for Improvement

Name of Student: _____ Student ID# _____

Date of Probation Request _____ Grade _____

Reason for Probation Request:

_____ the 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 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 Placement Review Committee will meet to consider exiting my child from the program.

Signatures:

Parent/Guardian: _____ Date: _____

Student: _____ Date: _____

Committee Member Signatures (Minimum of 3)

	Date	
	Date	
	Date	
	Date	

Request for Student Exit from G/T Program



Student Name : _____ Date: _____

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 above named student be exited from the Gifted and Talented Program.

Reason for requesting the exit:

Printed name of person requesting exit

Signature of person requesting exit

Date of request



DICKINSON INDEPENDENT SCHOOL DISTRICT

(Principal Name and Campus)
(campus address)
City, TX zip

Telephone (281)-____-____
Facsimile (281) ____-____
Email: (principal's email)

Notification of Campus G/T Placement Review Committee Meeting

Date: _____

To the Parent/Guardian of _____:

This letter is to notify you that the Campus G/T Placement Review Committee has received a request to exit your child from the Gifted and Talented Program. The committee will meet on _____ (date) at _____ (time) to consider the request for exit. The reason for the exit request is

_____. We encourage you to attend the meeting and look forward to your participation.

Should you be unable to attend the meeting, you will be provided a written notice as to the decision of the Campus G/T Placement Review Committee. Please refer to the Dickinson ISD Gifted and Talented and Advanced Academics Procedures and Guidelines for more information. The guidelines can be accessed at the campus and at our district website. www.dickinsonisd.org.

Sincerely,

(Name of Campus Principal)



DICKINSON INDEPENDENT SCHOOL DISTRICT

(Principal Name and Campus)
(campus address)
City, TX zip

Telephone (281)-__-____
Facsimile (281) __-____
Email: (principal's email)

Notification of Decision Reached by Campus G/T Placement Review Committee

Date: _____

To the Parent/Guardian of _____:

This letter is to inform you of the decision that was reached by the Campus G/T Placement Review Committee that met on _____. After reviewing all relevant information, the G/T Placement Review Committee has decided to exit your son/daughter from the Gifted and Talented Program. To be readmitted to the program, your child will need to be reevaluated during the next evaluation process.

Parent or students may appeal any final decision of the Campus G/T Placement Review Committee regarding the removal of the student from the gifted and talented program. Should you wish to appeal the decision, you must submit your request in writing within 10 working days of receipt of this letter. Please submit your request to the campus principal. You will receive a letter stating the date and time of the Campus G/T Placement Review Committee meeting to consider your appeal and we welcome you to attend the meeting.

Your child will be eligible for nomination for evaluation next spring. We want to encourage your child to continue reaching for the stars as we continue supporting his or her journey in every possible way. If you have any further questions concerning the G/T program, please contact the school counselor at _____.

Sincerely,
(Name of Campus Principal)

Cc: Director of Elementary Programs
Director of Secondary Programs

Dickinson Independent School District Gifted and Talented Program



G/T Program Parent Evaluation

_____ School

The purpose of this questionnaire is to assist the district in evaluating the Gifted and Talented program at each campus. Thank you in advance for completing the evaluation and returning this form to the campus counselor or the Director of Curriculum Services located in the Education Support Center (District Administration Building).

I. How would you rate communication between school personnel and you in regard to the G/T program? *(Please check one of the responses below)*

_____ Superior _____ Adequate _____ Inadequate

II. *(Please circle either yes or no to the following questions)*

- | | | |
|--|-----|----|
| 1. Does your child enjoy being in the G/T program? | Yes | No |
| 2. Do you believe that your child is being challenged to think critically? | Yes | No |
| 3. Were the goals of the G/T program clearly explained to you? | Yes | No |
| 4. Has your child received instruction that is above his/her grade level? | Yes | No |
| 5. Are you pleased with your child's participation in the G/T program? | Yes | No |
| 6. Does your child accept and work with his/her giftedness? | Yes | No |
| 7. Has your child been able to develop personal interests on a topic? | Yes | No |
| 8. Has your child developed products to share with you or their peers? | Yes | No |
| 9. Does your child manage his/her time appropriately? | Yes | No |
| 10. Do you believe that a positive learning environment has been created? | Yes | No |

If you answered "No" to any of the above questions, please take this opportunity to elaborate on your response. We value your input and will use your responses to assist us as we continuously work towards developing an exemplary G/T program.

Dickinson Independent School District Gifted and Talented Program



G/T Program Teacher Evaluation

_____ School

The purpose of this questionnaire is to assist the district in evaluating the Gifted and Talented program at each campus. Thank you in advance for completing the evaluation and returning this form to your campus counselor or the Director of Curriculum Services located in the Education Support Center (District Administration Building).

- I. How would you rate communication between campus G/T personnel and you in regard to the G/T program? (Please check one of the responses below)

_____ Superior _____ Adequate _____ Inadequate

- II. (Please circle either Yes, No, or N/A to the following questions)

- | | | | |
|---|-----|----|-----|
| 1. Did you attend G/T staff development this year? | Yes | No | N/A |
| 2. Do you believe that G/T students are being challenged to think critically? | Yes | No | N/A |
| 3. Were the goals of the campus G/T program clearly explained to you? | Yes | No | N/A |
| 4. Did you receive written identification of your G/T students? | Yes | No | N/A |
| 5. Have you differentiated instruction for your identified G/T students? | Yes | No | N/A |
| 6. Do you know the area(s) of strength for your G/T students? | Yes | No | N/A |
| 7. Did you allow your G/T students to develop personal interests on a topic? | Yes | No | N/A |
| 8. Did your G/T students create products to share with their peers? | Yes | No | N/A |
| 9. Do your G/T students manage their time appropriately? | Yes | No | N/A |
| 10. Do you believe that a positive learning environment has been created? | Yes | No | N/A |

If you answered "No" to any of the above questions, please take this opportunity to elaborate on your response. We value your input and will use your responses to assist us as we continuously work towards developing an exemplary G/T program.

- III. Please list suggestions for additional staff development that would help you to deliver an even more effective G/T program to the students next year.