

PARENT AND STUDENT HANDBOOK

**QUEEN CITY
INDEPENDENT
SCHOOL
DISTRICT**

**ADVANCED ACADEMIC
PROGRAM
FOR GIFTED AND
TALENTED STUDENTS**

**QUEEN CITY INDEPENDENT SCHOOL DISTRICT
ADVANCED ACADEMIC PROGRAM**

TABLE OF CONTENTS

District Policy3-4

Program Design and Curriculum5

Program Guidelines.....6-7

Procedures for Nomination8

Parental Consent8

Parent Nomination Form.....9

Nomination Form – Other 10

Permission for Testing Form..... 11

Furlough Form 12

Exit Procedure Form 13

Permisson Form for Parent 14

Evaluation 15

 Teacher (Program and Individual Student)16-18

 Parent 19

Queen City ISD
does not discriminate on the basis of sex, ethnicity, race, color, age or national origin
in its educational programs or employment as required by Title IX, Section 504 and Title VI.

**QUEEN CITY INDEPENDENT SCHOOL DISTRICT
ADVANCED ACADEMIC PROGRAM**

DISTRICT POLICY

The District shall establish a process for identifying and serving gifted 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:

A “gifted 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. *Education Code 29.121*

Identification:

Students shall be identified as gifted in accordance with a written policy that includes:

1. 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 *Education Code 29.121*.
2. Assessment measures collected from multiple sources according to each area defined in the Texas State Plan for the education of Gifted/Talented Students.
3. 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 program.
4. Provisions for final selection of students to be made by a committee of at least three local campus educators who have received training in the nature and needs of gifted students.
5. Provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of District decisions regarding program placement.

Learning Opportunities:

The District shall provide an array of learning opportunities for gifted students in kindergarten through grade 12 and shall inform parents of the opportunities. Options shall include:

1. Instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently.
2. A continuum of learning experiences that leads to the development of advanced-level products and performances.
3. In-school, and when possible, out-of-school options relevant to the student’s area of strength that are available during the school year.
4. Opportunities to accelerate in areas of strength. *19TAC89.3*

DISTRICT POLICY, CONTINUED

Staff Development:

The District shall ensure that:

1. Teachers who provide instruction and services that are part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students.
2. Teachers who provide instruction and services that are part of a program for gifted students program receive a minimum of six hours annually of professional development in gifted education.
3. Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted students and program options. 19TAC89.2
4. Professional development activities for GT education are evaluated, and the results are used in making decisions regarding future staff development plans.

**QUEEN CITY INDEPENDENT SCHOOL DISTRICT
ADVANCED ACADEMIC PROGRAM**

PROGRAM DESIGN AND CURRICULUM

This TEKS-based program focuses on a differentiated curriculum emphasizing the development of research skills, complex thinking skills (analysis, critical thinking, evaluation, logical thinking, and problem solving), affective skills and metacognitive skills. Individual interest centers, product development as well as cooperative learning are emphasized. The program addresses the strengths of students in the core academic areas, and research skills and independent projects allow students to investigate and learn in areas of strength. Creativity, problem solving, decision making and critical/logical thinking are included in the process.

Elementary and Middle School

In grades K – 4, gifted students will be provided higher level thinking opportunities in their language arts, math, social studies, and science classes through a differentiated curriculum and with a pullout program.

In grades 5-8, gifted students will be provided higher level thinking opportunities, math, social studies, and science classes through a differentiated curriculum. In language arts, gifted students will be served in a separate class.

High School

In grades 9-12 gifted students will be served through differentiation within a variety of courses at the high school including Pre-AP and AP courses in English, math, social studies, and science. Additionally, in science, gifted students will be served in a separate class.

Reassessment

Learners identified as gifted in grades K – 4 will be reassessed in fifth grade for continuation in the program.

**QUEEN CITY INDEPENDENT SCHOOL DISTRICT
ADVANCED ACADEMIC PROGRAM**

PROGRAM GUIDELINES

Selection

The selection committee will be composed of three local campus personnel who have had at least 30 hours of staff development that includes nature and needs of gifted students, assessing student needs, and curriculum and instruction for gifted students.

Students must meet the criteria in 3 of the 5 areas with one being KBIT2 to be considered for the Gifted Program. The committee makes the final decision based on nature and characteristics of gifted students.

Notification

Parents and students shall be notified in writing of selection for the gifted program. Participation in the gifted program is voluntary. The district shall obtain written permission of the parent(s) before a student is placed in a gifted program.

Transfer

Students who enter after school begins may be nominated for the gifted program. The same nomination and screening procedures as were previously outlined will be used. Students will enter the program after meeting the criteria. A student who transfers from another Texas public school who has been in a gifted program at that school may automatically be enrolled in the gifted Queen City ISD if official school records indicate that the student has met the same criteria required by Queen City ISD.

Exit Provisions

At any time the parent of a gifted student, the teacher of a gifted student, or the campus principal may request a meeting for the purpose of reviewing a student's placement in the gifted program. Review requests are made through the campus principal. For a student to exit the program, a meeting of all persons involved (the parent, the student, campus principal, campus counselor, and teacher of the gifted student) will be held to discuss the student's educational needs. If the consensus of the group concludes that the gifted and talented program is not meeting the student's educational needs, the student will be exited from the program.

A student who is exited from the program for any reason, other than moving out of the district, may not re-enter during the same academic year. The student must re-qualify and meet the criteria established by the identification/selection committee.

A parent may request that a student be withdrawn from the gifted program at any time, and the child will be withdrawn. However, students and parents are encouraged to use the process previously stated.

PROGRAM GUIDELINES, CONTINUED

Furloughs

The selection committee may place students who are unable to maintain satisfactory performance within the structure of the gifted program on furlough. The purpose of such a furlough is to provide the student an opportunity to attain performance goals established by the selection committee. A furlough also may be granted at the request of the student and/or parent. Furloughs may be used for extenuating circumstances such as schedule conflicts or personal problems .

A student may be furloughed for a period of time deemed appropriate by the selection committee. 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.

Appeals

Parents or student may appeal any final decision of the selection committee regarding selection for or removal from the gifted program in accordance with FNG (Local) beginning at level 2. Appeals shall be made first to the selection committee.

Program Evaluation

The gifted program shall be evaluated periodically, and evaluation information shall be shared with Board members, administrators, teachers, counselors, students in the gifted program, and the community.

Community Awareness

The District shall ensure that information about the District's gifted program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program.

Other

Questions concerning the gifted program or mental ability scores should be referred to the GT coordinators on each campus.

**QUEEN CITY INDEPENDENT SCHOOL DISTRICT
ADVANCED ACADEMIC PROGRAM**

PROCEDURE FOR NOMINATION

- ❑ A formal nomination process for the Gifted Program will be conducted in the month of September. However, teachers, counselors, parents, or other interested persons may nominate students at any time. Nomination forms may be obtained in the counselor's office on each campus.
- ❑ Nomination procedures may be published in the handbooks, newsletter, local newspapers, and posted at each campus.
- ❑ Students will be tested and selected for the program based on the criteria and tests on the "*Queen City ISD Identification Profile Sheet*." All decisions will be made by the selection committee and not on the recommendation of one person.

PARENTAL CONSENT

Written parental consent shall be obtained before any special testing or assessment is conducted as a part of the screening and identification process.

**QUEEN CITY INDEPENDENT SCHOOL DISTRICT
ADVANCED ACADEMIC PROGRAM**

PARENT/GUARDIAN NOMINATION FORM

Date _____

Student Name _____

Address _____

Phone _____

Current Grade _____

Parent/Guardian _____

Suspected area of giftedness:

General intellectual ability _____

Specific subject matter aptitude _____

Which subject? _____

I understand all decisions will be made by a selection committee and not on the sole recommendation of one person.

**QUEEN CITY INDEPENDENT SCHOOL DISTRICT
ADVANCED ACADEMIC PROGRAM**

NOMINATION FORM FOR PERSONS OTHER THAN PARENTS OR TEACHERS/STAFF

Date _____

Student's Name _____ Current Grade _____

Name of School Child Attends _____

Name of Person Nominating Student _____

Address _____

Phone _____

Please check the suspected area of giftedness:

_____ General intellectual ability

_____ Specific subject matter aptitude

What subject? _____

Signature of Nominating Person

Date

I understand all decisions will be made by a selection committee and not on the sole recommendation of one person.

**QUEEN CITY INDEPENDENT SCHOOL DISTRICT
ADVANCED ACADEMIC PROGRAM**

PERMISSION FOR TESTING FORM

Before we can continue in the evaluation process for possible GT placement, we need to have written parental approval for testing.

Please complete this form and return it to your child's campus GT coordinator.

I give Queen City ISD permission to administer tests for:

Child's Name

Parent/Guardian Signature

Date

I understand all decisions will be made by a selection committee and not on the sole recommendation of one person.

**QUEEN CITY INDEPENDENT SCHOOL DISTRICT
ADVANCED ACADEMIC PROGRAM**

FURLOUGH FORM

This is to indicate that the principal, the campus GT coordinator, the parents of the gifted student, the gifted student, and the teacher of the gifted and talented student have met and have concluded that the gifted student should be placed on furlough from:

_____ To _____
Date date

Principal

Teacher

Parent/Parents

Student

GT Campus Coordinator

Date of Conference

**QUEEN CITY INDEPENDENT SCHOOL DISTRICT
ADVANCED ACADEMIC PROGRAM**

EXIT PROCEDURE FORM

This is to indicate that the principal, the GT campus coordinator, the parent/parents of the gifted student, the gifted student, and the teacher of the gifted student have met and have concluded that the best educational plan for the student would be not to continue in the gifted program. We understand that the student will have to remain out of the program for the remainder of the academic year. At that time the student may be renominated for the gifted program.

Principal

Teacher

Parent/Parents

Student

GT Campus Coordinator

Date of Conference

**PERMISSION TO BE PLACED
IN THE QUEEN CITY ISD
GIFTED AND TALENTED PROGRAM**

Date _____

Dear Parents,

We are pleased to notify you that your child, _____, has been accepted into the Gifted and Talented Program at _____ School.

A copy of the Queen City ISD Gifted and Talented Program Plan has been posted on the school website, www.qcisd.net, on the Parent and Community Page. If you have any questions concerning the Gifted and Talented Program, please contact me.

Before your child will be placed in the program we will need the form below completed and returned in the enclosed envelope.

Sincerely,

Campus GT Coordinator

I give Queen City ISD permission to place my child in the Gifted and Talented Program.

Child's Name

Parent/Guardian's Signature

Date

QUEEN CITY INDEPENDENT SCHOOL DISTRICT

GIFTED/TALENTED PROGRAM EVALUATION

Evaluation can be used as a means of improving any process or procedure. In the gifted and talented program, evaluation will be a continuous means of communication between the parent, the student, and the school. This will be accomplished through the use of questionnaires and open communication between the school personnel and the parents of target gifted and talented students. Examples of the forms to be used follow this explanation.

**QUEEN CITY INDEPENDENT SCHOOL DISTRICT
TEACHER EVALUATION
OF THE
GIFTED AND TALENTED PROGRAM**

Please assist in improving the quality of the district's gifted programs by taking the time to complete this questionnaire. Your input is appreciated.

Check one: Check subject(s) you currently teach in the gifted program:

Primary
 Elementary Math English G.T. Pullout
 Middle Science Social Studies Other
 High School

Years of experience teaching gifted students? (check one)

1st year 1-5 years 6-10 years 11 + years

Training in teaching gifted students? (check all that apply)

undergraduate course(s) graduate course(s)
 graduate degree in gifted education AISD workshops
 Co-op workshops workshops/conferences outside of AISD/Co-op

1. Do you consider the gifted program to be intellectually challenging to your students?

very often often sometimes not much not at all

2. Is the curriculum of the gifted program meeting students' needs?

very often often sometimes not much not at all

3. Are your gifted staff development needs being met?

very often often sometimes not much not at all

4. Does the student selection process work well?

very often often sometimes not much not at all

5. Is the selection process identifying (check those that apply)?

too many students who are not gifted too few students who are gifted but not motivated the right number of disadvantaged gifted students
 appropriate students

6. How do you provide time for gifted students to work together?

_____ Small groups _____ cluster _____ regular classroom
_____ Research groups _____ whole class gifted
_____ Other (specify) _____

7. How often do you teach research skills as a part of your gifted classes?

_____ very often _____ often _____ sometimes _____ not much _____ not at all

8. How often do you teach process writing as a part of your gifted classes?

_____ very often _____ often _____ sometimes _____ not much _____ not at all

9. What packaged materials/resources do you use in teaching G/T? _____

10. What changes would you suggest for the program? _____

Other comments:

**QUEEN CITY INDEPENDENT SCHOOL DISTRICT
GIFTED/TALENTED PROGRAM**

TEACHER EVALUATION

Student's Name _____ Grade _____

School _____ Homeroom Teacher _____ Date _____

Gifted/Talented Teacher _____

This evaluation is based on the student's performance in the gifted and talented classroom. "Three" (3) on the continuum indicates the highest level of performance. "NI" represents an area that "needs improvement." Any areas not circled are left blank because of a lack of sufficient observation.

I. Behavior Characteristics

a.	Has a positive attitude	NI	1	2	3
b.	Adapts readily to new situations	NI	1	2	3
c.	Asserts himself/herself	NI	1	2	3
d.	Displays good sense of humor	NI	1	2	3
e.	Displays appropriate classroom behavior	NI	1	2	3
f.	Exhibits self-confidence	NI	1	2	3
g.	Is self-motivated	NI	1	2	3
h.	Shows keen and alert observation (as exhibited by questions and/or comments)	NI	1	2	3

II. Work Characteristics

a.	Works independently	NI	1	2	3
b.	Organizes and uses time wisely	NI	1	2	3
c.	Follows instructions	NI	1	2	3
d.	Is responsible for turning in activities	NI	1	2	3
e.	Strong attention span	NI	1	2	3
f.	Is persistent	NI	1	2	3

III. Interpersonal Relationships

a.	Participates in group discussions	NI	1	2	3
b.	Cooperates with others	NI	1	2	3
c.	Demonstrates positive leadership abilities	NI	1	2	3

IV. Critical and Creative Thinking Characteristics

a.	Solves problems logically (logic problems, brain teasers, decoding, science experiments)	NI	1	2	3
b.	Expresses original ideas and/or approaches problems creatively	NI	1	2	3
c.	Exhibits originality in oral expressions (creative dramatics, reading, etc.)	NI	1	2	3
d.	Exhibits originality in written expression	NI	1	2	3
e.	Thinks independently; willing to be a risk-taker	NI	1	2	3
f.	Demonstrates intellectual curiosity	NI	1	2	3

V. Skills

a.	Has an advanced vocabulary	NI	1	2	3
b.	Utilizes research skills	NI	1	2	3
c.	Uses good sentence structure and punctuation	NI	1	2	3

Comments: _____

**QUEEN CITY INDEPENDENT SCHOOL DISTRICT
GIFTED/TALENTED PROGRAM**

PARENT EVALUATION

Student's Name _____ **Grade** _____

Parent's Name _____

Dear Parents:

The need for parents and teachers to work closely together in educating our children is becoming increasingly important. We would like for you to answer this Parent Evaluation to help us in evaluating our gifted and talented program.

"Three" (3) on this scale indicates the highest level of performance. "NI" means that area needs improvement. Please circle the appropriate response.

The gifted and talented program has been beneficial to my child in that he/she has:

- | | | | | | |
|----|---|----|---|---|---|
| 1. | Developed new interests | NI | 1 | 2 | 3 |
| 2. | Done more (or more advanced) reading | NI | 1 | 2 | 3 |
| 3. | Asked more and/or better questions | NI | 1 | 2 | 3 |
| 4. | Become more independent in his/her studies | NI | 1 | 2 | 3 |
| 5. | Made more detailed observations | NI | 1 | 2 | 3 |
| 6. | Related his/her experience in the gifted/talented program | NI | 1 | 2 | 3 |
| 7. | Maintained or improved his/her other grades | NI | 1 | 2 | 3 |
| 8. | Shown new enthusiasm for learning | NI | 1 | 2 | 3 |

Please answer the following using the criteria of Yes, No, Sometimes. Circle the Correct response.

How has the label "gifted" affected your child?

- | | | | | |
|----|--|-----|----|-----------|
| 1. | It has improved his/her self-confidence | Yes | No | Sometimes |
| 2. | He/she now has a healthy attitude toward his/her strengths and weaknesses | Yes | No | Sometimes |
| 3. | He/she has felt pressure from his/her peer group from being in gifted/talented | Yes | No | Sometimes |
| 4. | He/she has shown more willingness to become a leader | Yes | No | Sometimes |

Additional comments: _____
