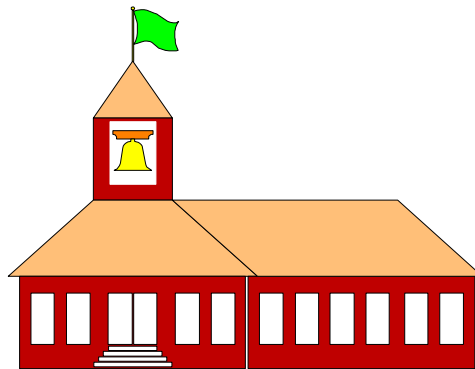




**TIDEHAVEN INDEPENDENT
SCHOOL DISTRICT
GIFTED/TALENTED PROGRAM
ENTRY, EXIT, FURLOUGH, AND TRANSFER
POLICIES**



STATEMENT of PHILOSOPHY

It is the belief of Tidehaven ISD that all students should be provided with a program for those students who are capable of high performance. Realizing that some of these students have not always achieved their maximum potential, Tidehaven ISD is committed to provide services to help and encourage these students. The teachers of this district are committed to develop within each individual a desire for excellence and a sense of individual responsibility to self and society.

STATE GOAL of GIFTED/TALENTED PROGRAM:

Students who participate in services designated for gifted students will demonstrate skills of self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and area 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 quality products and performances as part of their program.

DISTRICT GOAL of GIFTED/TALENTED PROGRAM:

The purpose of Tidehaven ISD's Gifted/Talented Program is to provide opportunities for gifted children to fully develop their individual potential and learn to express their ideas clearly and creatively; meanwhile examine the full spectrum of the academic experience.

PROGRAM DEFINITION

The Tidehaven Independent School District gifted and talented program serves the special needs of learners, K-12, who demonstrate exceptional abilities in the areas of math, language arts/English, social studies, and science. This program is identified as a general intellectual program. ***(See Board policy EHBB(Legal) and EHBB(Local). A copy of this Board policy can be obtained in the principal's or superintendent's office.***

DISTRICT G/T ADVISORY COMMITTEE

Sharon Foltyn – Tidehaven ISD Counselor
Robert Franco - Markham Elementary Principal
Anned Gilbert - Intermediate Teacher
Susie Glasscock - High School Teacher
Gayle King- Markham Elementary 1st Grade Teacher
Cindy Hickl – Parent
Tom Jones - Superintendent
Millie Schaer - Blessing Elem. 3rd Grade Teacher
Kathy Boyett - High School Principal
Debra Taska - Intermediate Principal
Dwight Varva - Parent



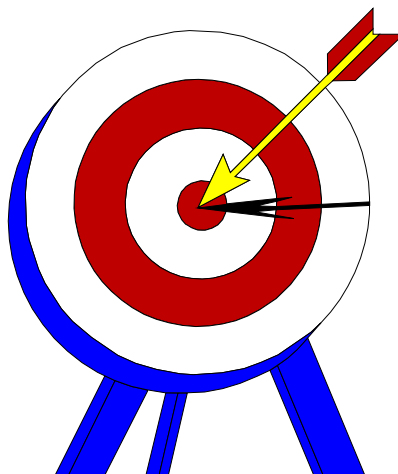
PROGRAM EVALUATION

Tidehaven ISD will use several procedures to evaluate the District's gifted/talented program. Some methods used will be questionnaires, self-evaluations, teacher observation, and standardized test results. The evaluations will include both formative and summative evaluations (See attachments).

STUDENT EVALUATION

Questionnaires, self-appraisals, teacher observations, student products, criterion references tests and standardized tests will be used to evaluate the progress of students who are participating in the district's gifted/talented program.

This committee recognizes the importance of the continuous evaluation of the District's gifted/talented program. Our expectation is that each year this committee will discover more practical and specific methods of evaluating the district's gifted/talented program.



I. ENTRY POLICY

A. Nomination

Nominations may be made by any of the following persons who are familiar with the student's abilities, potential, performance, and past records:

- * Teachers who have had the student in class
- * Parent/Guardians who nominate their own or another child
- * Administrators who know the student
- * Professionals who have relevant data to contribute on a particular student
- * Students who nominate themselves
- * Peers

Ideally, all kindergarten students are nominees for the gifted program. The kindergarten teachers and principal will assess students' progress and products and make recommendations based on an understanding of what might be the expected student performance at a given age and stage of development. Tidehaven will provide services by the second semester of kindergarten for those students who clearly qualify for program placement.

The identification process is ongoing, and additional students may be added later in kindergarten or any grade level where a student's potential indicates that the program for the gifted is the appropriate educational move.



B. Screening

Screening is conducted by the Campus Screening, Selection, and Exit Committee composed of the campus principal and teachers.

Identification is based upon data from a minimum of three sources that include both objective and subjective measures. These may include, but are not limited to, the following criteria:

- * standardized achievement test
- * group-administered IQ test
- * parent questionnaire
- * teacher nomination
- * pupil product(s)
- * student interview
- * other pertinent evidence

Written permission of parents will be secured if special testing is needed for screening or selection.

C. Selection

Following completion of the nomination and screening procedures, election of students will be made by the Campus Screening, Selection, and Exit Committee. This committee will organize and display the student data using the maximum scores approach. In this approach, a student may qualify for the Tidehaven G/T Program by achieving a maximum number of matrix points on the Identification Matrix, as adopted by the TISD Board of Education.

Participation in any program or service offered for gifted/talented students is voluntary on the part of the students and requires written permission of their parents or legal guardians.



D. Appeals

When questions arise as to the Screening, Selection, and Exit Committee's decision and/or if more information is requested by the parents, the following procedure is recommended:

Step 1 - The parent should contact the campus principal and setup a conference with him/her and/or the Campus Screening, Selection, and Exit Committee.

Step 2 - Contact the supt. of the school district to set up a conference.

Step 3 - The results of the conference with the Superintendent may be appealed to the Board of Trustees.

See Board policy FNG(Local) for more information about the appeal process. A copy of this policy can be found in the principal's and/or superintendent's offices.

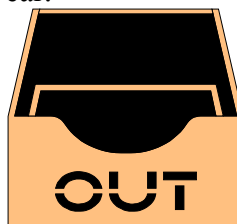
II. EXIT POLICY

Requiring a student to exit from the G/T program is a serious consideration. Care and sensitivity should guide educators and parents when they are considering the exiting of a student from the G/T program.

The Campus Screening, Selection, and Exit Committee will make a decision regarding exiting of a student from the program for educational, psychological, and personal reasons **after** consultation with both student and parents. Such decisions may be based on any or all of the following data with # 1 and # 2 given the greatest weight in the decision:

1. student request for withdrawal from the program or services with parental permission
2. parental request for withdrawal from the program or services
3. teacher recommendations based on observation and documentation of student behavior, performance, and products

Prior to formal exit from the program, the Notification of Exit Letter must be on file. A student who is exited from the program may be renominated the following school year.



III. FURLOUGH POLICY

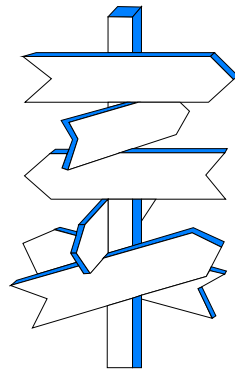
Students who are unable to maintain satisfactory performance within the structure of the gifted and talented program may be placed on furlough by the selection committee. The purpose of such a furlough is to provide the student and parent/guardian an opportunity to request a "time out" from the G/T program. Generally, the furlough will be granted because of a request by the student and/or parent/guardian. 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.

IV. TRANSFER POLICY

A student who enters from another school district's G/T program will be placed into the Tidehaven G/T Program within six-weeks of their enrollment in Tidehaven ISD. The incoming student and parent/guardian will, in a conference with the campus principal, receive an explanation of Tidehaven's criteria for participation in the program as they compare with those of the student's previous program.

If the campus G/T selection committee and/or a parent/guardian thinks that the student may not meet Tidehaven's criteria or that the student may have difficulty experiencing success in the district's program, the committee or the parent/guardian may request that the student not be included in the program or that the student be screened using the criteria adopted by Tidehaven.

A student leaving the Tidehaven G/T Program will receive a full report concerning his/her G/T progress to take to the new school.



APPENDICES

CHARACTERISTICS OF ACADEMICALLY TALENTED STUDENTS*

1. Longer attention span.
2. Learns rapidly, easily, and with less repetition.
3. Learns to read sooner and continues to read at a consistently more advanced level.
4. More mature in the ability to express himself or herself through the various communicative skills.
5. Reaches higher levels of attentiveness to his or her environment.
6. Asks more questions and really wants to know the causes and reasons for things.
7. Likes to study some subjects that are difficult for the enjoyment of learning.
8. Spends time beyond the ordinary assignments or schedules on things that are of interest to him.
9. Knows about many things of which other children are unaware.
10. Is able to adapt learning to various situations somewhat unrelated to orientation.
11. Reasons out more problems since he recognizes relationships and comprehends meanings.
12. Analyzes quickly mechanical problems, puzzles, and trick questions.
13. Shows a high degree of originality and often uses good but unusual methods or ideas.
14. Possesses one or more special talents.
15. Is more adept in analyzing his own abilities, limitations, and problems.
16. Performs with more poise and can take charge of the situation.
17. Has more emotional stability.
18. Evaluates facts and arguments critically.
19. Has diverse, spontaneous, and frequently self-directed interests.

*Source: Austin Independent School District, Austin, Texas

**IDENTIFICATION MATRIX
GIFTED AND TALENTED PROGRAM
TIDEHAVEN ISD, GRADES K - 2**

Student's Name: _____

Date: _____

Homeroom Teacher: _____

Blessing or Markham

MATRIX PTS.	5	4	3	2	1
<i>Parent Inventory</i>	8 - 6 Questions	5 - 4	3	2	1
<i>Renzulli-Hartman</i>	31+	30 - 24	23 - 9	8 - 2	1 - 0
I. Learning _____					
II. Motivate _____	30+	29 - 24	23 - 12	11 - 7	6 - 0
III. Creativity _____	28+	27 - 23	22 - 12	11 - 8	7 - 0
IV. Leadership _____	36+	35 - 30	29 - 16	15 - 9	8 - 0
Average of Tests _____	_____	_____	_____	_____	_____
<i>Pupil Product Portfolio (PPP)</i>		4	3	2	1
	N/A				
<i>ITBS Read</i>	99 - 97.5% ile 92 + NCE	97 - 84% ile 91 - 71 NCE	83 - 16% ile 70 - 29 NCE	15 - 3% ile 28 - 8 NCE	2 - 0% ile < 8 NCE
<i>S.S.</i>					
<i>Sci.</i>					
<i>Math</i>					
<i>NNAT</i>	99 - 97.5% ile	96 - 84% ile	83 - 16% ile	15 - 3% ile	2 - 0% ile
A circle around the total indicates close to a higher ranking. (Consider standard error of measure.)					TOTAL

**IDENTIFICATION MATRIX
GIFTED AND TALENTED PROGRAM
TIDEHAVEN ISD, GRADES 3 - 5**

Student's Name: _____

Date: _____

Homeroom Teacher: _____

Blessing or Markham

MATRIX PTS.	5	4	3	2	1
<i>Parent Inventory</i>	8 - 6 Questions	5 - 4	3	2	1
<i>Renzulli-Hartman</i>	31+	30 - 24	23 - 9	8 - 2	1 - 0
I. Learning _____					
II. Motivate _____	30+	29 - 24	23 - 12	11 - 7	6 - 0
III. Creativity _____	28+	27 - 23	22 - 12	11 - 8	7 - 0
IV. Leadership _____	36+	35 - 30	29 - 16	15 - 9	8 - 0
Average of Tests _____	_____	_____	_____	_____	_____
<i>Pupil Product Portfolio (PPP)</i>		4	3	2	1
	N/A				
<i>ITBS</i>	99 - 97.5% ile 92 + NCE	97 - 84% ile 91 - 71 NCE	83 - 16% ile 70 - 29 NCE	15 - 3% ile 28 - 8 NCE	2 - 0% ile < 8 NCE
<i>Read</i>					
<i>S.S.</i>					
<i>Sci.</i>					
<i>Math</i>					
<i>I.Q</i>	99 - 97.5% ile 130+	97 - 84% ile 129 - 115	83 - 16% ile 114 - 86	15 - 3% ile 85 - 71	2.5 - 0% ile 70 - 0
A circle around the total indicates close to a higher ranking. (Consider standard error of measure.)					
TOTAL					

IDENTIFICATION MATRIX GIFTED AND TALENTED PROGRAM TIDEHAVEN ISD, GRADES 6 - 12

Student's Name: _____

Date: _____

Homeroom Teacher: _____

Intermediate / High School

MATRIX PTS.	5	4	3	2	1
<i>Parent Inventory</i>	8 - 6	5 - 4	3	2	1
<i>Renzulli-Hartman</i>	31+	30 - 24	23 - 9	8 - 2	1 - 0
I. Learning _____					
II. Motivate _____	30+	29 - 24	23 - 12	11 - 7	6 - 0
III. Creativity _____	28+	27 - 23	22 - 12	11 - 8	7 - 0
IV. Leadership _____	36+	35 - 30	29 - 16	15 - 9	8 - 0
Average of Tests _____					
<i>TAKS Read/ELA/SS - Commended Performance</i>	Y or N	Y or N			
<i>TAKS Math/Sci Commended Performance</i>	Y or N	Y or N			
<i>GPA (Previous 2 yrs.)</i>	100 - 97	96 - 93	92 - 89	88 - 85	84 - 81
<i>I.Q (NNAT)</i>	99 - 97.5% ile 130+	97 - 84% ile 129 - 115	83 - 16% ile 114 - 86	15 - 3% ile 85 - 71	2.5 - 0% ile 70 - 0
A circle around the total indicates close to a higher ranking. (Consider standard error of measure.)					TOTAL

TIDEHAVEN Independent School District
TEACHER/PARENT "NOMINATION FORM"
for Screening for the Gifted & Talented Program

Intellectually or Academically gifted:

- 1) Has vocabulary or knowledge that is unusually advanced for age or grade.
- 2) Has knowledge about things of which other children are unaware.
- 3) Grasps concepts quickly, easily, without much repetition. (Bored with routine tasks and may refuse to do rote homework.)
- 4) Recognizes relationships and comprehends meanings. (May make jokes or puns at inappropriate times.)
- 5) Has unusual insight into values and relationships. (May perceive injustices and assertively oppose them.)
- 6) Asks more provocative questions about the causes and reasons for things. (May refuse to accept authority and be non-conforming.)
- 7) Evaluates facts, arguments, and persons critically. (May be self-critical, impatient or critical of self and others, including the teacher.)
- 8) Enthusiastically generates ideas or solution to problems and questions. (May dominate others because of abilities.)
- 9) Has intense, often diverse self-directed interests. (May be difficult to get involved in topics he/she is not interested in.)
- 10) Prefers to work independently. (May be highly individualistic and seem stubborn.)

=====

Please nominate student(s) who consistently display several of these characteristics. Keep in mind some of the more "difficult" characteristics in parenthesis.

Blessing / Markham / Intermediate / High School ***Date:*** _____

<i>Name of Student</i>	<i>Grade</i>	<i>Name of Teacher</i>
_____	_____	_____
_____	_____	_____

Nominating Teacher/Parent/Guardian (Optional) _____

TIDEHAVEN Independent School District
"Teacher Inventory"
(SCALE FOR RATING BEHAVIORAL CHARACTERISTICS OF SUPERIOR STUDENTS.)
for Screening for the Gifted & Talented Program

Joseph S. Renzulli / Robert K. Hartman

Name _____ Date _____

School _____ Grade _____ Age _____
Years/Months

Teacher or person completing this form _____

How long have you know this child? _____ Months

Directions: These scales are designed to obtain teacher estimates of a student's characteristics in the areas of learning, motivation, creativity, and leadership. The items are derived from the research literature dealing with characteristics of gifted and creative persons. It should be pointed out that a considerable amount of individual differences can be found within this population, and therefore, the profiles are likely to vary a great deal. Each item in the scales should be considered separately and should reflect the degree to which you have observed the presence or absence of each characteristic. Since the four dimensions of the instrument represent relatively different sets of behaviors, the scores obtained from the separate scales should not be summed to yield a total score. Please read the statements carefully and place an X in the appropriate place according to the following scale of values:

1. If you have seldom or never observed this characteristic.
2. If you have observed this characteristic occasionally.
3. If you have observed this characteristic to a considerable degree.
4. If you have observed this characteristic almost all of the time.

Space has been provided following each item for your comments.

SCORING: Separate scores for each of the three dimensions may be obtained as follows:

- Add the total number of X's in each column to obtain the "Column Total."
- Multiply the Column Total by the "Weight" for each column to obtain the "Weighted Column Total."
- Sum the Weighted Column Totals across to obtain the "Score" for each dimension of the scale.
- Enter the scores below.

Learning Characteristics _____

Motivational Characteristics _____

Creativity Characteristics _____

Leadership Characteristics _____

Average of Above Scores _____

SCALE FOR RATING BEHAVIORAL CHARACTERISTICS OF SUPERIOR STUDENTS

Joseph S. Renzulli / Robert K. Hartman

PART I: LEARNING CHARACTERISTICS

	1	2	3	4
1. Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by "richness" of expression, elaboration and fluency.	_____	_____	_____	_____
2. Possesses a large storehouse of information about a variety of topics (beyond the usual interests of youngsters his/her age.	_____	_____	_____	_____
3. Has quick mastery and recall of factual information.	_____	_____	_____	_____
4. Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many thought provoking questions (as distinct from factual or informational questions), wants to know what makes things (or people) "tick".	_____	_____	_____	_____
5. Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people or things; looks for similarities and differences in events, people, and things.	_____	_____	_____	_____
6. Is a keen and alert observer; usually sees more or gets more out of a story, film, etc. than others.	_____	_____	_____	_____
7. Reads a great deal on his/her own; usually prefers adult level books; does not avoid difficult material; may show a preference of biography, autobiography, encyclopedias or atlases.	_____	_____	_____	_____
8. Tries to understand complicated material by separating it into respective parts; reasons things out for him/herself; sees logical & common sense answers	_____	_____	_____	_____
COLUMN TOTAL	_____	_____	_____	_____
WEIGHT	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
WEIGHTED COLUMN TOTAL	_____	_____	_____	_____
TOTAL	_____			

SCALE FOR RATING BEHAVIORAL CHARACTERISTICS OF SUPERIOR STUDENTS

Joseph S. Renzulli / Robert K. Hartman

PART II: MOTIVATIONAL CHARACTERISTICS

	1	2	3	4
1. Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion. (It is sometimes difficult to get him to move on to another topic.)	_____	_____	_____	_____
2. Is easily bored with routine tasks.	_____	_____	_____	_____
3. Needs little external motivation to follow through in work that initially excites him.	_____	_____	_____	_____
4. Strives toward perfection; is self critical; is not easily satisfied with his own speed or products.	_____	_____	_____	_____
5. Prefers to work independently; requires little direction from teachers.	_____	_____	_____	_____
6. Is interested in many "adult" problems such as religion, politics, race--more than usual for age level.	_____	_____	_____	_____
7. Often is self assertive (sometimes even aggressive); stubborn in his beliefs.	_____	_____	_____	_____
8. Likes to organize and bring structure to things, people, and situations.	_____	_____	_____	_____
9. Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things.	_____	_____	_____	_____
COLUMN TOTAL	_____	_____	_____	_____
WEIGHT	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
WEIGHTED COLUMN TOTAL	_____	_____	_____	_____
TOTAL	_____			

SCALE FOR RATING BEHAVIORAL CHARACTERISTICS OF SUPERIOR STUDENTS

Joseph S. Renzulli / Robert K. Hartman

PART III: CREATIVITY CHARACTERISTICS

	1	2	3	4
1. Displays a great deal of curiosity about many things; is constantly answering questions about anything and everything.	_____	_____	_____	_____
2. Generates a large number of ideas or solutions to problems and questions; often offers unusual or "way out", unique and clever responses _____	_____	_____	_____	_____
3. Is uninhibited in expressions of opinion; is sometimes radical and spirited in disagreement; is tenacious.	_____	_____	_____	_____
4. Is a high risk taker; is adventurous and speculative.	_____	_____	_____	_____
5. Displays a good deal of intellectual playfulness; fantasizes; imagines (I wonder what would happen if?); manipulates ideas (i.e. - changes, elaborates upon them); is often concerned with adapting, improving, and modifying institutions, objects, or systems.	_____	_____	_____	_____
6. Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.	_____	_____	_____	_____
7. Is unusually aware of his/her impulses and more open to the irrational in him/herself (freer expression of feminine interests for boys and a greater than usual amount of independence for girls); shows emotional sensitivity.	_____	_____	_____	_____
8. Is sensitive to beauty; attends to aesthetic characteristics of things.	_____	_____	_____	_____
9. Nonconforming; accepts disorder; is not interested in details; is individualistic; does not fear being different.	_____	_____	_____	_____
10. Criticizes constructively; is unwilling to accept authoritarian pronouncements without critical examination.	_____	_____	_____	_____
COLUMN TOTAL	_____	_____	_____	_____
WEIGHT	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
WEIGHTED COLUMN TOTAL	_____	_____	_____	_____
TOTAL	_____			

SCALE FOR RATING BEHAVIORAL CHARACTERISTICS OF SUPERIOR STUDENTS

Joseph S. Renzulli / Robert K. Hartman

PART IV: LEADERSHIP CHARACTERISTICS

	1	2	3	4
1. Carries responsibility well; can be counted on to do what he has promised and usually does well.	_____	_____	_____	_____
2. Is self-confident with children his own age as well as adults; seems comfortable when asked to show his/her work to the class.	_____	_____	_____	_____
3. Seems to be well-liked by his/her classmates.	_____	_____	_____	_____
4. Is cooperative with teachers and classmates; tends to avoid bickering and is generally easy to get along with.	_____	_____	_____	_____
5. Can express him/herself well; has a good verbal facility and is usually well understood.	_____	_____	_____	_____
6. Adapts readily to new situations; is flexible in thought and action and does not seem disturbed when the normal routine is changed.	_____	_____	_____	_____
7. Seems to enjoy being around others; is sociable and prefers not to alone.	_____	_____	_____	_____
8. Tends to dominate others when they are around; generally directs the activity in which he/she is involved.	_____	_____	_____	_____
9. Participates in most social activities connected with school; can be counted on to be there if anyone is.	_____	_____	_____	_____
10. Excels in athletic activities; is well-coordinated and enjoys all sorts of athletic games.	_____	_____	_____	_____
COLUMN TOTAL	_____	_____	_____	_____
WEIGHT	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
WEIGHTED COLUMN TOTAL	_____	_____	_____	_____
TOTAL	_____			

TIDEHAVEN Independent School District
"PARENT INVENTORY"
for Screening for the Gifted & Talented Program
Grades K - 3

Student's Name: _____ DOB: _____ Grade: _____

Parent/Guardian's Name: _____ Phone #: _____

In order to make school more meaningful for your child, would you please take some time to complete the following inventory? The G/T Screening Committee will use this information and other data to screen your child for the Gifted/Talented program. After completing this inventory, place it in a sealed envelope and return it to your child's teacher. Complete the following items as they best describe your child. Be sure to give concrete, specific examples. Credit will be given only for those answers which have specific examples which demonstrate the trait and exceed standard expectations.

1. Reasons out explanations for him/herself.

2. Has an advanced vocabulary.

3. Figures out the "why" of things.

4. Sees several different ideas when others usually see only one.

5. Remembers facts and details.

6. Enjoys doing things differently from the way other do them.

7. Gives vivid descriptions when telling stories.

8. Uses imagination.

TIDEHAVEN Independent School District
"PARENT INVENTORY"
for Screening for the Gifted & Talented Program
Grades 4 - 12

Student's Name: _____ DOB: _____ Grade: _____

Parent/Guardian's Name: _____ Phone #: _____

In order to make school more meaningful for your child, would you please take some time to complete the following inventory? The G/T Screening Committee will use this information and other data to screen your child for the Gifted/Talented program. After completing this inventory, place it in a sealed envelope and return it to your child's teacher. Complete the following items as they best describe your child. Be sure to give concrete, specific examples. Credit will be given only for those answers which have specific examples which demonstrate the trait and exceed standard expectations.

1. Has an advanced vocabulary.

2. Enjoys solving problems.

3. Is an imaginative, creative thinker.

4. Expresses understanding of another's point of view.

5. Says or does something indicating a finely developed sense of humor.

6. Has high expectations of self and others.

7. Creates and invents at an advanced level.

8. Has a strong sense of justice; desires fairness and consistency.

TIDEHAVEN Independent School District
"PUPIL PRODUCT PORTFOLIO FORM"
for Screening for the Gifted & Talented Program
in Grades K - 5

Name of Student _____ Grade _____

Product (s) Submitted To: _____

Brief description of product (s)

I. Following Directions

- A. Did it fulfill the purpose intended?
- B. Did it achieve the goal/objective?
- C. Is it appropriate for the intended audience?

IS YOUR CHILD GIFTED??

Have you noticed these traits in your child?

Unusually large vocabulary

Creative and curious

Asks thought provoking questions

Remembers information easily

Reads above his/her grade level

If you recognize one or more of these traits in your child, there is a possibility that he/she may qualify for the District's gifted/talented program.

Most educators today agree with the Council for Exceptional Children's definition of gifted/talented children as "those children and youth whose abilities, talents, and potential accomplishments are so outstanding they require special provisions to meet their educational needs. These are persons of exceptional promise whose capabilities predict contributions of lasting merit in widely varying fields."

At Tidehaven ISD, we are dedicated to helping all children discover and reach his/her potential from kindergarten to the 12th grade. We need your assistance as a parent to identify those students with hidden gifts and potential.

We invite you to a meeting on _____ at _____ p.m. in the _____ to hear more about the characteristics of a gifted/talented child; discuss the nomination procedures, and the characteristics of the district's gifted/talented program. (Handouts will be provided.)

(Principals - This is a sample of a memo you could send to parents inviting them to your campus to discuss your gifted/talented program)

(Principals - Sample beginning of the year memo to parents of all students on a campus)

TO: All Parents/Guardians of Students at _____
FROM: _____, Principal
Re: Gifted/Talented Program
DATE: August __, 19__

The Tidehaven ISD's enrichment program for gifted/talented students will once again serve students in kindergarten through 12th grades. Each student is carefully screened according to the rules and regulations established by the Board of Trustees to determine whether or not these children qualify for this program.

Identification is based upon data from a minimum of five(5) sources that include both objective and subjective measures. Tidehaven ISD uses the following criteria to screen all candidates:

1. Parent Inventory
2. Teacher Inventory (Renzulli-Hartman)
3. Student's Intelligence Quotient (IQ)
4. Criterion or Norm-Referenced Test
5. Pupil Products
6. GPA in grades 6-12

After the data is collected, the information is put on a matrix. Scores from the matrix are then ranked ordered from high to low. Those students whose scores are within the top 5% - 10% of their grade will be identified and served in TISD's gifted/talented program.

Participation in any program or service offered to gifted/talented students is voluntary on the part of the students and requires written permission from the parents or legal guardians.

It is our goal that the screening process will be completed in the month of September and that services for the newly identified students in grades 1-12 begin by the first week of October. The teachers in kindergarten will assess student progress and products and make recommendations based on an understand of what might be the expected student performance at a given age and stage of development. Tidehaven ISD will provide services for identified kindergarten students by the beginning of the second semester of the current school year.

Any parent/guardian of an identified gifted/talented student may request that his/her child be exited or furlough from the gifted/talented program. Parents/guardians considering this action should make an appointment with their campus principal.

Should you have and questions or concerns about Tidehaven ISD's gifted/talented program, please contact your campus principal.

Tidehaven Independent School District
Decision of the Gifted/Talented Campus Review Committee

Name of Student: _____

Summary of Student's Specific Strengths:

Specific Instructional Strategies for Meeting the Student's Needs:

Teacher's Narrative and Recommendations:

=====
Based on the preponderance of evidence, the G/T Campus Review Committee makes the following recommendation:

- _____ Accept the above student in the District's G/T program
- _____ At this time the above student does not meet the qualifications for acceptance into the District's G/T program
- _____ At this time the above student is recommended to be place on furlough for _____

Members of Committee

_____ Agree/ Disagree
Campus Chairperson Date

_____ Agree/ Disagree
G/T Teacher Date

_____ Agree/ Disagree
Classroom Teacher (G/T Certified) Date

(For School Use Only)

XXXXXX DATE XXXXXX

PARENTAL CONSENT FOR TESTING

Dear Parent/Guardian:

Your child, XXXXXXXXXXXXXXXXXXXX, has been nominated for the Tidehaven ISD's gifted and talented program for the school year XXXXXXXXXX. To identify the students who are capable of performing well in this program it is necessary to do additional testing and to follow special screening and documentation procedures. Before your child is given further consideration, we need an indication of your interest in the program and your permission to involve your child in additional testing. It should be noted that a nomination does not mean that your child will be accepted into the program. It only indicates that your child will be considered as a possible candidate.

Please complete the permission slip below and return it to me at your earliest convenience.

If you have any questions, please contact your child's campus principal.

Sincerely,

Selection Committee Members:

_____ - Campus Principal

_____ - Campus Gifted/Talented Coordinator

_____ - Classroom Teacher

_____ - Classroom Teacher

I do _____ do not _____ want my child, XXXXXXXXXXXXXXXXXXXX considered for the Tidehaven ISD's Gifted and Talented Program. I understand that my desire to have my child considered includes permission to give my child additional tests if necessary.

PARENT/GUARDIAN'S SIGNATURE

DATE

XXXXXX DATE XXXXXX

PARENTAL CONSENT to PARTICIPATE in G/T PROGRAM

Dear Parent/Guardian:

The gifted and talented selection committee for XXXXXXXXXXXXX School, having reviewed a wide variety of criteria for program admittance, has recommended that your son/daughter participate in the gifted and talented program. In addition to participating in the basic academic program, your child will be working on individual projects, group training in higher-level thinking processes, research, and various enrichment activities.

The decision to allow your child to participate in a program for the gifted and talented has broad implications for your child's future. **Please complete the following form at your earliest convenience and return it to me.**

If you have any questions, please contact your child's campus principal.

Sincerely,

Selection Committee Members:

- _____ - Campus Principal
- _____ - Campus Gifted/Talented Coordinator
- _____ - Classroom Teacher
- _____ - Classroom Teacher

_____ has my permission to participate in the gifted and talented program at XXXXXXXXXXXXXXXXXXXXX School.

I understand that continued participation is based on performance in the classroom and that evaluations will occur each six weeks.

PARENT/GUARDIAN SIGNATURE

DATE

Relationship to student

XXXXXX DATE XXXXXX

PARENTAL NOTICE
of NON-QUALIFICATION
for G/T PROGRAM

Dear Parent/Guardian:

Your interest in the Tidehaven Gifted and Talented Program has been most appreciated. The campus gifted/talented screening committee, composed of the principal, gifted/talented teacher, and a classroom teacher, met to review the data that was collected concerning your child. It is the responsibility of this committee to determine if any students meets the Board approved criteria for inclusion in the district's G/T program. Many students who were nominated did not qualify. This by no means changes the fact that these students are highly intellectual, highly creative, or academically superior. It merely means their evaluations did not fall within the Board approved guidelines for admission to the district's gifted/talented program. After considering all the criteria for selection, XXXXXXXXXXXXXXXXXXXXXX's score did not qualify him/her for the program.

Your son/daughter may be re-nominated during any future school year.

If you have any questions concerning the selection process, please contact your child's campus principal.

Sincerely,

Selection Committee Members:

_____ - Campus Principal

_____ - Campus Gifted/Talented Coordinator

_____ - Classroom Teacher

_____ - Classroom Teacher

XXXXXX DATE XXXXXX

NOTIFICATION of FURLOUGH
from G/T PROGRAM

Dear Parent/Guardian:

After gathering information from a variety of sources and evaluating the work and progress of your child XXXXXXXXXXXXXXXXXX, it is the decision of the G/T Screening Committee to suggest your son/daughter take some time away from the Gifted/Talented Program. This decision in no way reflects upon her intelligence, character, or ability, and he/she will remain in our gifted and talented program, but on a furlough status. His/her work, to this point, has been satisfactory, but the committee does not feel that he/she is ready for the quicker pace. We want him/her to experience nothing but success within the context of our gifted program, and the program's higher intensity and speed during the next several months might result in his/her doubting his/her own capacity for participation in such programs in the future. At this time it is the belief of this committee that he/she needs to continue their regular school work without the pressure, higher intensity and speed of the G/T program. Once again, this furlough does not remove your child from the G/T program.

If in the future (normally about twelve weeks), you, your child, or his/her teacher feel that your son/daughter can once again be best served in the G/T program, a conference will be held to discuss his/her re-entry into the G/T program.

Please sign the enclosed copy of this letter and return it to me in the enclosed, self-addressed stamped envelope.

Sincerely,

Selection Committee Members:

- _____ - Campus Principal
- _____ - Campus Gifted/Talented Coordinator
- _____ - Classroom Teacher
- _____ - Classroom Teacher

I would like for my child, XXXXXXXXXXXXXXXXXX, to be **furloughed** from the Tidehaven ISD Gifted and Talented Program.

PARENT/GUARDIAN'S SIGNATURE

DATE

XXXXXX DATE XXXXXX

NOTIFICATION OF EXIT
AS REQUESTED BY PARENT

Dear Parent/Guardian:

As per your request, your child, XXXXXXXXXXXXXXXXXX, has been removed from the Tidehaven Independent School District's gifted and talented program. In the event you should wish XXXXXXXXXXXXXXXXXX to participate in the program again, it will be necessary to re-apply. Re-testing will be done if test scores are more than two years old, and placement will be based on test results and available space.

Please sign the enclosed copy of this letter and return it to me in the enclosed, self-addressed stamped envelope.

Sincerely,

Selection Committee Members:

_____ - Campus Principal

_____ - Campus Gifted/Talented Coordinator

_____ - Classroom Teacher

_____ - Classroom Teacher

I do **not** want my child, XXXXXXXXXXXXXXXXXX, to continue to participate in the Tidehaven ISD Gifted and Talented Program.

PARENT/GUARDIAN'S SIGNATURE

DATE

Attach

TEA rules

Concerning G/T

to this document.

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