

Culberson County  
Allamore ISD



**GT District Handbook**

**Culberson County- Allamoore ISD**  
**400 West 7<sup>th</sup> St.**  
**Van Horn, Texas 79855**

**BOARD OF TRUSTEES**

Paul Uranga  
Romy Ramirez  
Rocio Onate  
Billy Jack Dorris  
Angie Gonzalez  
Leticia Hernandez  
Alexandria Urias

**Superintendent of Schools**

Mrs. Dalia Benavides

**Director of Special Education 588 Co-op**

Mrs. Mesinda Llanez

**CCAISD Campus Administrators**

Kittie Gibson, Secondary Principal  
Dr. Keith Reyes, Assistant Principal  
Brian Gibson, Assistant Principal  
Allison Corrales, GT Coordinator

In compliance with Title VII, American Disability Act, Age Discrimination in Employment Act, Section 504 of the Rehabilitation Act of 1973 and other statutes, Culberson County- Allamoore ISD seeks to provide equal opportunity without regard to race, color, religion, national origin, sex, age, marital or veteran status, the presence of a medical condition, disability, or any other legally protected status.

## *PHILOSOPHY*

The Culberson County- Allamoore ISD is committed to providing educational experiences beyond the regular curriculum to meet the individual needs of all students. Culberson County- Allamoore ISD recognizes there are students whose abilities, talents, and potential for performance are at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment. These students require a variety of special provisions beyond those normally provided in order to realize their maximum contribution to self and society.

In the process of encouraging each learner to sustain a lifelong interest in learning, Culberson County- Allamoore ISD has found it important to consider each individual student and their needs. Culberson County- Allamoore ISD aims to provide for every student's educational opportunities commensurate with his/her needs and abilities.

The Gifted and Talented education program must be an integral part of the district's plan to educate all of our students. It is the goal of Culberson County- Allamoore ISD to provide an exemplary program designed to supply students with learning experiences consistent with their learning characteristics and ability.

## ***DEFINITIONS***

### **State Definitions:**

The state of Texas defines gifted and talented students as youth who perform at or show the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

1. Exhibits high performance capability in an intellectual, creative, or artistic area;
2. Possesses an unusual capacity for leadership; or
3. Excels in a specific academic field.

### **District Definitions:**

Culberson County- Allamoore ISD defines gifted and talented as students who perform at or show the ability for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment. In addition, they must demonstrate high attitudinal expectations, and exhibit high performance capability or excel in one or more of the four core academic areas.

## ***PROGRAM EVALUATION AND PLANNING***

The Texas State Plan for the Education of Gifted/Talented Students will be monitored, as appropriate, to ensure compliance with all state guidelines.

Evaluation procedures are comprehensive, ongoing, and developed by persons involved in program planning and implementation. The evaluation design focuses on student outcomes. The attitudes and ideas of parents, community members, students,

and school personnel should also be included in the evaluation procedures.

An annual evaluation of the following components will be conducted: student performance, identification/placement, program organization/ evaluation, needs assessment, curriculum development, staff development, and parent/community involvement.

Program evaluation results and annual reviews of research in the field of gifted/talented education will be the basis for program improvement.

## ***STUDENT ASSESSMENT***

An ongoing system for identification of G/T students in grades 2nd-12th will employ both standard and non-standard data when seeking the most appropriate placement. Trained professionals in G/T principles and practices will analyze the data provided by the instruments and procedures used to assess students for program services by measuring student's diverse abilities and intelligences, while providing equal opportunity to demonstrate the talents and strengths of all students regardless of race, sex, or socioeconomic background.

CCAISD will have an appointed G/T Committee composed of campus and/or district administrators and teachers trained in the characteristics of gifted and talented students.

## **NOMINATION**

Students may be nominated for the gifted and talented program at any time by themselves, teachers, counselors, parents, or other interested persons. The nomination phase is designed to cast a broad net, so students from diverse backgrounds can be considered for program services. A Gifted and Talented nomination form must be completed by the person who wishes to nominate a student for screening. Nomination timelines will be determined by the placement committee

## **SCREENING**

Criteria to identify gifted and talented students shall be specific to the state definition and shall ensure the fair assessment of students with special needs, including culturally different, economically disadvantaged, and students with disabilities.

In grades 2<sup>nd</sup>-12<sup>th</sup>, a parental permission form for assessment will be obtained and filed prior to screening and assessment.

## **ASSESSMENT**

After a signed parental permission form is obtained and filed for students in grades 2<sup>nd</sup> – 12<sup>th</sup>, further assessment may commence. The following evaluation tools **may** include, but shall not be limited to the following:

1. GPA in 4 Core Subjects
2. Ability Test
3. Teacher Perception Inventory
4. Student/Parent Interview Form
5. Student Achievement Test

## **PROCEDURES FOR PLACEMENT**

Assessment results shall be recorded on the student profile sheet and reviewed anonymously by the Campus G/T Selection Committee. The committee determines if placement in the CCAISD G/T program is recommended upon review of the assessment information.

## **NOTIFICATION**

Parents and students shall be notified in writing upon selection of the student for the gifted program. Participation in any programs or services provided for gifted students is voluntary. Written parental permission shall be obtained prior to a student's placement in the G/T program. All correspondence from CCAISD to families will be provided in the parent's home language, or a translator/interpreter will be provided.

## **REASSESSMENTS**

The district shall not perform routine reassessments. Board policy will be reviewed at least once every three years and modified accordingly. Students who do not qualify for the program are eligible for reassessment after one year.

## **FURLOUGHS and/or PROBATION**

Students who are unable to maintain satisfactory performance within the structure of the CCAISD Gifted and Talented program may be placed on probation or furlough for a period of time deemed

appropriate by the campus selection committee, not to exceed more than one school year. If the student is granted a furlough, the date of re-entry to the program must be stated.

The purpose of such a furlough or probation is to provide the student, who is consistently performing below expectations, an opportunity to attain performance goals established by the campus selection committee.

A furlough may also be granted at the request of the student and/or parent, without being placed on probation.

At the end of the probation or furlough, the student's progress shall be reassessed, and the student may reenter the gifted program or begin exiting procedures from the program.

## **EXIT PROVISIONS**

Student performance in the program shall be monitored annually. A student shall be exited from the program at any time the selection committee has had a conference with the student and parent and have documented use of established exiting procedures. If a student or parent requests removal from the program, the district shall honor the request after a conference with the selection committee.

## **FURLOUGH, PROBATION, EXIT PROCEDURES**

- Step 1:** A written request must be submitted to the campus administrator residing on the campus selection committee. (Annual review form is considered a written request.)
- Step 2:** A conference is held with the student, teacher, and parent to address the request.
- Step 3:** Furlough, probation, or exit will be a Campus G/T Selection Committee decision based on post-conference results.
- Step 4:** Appropriate action will be documented and filed. (Furlough, probation, or exit form will be completed.)
- Step 5:** The student or parent must submit a written request to the campus selection committee if a furloughed student desires to re-enter the program before the annual review date.

**Step 6:** Re-entry into the G/T program will be a campus G/T committee decision.

**Step 7:** All paperwork shall be placed in the student's G/T folder. A copy of the paperwork shall be sent to the District G/T Coordinator.

## **APPEALS**

Parents or students may appeal any final decision of the selection committee regarding selection for or removal from the gifted program. Appeal shall be made first to the campus selection committee. Any subsequent appeals shall be made in accordance with FNG (LOCAL) beginning at Level Two.

## **TRANSFER STUDENTS**

When a student identified as G/T by a previous school district transfers into the district, the student's records shall be reviewed by the Campus G/T selection committee to determine if placement in the District's program is appropriate. Parental permission to participate shall be obtained and filed.

The committee shall make its determination within 30 days of the student's enrollment in the District and shall base its decision on the transferred student's records, observation reports of District teachers who instruct the student, and student/parent conferences. When a student transfers to another district, no committee action is required. Student program records are forwarded to the new district.

## ***PROGRAM DESIGN***

It is the goal of this district to provide a flexible system of viable program options and provide an array of learning experiences. Culberson County- Allamoore ISD stresses the importance of a learning continuum being established throughout the district at each level and department. This continuation from campus to campus will reinforce the strengths, needs and interests of all gifted/talented students.

A variety of delivery models enable G/T students to work together as a group, with other students, and independently during the school day as well, as the entire school year. These services are comprehensive, structured, sequenced, appropriately challenging, and



offered in the four core academic areas of Language Arts, Mathematics, Science, and Social Studies.

### **Elementary School**

Students who are identified as G/T will be served in a heterogeneous setting, as opposed to homogeneous. Instructional delivery will be developmentally appropriate; and content will come from curriculum provided by TEA. Second grade students will be reviewed for program placement and begin receiving services by the beginning of 3<sup>rd</sup> grade. Qualifying students will be served by will be pulled out to work with a G/T certified teachers on Texas Performance projects.

### **Secondary School- 9-12**

Students will be served in their identified, or determined, areas of strength from the four core academic areas in each grade level. Identified students are given the opportunity to choose among Pre-AP courses, AP (Advanced Placement) courses, concurrent enrollment/ college credit courses through participation in the Distinguished Achievement Program. These options represent the four core academic fields.

GT students enrolled in these courses are provided opportunities for projects, assessments, group interactions, and independent endeavors to use application and analysis skills, strengths and talents.

### **Program Staff**

Prior to assignment in the program or within the first semester of instruction, teachers who provide instruction and services that are a part of the program for G/T students shall have a minimum of 30 clock hours of staff development that includes: nature and needs of the G/T students, assessing student needs, and curriculum and instruction for G/T students. A minimum of six hours of professional development in gifted education is required yearly to remain eligible as an instructor.

## ***CURRICULUM AND INSTRUCTION***

### **State Goal for Services for Gifted Students:**

Students who participate in services designed for gifted 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 students will have produced products and performances of professional quality as part of their program services.

### **Administrative Goal for Services for Gifted Students:**

A qualitatively differentiated curriculum that reflects the student program goals and includes a 3-12 scope and sequence together with student objectives will be maintained for all grade levels and designated subject areas.

## **Student Program Goals**

### **I. Content:**

Students will effectively investigate teacher-identified as well as self-selected broad-based themes/issues/concepts through in-depth multi-disciplinary units or independent student topics. Students will demonstrate the ability to support or refute existing generalizations and formulate generalizations on complex information.

### **II. Process:**

Students will plan, discuss, share, analyze, and evaluate various group and individual projects and products. Students will have opportunities to use high-level thinking through creative thinking skills, critical thinking skills, research skills, and problem-solving skills.

### **III. Products:**

Students will generate advanced level products that will reflect real-world products. Students will generate products that will be of professional quality and evaluated by appropriate audiences.

### **IV. Affective:**

Students will gain an understanding of themselves and their relationships to other persons, societal institutions, cultures, and the environment.

## **Principles of Differentiation**

Curriculum and instruction will meet the needs of gifted students by modifying the depth, complexity, and pacing of the general

education program in the four core areas. To further facilitate the development and refinement of curriculum specifically designed for gifted/talented learners; curriculum writers should use the following

Principles of Differentiation:

- Present content that is related to broad-based issues, themes, or problems
- Integrate multiple disciplines into the area of study
- Present comprehensive, related and mutually reinforcing experiences within an area of study
- Allow for the in-depth learning of a self-selected topic within the area of study
- Develop independent or self-directed study skills
- Develop productive, complex, abstract, and/or higher level thinking skills
- Focus on open-ended tasks
- Develop research skills and methods
- Integrate basic skills and higher level thinking into the curriculum
- Encourage the development of products that challenge existing ideas and produce "new" ideas
- Encourage the development of products that use new techniques, materials, and forms
- Encourage the development of self-understanding, i.e. recognizing and using one's abilities, becoming self-directed, appreciating similarities and differences between oneself and others
- Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion-referenced, and/or standardized instruments\*

Culberson County- Allamoore ISD is committed to quality instructional services for all its students. Curricular provisions for the identified gifted and talented students will be a realignment of the core curriculum to meet their learning needs and to ensure the attainment of the student program goals.

CCAISD recognizes that instructional activities have attributes that are reflected in differentiated content, process, and product that are commensurate with student learning characteristics. The curriculum should offer a combination of acceleration and enrichment and provide for student cognitive and affective growth. Evaluation criteria are essential to determine if the student program goals are

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\* National/State Leadership Training Institute on the Gifted and Talented, Developed by Curriculum Council (James J. Gallagher, Sandra N. Kaplan, A. Harry Passow, Joseph S. Renzulli, Irving S. Sato, Dorothy Sisk, Janice Wickless).

being developmentally attained. A curricular scope and sequence will be maintained so that identified students will receive coordinated services from grade to grade with neither replications nor gaps in the instructional process. The strands that will be addressed in the scope and sequence are content, process, research skills, product, affect, and evaluation.

## **Evaluation of Student Performance**

The student-developed product is evidence of content learned, processes used, and production skills applied. Products will be advanced level and approximate professional real world products that are appropriate for expressing the content. Evaluation criteria and appropriate evaluative audiences will be developed and identified, respectively, and reflect the purpose of the student learning objective. Prior to the learning activities, the student will collaboratively plan the evaluative criteria.

Evaluative measures and practices will serve as evidence of student growth toward the attainment of the student goals and may include, but not be limited to the following: teacher checklists, student checklists, parent checklists, product rubrics, performance rubrics, contest participation results, criterion measures, peer review, awards, interviews, and questionnaires. Appropriate audiences will conduct the evaluations.

## **Scope and Sequence**

The Culberson County- Allamoore ISD has established a mainstream curriculum in the four core academic areas that can be correlated with the grade-level TEKS. This curriculum serves as the basis for instruction in the G/T program and is incorporated into the total educational provisions of Culberson County- Allamoore ISD. This adaptation of mainstream materials will provide the necessary breadth to the already provided depth in the Culberson County- Allamoore ISD's commitment to producing lifelong learners. The G/T conversion of this curriculum offers a combination of acceleration and enrichment to enhance student cognitive processes and affective growth. The curricular scope and sequence was developed so that identified G/T students will receive coordinated services from grade to grade with neither replications nor gaps in the instructional process. The strands that are addressed in the scope and sequence are content, process, research skills, product, and evaluation.

# **PROFESSIONAL DEVELOPMENT**

Professional development for educators will be provided in an ongoing basis, utilizing local, regional, and state resources. Teachers who provide instruction and services that are a part of the program for gifted students will be provided opportunities to gain a minimum of thirty clock hours of staff development that includes the nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students prior to assignment. Teachers who provide instruction and services that are a part of the program for gifted students will be provided opportunities to receive a minimum of six additional hours annually of professional development in gifted education as determined by the needs assessment results.

Administrators and counselors who have authority for program decisions will be provided opportunities to gain a minimum of six clock hours of professional development that includes the nature and needs of gifted/talented students, program options, and the district gifted/talented program.

Staff development records will be kept at the district administration office in the personnel files. These records will consist of copies of certificates of attendance at national, state, regional, and local workshops/conferences. Submission of records will be the responsibility of the teacher and will be maintained for the duration of employment in the district.

## **FAMILY/COMMUNITY INVOLVEMENT**

Parents and community members will be encouraged to actively participate in the planning, instruction, and evaluation of the gifted program through parent-teacher conferences, seminars, meetings, student presentations, and other appropriate avenues. Parents and teachers will collaboratively determine student needs, educational goals, and evaluation as recommended by the district G/T Planning committee upon identification and assessment.

The district shall ensure that information about the district's G/T program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program. The district G/T advisory committee will consist of parents, community members and educators for the purpose of programmatic evaluation and planning. Evaluative data will be available to persons involved in developing and implementing the program, parents, and other interested members of the community.

To enhance differentiated curricular options, parents and community members will be solicited as mentors and resources. This support will be sought through news releases, newsletters, and bulletins. Parents will be informed of program options and procedures through the student handbook, parent orientations, meetings, parent-teacher conferences and other appropriate measures.

# APPENDIX

## GIFTED/TALENTED FORMS

- ❖ High Achiever/Gifted Learner/Creative Thinker
- ❖ Program Selection Profile
- ❖ CCAISD Annual G/T Review Form
- ❖ Parental Permission For Placement Form
- ❖ Furlough/Probation/Exit
- ❖ Re-Entry Form
- ❖ Parental Permission for Testing Form
- ❖ Notification of Not Qualifying Form
- ❖ Parent/Student Interview Form
- ❖ Teacher Perception Inventory (Not in Packet)
- ❖ Nomination Form
- ❖ Transfer Form
- ❖ Receipt of GT Handbook

A High Achiever...	A Gifted Learner...	A Creative Thinker...
Remembers the answers.	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.
Answer 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 1 to 3 repetitions to master.	Questions the need for mastery.
Comprehends at a high level.	Comprehends in-depth, complex ideas.	Overflows with ideas--many of which will never be developed.
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 that 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.
Is able.	Is intellectual.	Is idiosyncratic.



**Van Horn Schools**  
**Gifted and Talented Program Selection Profile**

Student Last Name	First Name	Student ID #
Date of Birth	Age	Ethnicity: (circle one) Native American                      Asian/Pacific Islander Black, not Hispanic                      Hispanic White, not Hispanic
Campus Grade	Enrolled	Economically Disadvantaged: (circle one)  Yes    No

Directions: Plot an individual's scores for each assessment in the appropriate ranges. Then add the number of points acquired for each column.

ASSESSMENT INSTRUMENT	POINTS				
	5	4	3	2	1
Grade Point Average (4 core subjects)	94+	93-88	87-82	81-76	75-70
Slocumb-Payne Teacher Perception Inventory	76-68	67-58	57-48	47-38	37-0
Parent/Student Interview	72-59	58-45	44-32	31-19	18
IQ Scores	130+	129-125	124-120	119-115	114-100
Percentiles	97+	96-93	92-88	87-81	80-50
NCE Scores	89+	88-82	81-76	75-70	69-50
Standardized Achievement Test					
Ability Test					
<b>Points Acquired</b>					

TOTAL POINTS: \_\_\_\_\_

<b>Van Horn Schools</b> <b>Gifted and Talented Program Selection Profile</b>
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Student Last Name	First Name	Student ID #
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Grades 2-12-Total Matrix (18 or above)

The decision to place or defer placement is based on perceived educational needs. The committee has reached a placement decision based on the following:

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Committee Decision:

Accepted

Did not qualify

Committee members:


# CCAISD Annual G/T Review Form

Student Name: _____	SSN: _____
Date Tested: _____	Entry Date (Parent Permission): _____

School Year: \_\_\_\_\_ Grade: \_\_\_\_\_

**Annual Review Criteria:**

- 1= **B**elow **E**xpectations
- 3= **M**eets **E**xpectations
- 5= **E**xceeds **E**xpectations

(Please circle the one number per criteria.)

	BE	ME	EE
Participation	1 2 3 4 5		
Assignment Completion	1 2 3 4 5		
Products	1 2 3 4 5		
Attitude	1 2 3 4 5		
Academics	1 2 3 4 5		

**STAAR Results:**

Rdg	Math	Wrtg	Science	S.S.

Teacher(s) Recommend:

- \_\_\_\_\_ Continuation
- \_\_\_\_\_ Probation (Refer to Comm. Decision Form)
- \_\_\_\_\_ Furlough (Refer to Comm. Decision Form)
- \_\_\_\_\_ Exit (Refer to Comm. Decision Form)

Teacher(s) Signature:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_

School Year: \_\_\_\_\_ Grade: \_\_\_\_\_

**Annual Review Criteria:**

- 1= **B**elow **E**xpectations
- 3= **M**eets **E**xpectations
- 5= **E**xceeds **E**xpectations

(Please circle the one number per criteria.)

	BE	ME	EE
Participation	1 2 3 4 5		
Assignment Completion	1 2 3 4 5		
Products	1 2 3 4 5		
Attitude	1 2 3 4 5		
Academics	1 2 3 4 5		

**STAAR Results:**

Rdg	Math	Wrtg	Science	S.S.

Teacher(s) Recommend:

- \_\_\_\_\_ Continuation
- \_\_\_\_\_ Probation (Refer to Comm. Decision Form)
- \_\_\_\_\_ Furlough (Refer to Comm. Decision Form)
- \_\_\_\_\_ Exit (Refer to Comm. Decision Form)

Teacher(s) Signature:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_

(If student is recommended for Continuation in the GT program, no further documentation is necessary. If other decisions are recommended, please refer to GT Placement Committee Form for Final Decision.)

**Parent Permission for Placement**

Your child, \_\_\_\_\_, has met the criteria for placement in the Gifted & Talented program and will receive services provided through this program.

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Please indicate your permission for Gifted & Talented services to begin by initialing your choice.

Yes, I give permission for my child to be placed in and receive services through the Gifted & Talented program.

No, I do not give permission for my child to be placed in and receive services through the Gifted & Talented program.

If you do not give permission for placement at this time, it is understood that future placement is possible but will not be made except at the beginning of a school year and will be based on a written request from the parent.

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**Complete all information requested below**

Grade level \_\_\_\_\_ 2016/2017 School Year

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Parent/Guardian Signature

Date

Phone

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Address/City/State/Zip Code

Please return the completed form to the GT Coordinator.

# *Gifted and Talented Probation/ Furlough/ Exit Form*

Student Name: \_\_\_\_\_

Probation:       Furlough:       Exit:

Requested by: \_\_\_\_\_

Date of request: \_\_\_\_\_

Reason for the request: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Committee Decision: (Circle one)      Probation      Furlough      Exit

Date decision takes effect: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

### **Signature of Committee Members:**

_____	Administrator
_____	Administrator
_____	Parent/Guardian
_____	Student
_____	GT Teacher
_____	GT Teacher
_____	Teacher
_____	District Coordinator
_____	Other

Date of meeting: \_\_\_\_\_

# *Gifted and Talented Re-Entry Form*

Student Name: \_\_\_\_\_

Student was placed on: Probation Furlough on \_\_\_\_\_.

Campus G/T Selection committee will review the student's performance during the period furlough or probation and discuss the placement that is in the best interest of the student.

Committee Decision: (Circle one) Re-entry Furlough Exit

Date decision takes effect: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **Signature of Committee Members:**

_____	Administrator
_____	Administrator
_____	Parent/Guardian
_____	Student
_____	GT Teacher
_____	GT Teacher
_____	Teacher
_____	District Coordinator
_____	Other

**Van Horn Schools  
Permission for Testing**

Student Last Name	First Name
School	Grade

Dear Parent/Guardian:

Your child, \_\_\_\_\_, has been nominated as being potentially able to benefit from participation in the school district's program for the gifted and talented. Culberson County Allamoore I.S.D. and talented program serves students in kindergarten through twelfth grade in the area of general intellectual ability and specific academic fields. Additional individual or group tests may provide information to help make this decision. The tests will be administered by school personnel at no costs to you.

Please indicate below your permission for your child to be tested for the above purpose and return this form to me within ten (10) working days. If you have any questions concerning the testing, please contact me at \_\_\_\_\_.

Sincerely,

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Campus

Yes      I give permission for my child to be tested to assist in determining eligibility to participate in the gifted and talented program.

\_\_\_\_\_ Signature

\_\_\_\_\_ Date

No      I do not give permission for my child to be tested to assist in determining eligibility to participate in the gifted and talented program.

\_\_\_\_\_ Signature

\_\_\_\_\_ Date

**Van Horn Schools  
Notification of Ineligibility**

Dear Parent/Guardian,

Your child has been highly complimented by being nominated for the Culberson County Allamoore I.S.D. Gifted and Talented Program. The Gifted and Talented Campus Placement Committee has reviewed your child's information which includes the following components: ability tests, achievement tests, parent/student interview, teacher perception inventory, and students' grade point averages.

This letter is to inform you that although your child possesses many strengths, he/she has not met the criteria for admittance to the program at this time. The state guidelines do not allow all students to participate. This program is but one of many enriching experiences provided by our district. Your child will be challenged to the maximum of his/her potential in other programs and activities.

If you have questions or concerns related to the assessment, please contact me at

\_\_\_\_\_.

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Campus



<b>Van Horn Schools Parent/Student Interview</b>
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Student Last Name	First Name
School	Grade

Directions: Rate each statement as it applies to your child by using the following scale:

1-Seldom or Never	2-Occasionally	3-Frequently	4-Almost Always
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Specific examples must support each item.

\_\_\_\_\_ 1. Relates better with older children or adults than with peers.

Example: (games, play situations, interests)

\_\_\_\_\_ 2. Is observant and curious.

Example:

\_\_\_\_\_ 3. Has many ideas to share.

Example:

\_\_\_\_\_ 4. Has a wide range of interests.

Example:

\_\_\_\_\_ 5. Has many different ways of solving problems.

Example:

\_\_\_\_\_ 6. Is aware of problems others often do not see.

Example:

**Van Horn Schools  
Parent/Student Interview**

Student Last Name	First Name
School	Grade

\_\_\_\_\_ 7. Uses unique and unusual ways of solving problems.  
Example:

\_\_\_\_\_ 8. Wants to know how and why about a variety of subjects.  
Example:

\_\_\_\_\_ 9. Likes to pretend and show use of vivid imagination.  
Example:

\_\_\_\_\_ 10. Often finds and corrects own mistakes or is a perfectionist.  
Example:

\_\_\_\_\_ 11. Sets high standards for self.  
Example:

\_\_\_\_\_ 12. Chooses difficult problems over simple ones.  
Example:

\_\_\_\_\_ 13. Likes to have his/her ideas known.  
Example:

**Van Horn Schools**  
**Parent/Student Interview**

Student Last Name	First Name
School	Grade

\_\_\_\_\_ 14. Invents or improves the design of toys or gadgets.  
Example:

\_\_\_\_\_ 15. Likes to figure out things by himself/herself.  
Example:

\_\_\_\_\_ 16. Has a good memory.  
Example:

\_\_\_\_\_ 17. If your child enjoys something, they can spend a long time doing or watching one thing.  
Example:

\_\_\_\_\_ 18. Is very sensitive to the feelings of others.  
Example:

\_\_\_\_\_ Signature

\_\_\_\_\_ Date

**Van Horn Schools  
 Gifted and Talented Program Nomination  
 Form**

PLEASE PRINT

Student Last Name	First Name	Parent/Guardian
Date of Birth	Gender	Home Address
Campus	Enrolled Grade	City/State/Zip
Telephone Number (home)		Telephone Number (work or cell)

The above named child is being referred for GT program placement. Screening for GT school-based services takes place at the student's respective campus.

In the space provided below please explain why the child should be considered for gifted and talented program services. (REQUIRED)

\_\_\_\_\_  
 Signature of Referral Source                      Relationship to Student                      Date of Referral

# *Gifted and Talented Transfer Form*

Student Name: \_\_\_\_\_

Committee Decision: (Circle one)    Placement in GT Program    Not Placed in GT

Date decision takes effect: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **Signature of Committee Members:**

_____	Administrator
_____	Administrator
_____	Parent/Guardian
_____	Student
_____	GT Teacher
_____	GT Teacher
_____	Teacher
_____	District Coordinator
_____	Other

Date of meeting: \_\_\_\_\_

# RECEIPT OF G/T HANDBOOK

Please complete this form and return it to your child's principal. We must keep a copy of this signed form in our student's Gifted and Talented folder.

I, \_\_\_\_\_, have received a copy of the Culberson County- Allamoore ISD Gifted and Talented district plan and handbook.

Child's Name: \_\_\_\_\_

Child's Campus: \_\_\_\_\_

\_\_\_\_\_  
Parent/Guardian's Signature

\_\_\_\_\_  
Date

For further questions about the CCAISD Gifted and Talented Program, please contact your campus principal.