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Aldine ISD Gifted and Talented Mission, Vision and Goals

Mission

By using an equity lens and best practices associated with equity, Aldine ISD Advanced Academics will ensure all students are afforded the opportunity to participate in gifted and advanced academics programs, increase their exposure to rigorous advanced course work, and maximize their potential.

Vision

To ensure equitable procedures for the identification of gifted students and educate each gifted/talented/Advanced Academics student in a safe learning environment so they may develop to their highest potential and become contributing citizens. Gifted students will make academic growth commensurate with their abilities, due to their involvement in appropriately rigorous and challenging educational opportunities responsive to their individual strengths and needs.

Goals

The district’s goals for gifted and talented students are aligned to the Texas State Plan for the Education of Gifted/Talented students:

- **Goal 1: Student Assessment**
  District assessment instruments and gifted/talented identification procedures will provide students an opportunity to demonstrate their diverse talents and opportunities.

- **Goal 2: Program Design**
  A flexible system of viable service options will provide a research-based learning continuum that is developed and consistently implemented throughout the district to meet the needs and reinforce the strengths and interests of gifted/talented students.

- **Goal 3: Curriculum and Instruction**
  Curriculum and Instruction for gifted/talented students will consist of
differentiating the general curriculum through depth, complexity, and flexible pacing.

- **Goal 4: Professional Development**
  Ongoing professional development will ensure that all personnel involved in the planning, development, or delivery of services to gifted and talented students have the expertise necessary to offer appropriate options and differentiated curriculum.

- **Goal 5: Family/Community Development**
  The district will involve family and community members in services designed for gifted/talented students throughout the school year.
Aldine ISD Gifted and Talented Contacts

Executive Director Advanced Academics ………………………………..Susan Pelezno, Ph.D.

Each campus has a GT Coordinator. Contact individual campuses for contact information.

Role of the GT Coordinator

1. Disseminate information regarding GT referral and nomination process in the building.
2. Be a resource for GT teachers.
3. Serve on the GT Support Committee of three or more members.
4. Initiate testing and screening of all students referred for GT services.
5. Consult with principal and other administrators regarding placement and services for GT and accelerated students.
6. Disseminate information to teachers, administrators and staff regarding GT training requirements.
7. Document initial 30-hour GT training and 6-hour update training for all GT teachers in the building.
8. Monitor all GT and Accelerated students each nine-week grading period.
9. Monitor all GT and Accelerated student folders and records to ensure accuracy when exchanging folders at the next grade level.
10. Accurately code all GT and Accelerated students in the student management system for PEIMS submission.
11. Attend all GT meetings and training.
Definition of Gifted

The following definition is provided by the Texas Education Agency in their guidelines for gifted and talented programs.

Gifted and talented student means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who exhibits high performance capability in an intellectual, creative, or artistic area; possesses an unusual capacity for leadership; or excels in a specific academic field.

The following definition is based on national research from the Javits Grants studies:

Children and youth with outstanding talent perform or show the potential for performing at remarkable high levels of accomplishment when compared with others of their age, experience or environment. These children and youth exhibit high performance capability in intellectual, creative, and/or artistic areas, possess an unusual leadership capacity, or excel in specific academic fields. They require services or activities not ordinarily provided by the schools. Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor.
Five Areas of Giftedness

♦ General intellectual aptitude
♦ Specific academic aptitude
♦ Creative or productive thinking
♦ Leadership ability
♦ Visual and performing arts

Why Identify Gifted Children?

Improving education for everyone is the goal for which we all strive; however, while we are doing that we must also make sure the needs of these underserved children are met. Remember, brain researchers tell us we must use and challenge our brain or we will lose ability. Unless specially planned, school experiences seldom challenge bright students. Identifying children with special needs is the only way to ensure that these needs will be met. Gifted children are among that special needs group that must be identified and served.

Barbara Clark, 1988
Characteristics of the Gifted

A gifted and talented child may exhibit some of the following characteristics:

1. Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal fluency.
2. Possesses a large storehouse of information about a variety of topics (beyond the usual interests of youngsters his age).
3. Has quick mastery and recall of factual information; is easily bored with routine tasks.
4. Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks provocative questions (as distinct from informational or factual questions); wants to know what makes things (or people) "tick".
5. Has a ready grasp of underlying principles and can quickly make valid generalizations and look for similarities in events, people, and things.
6. Is a keen and alert observer, usually sees more than others in a story or film.
7. Reads a great deal on his own; usually prefers adult-level books; does not avoid difficult material; may show a preference for factual material.
8. Tries to understand complicated material by separating it into its respective parts; reasons out things for himself; sees logical and common sense answers.
9. Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion.
10. Strives toward perfection; is self-critical; is not easily satisfied with his own speed or products.
11. Prefers to work independently; requires little direction from teachers.
12. Is interested in many "adult" problems such as religion, politics, sex, race--more than usual for age level.
13. Likes to organize and bring structure to things, people, and situations.
14. Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things.
15. Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything.
CONTINUUM OF SERVICES

According to the Texas State Plan for the Education of Gifted/Talented Students, the Service Design is a flexible system of viable service options that provides a learning continuum developed throughout the district to meet the needs and reinforce the strengths and interests of gifted/talented students. All AISD G/T students are served in classes with teachers who have completed the state- and district-required G/T training.

Campuses must ensure G/T students have opportunities to work together as a group, work with other students, and work independently during the school day throughout the entire school year (TAC §89.3(1) and (3); State Plan 2.2C). Please note that a group is defined as a minimum of three students. In addition, G/T students must be assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four foundation curricular areas (Language Arts/Reading, Math, Science and Social Studies) (TAC §89.3(1) and (3); State Plan 2.1C).

All students identified and placed in the AISD Gifted and Talented Program will be
1. Provided differentiated instruction in the foundation curricular areas by trained GT classroom teachers,
2. Provided opportunities for acceleration in areas of exceptional strength,
3. Served in the GT classrooms through modifications by adding depth and complexity to the state/district curriculum,
4. Provided extension experiences by GT trained campus personnel,
5. Encouraged to exercise creativity and higher level thinking, and
6. Offered quality training by professionals through the preparation of advanced level products (grades 9-12).

Delivery of Services
AISD's Gifted and Talented Program (GT) is divided into two levels, elementary and secondary, and there is no automatic advancement from one level to the next. The Texas State Plan for The Education of Gifted/Talented Students mandates that districts meet the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school.

In grades K-12, all G/T students shall receive instruction daily by a GT trained teacher implementing differentiation through acceleration, adding depth and complexity, higher level thinking skills and developing independent research skills in the four (4) foundation curricular areas (English Language Arts/Reading, Math, Science, Social Studies), emphasizing advanced level products.

Kindergarten: Kindergarten students who are identified as needing GT services will receive services each week by their GT trained teacher starting on/before March 1 of each year.

Elementary (1-5): Identified students are in classes with trained GT teachers at each grade level and will be receiving differentiated instruction in the 4 foundation curricular areas by adding depth and complexity to the district curriculum.

Secondary (6-8): Identified GT students are provided differentiated curriculum in the 4 foundation curricular areas. GT students must be enrolled in at least one GT subject to remain in the gifted program. GT students who take Honors classes may be combined with non-GT identified students in some classes.
Secondary (9-12): Identified GT students are provided differentiated curriculum in the 4 foundation curricular areas in Honors, Advanced Placement, classes (GT students may be combined with non-GT identified students in some classes*) and/or Independent Study, Research, and Special Topics courses, and Dual Credit enrollment/college courses. GT students must be enrolled in at least one of the above types of classes to remain in the gifted program. To accelerate their high school progress, GT students may also utilize Credit By Examination (CBE) and/or Early High School Graduation (completion of coursework in 3 years). See AISD Course Selection Guide for more information. GT students will have opportunities to work with other GT students as a group periodically throughout the school year.

Aldine ISD practices the “state goal for services for gifted students,” as stated in the Texas State Plan for the Education of Gifted/Talented 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 service options.
Nomination Policies and Procedures

Nomination

Referral forms are available to any parent, teacher, student or member of the community. Upon receipt of the nomination, a permission to screen letter will be sent home to the parent. Arrangements for administering the proper test(s) to the student will be made and the necessary data gathered. All data will then be referred to the Building Selection Committee for assessment.

All Kindergarten students are assessed for the Gifted and Talented program each year. All Second grade students are screened for the Gifted and Talented program each year. Any student who scores in the 98th percentile on a nationally standardized test given by AISD will be automatically considered for the Gifted and Talented program.

Kindergarten:
All kindergarten students will be observed and evaluated by their teachers using a district teacher evaluation form, and evaluated using a rubric through a portfolio of student work samples completed. Those students whose data show a preponderance of evidence of GT needs as determined by the campus GT Committee will be identified and then served no later than March 1 of each school year.

Grades 1-5:
All nominated students will be evaluated by teachers, using an AISD-adapted and validated form, a current or recent abilities test score, nationally standardized abilities test scores, portfolios of student work samples, and other available optional measures, additional teacher and parent recommendations, etc. Those students whose data show a preponderance of evidence of GT needs as determined by the campus GT Committee will be identified and served in the 4 foundation curricular areas (identified as general intellectual ability).

Grades 6-12:
All nominated students will be evaluated by teachers, using an AISD-adapted and validated form, a current or recent abilities test score, nationally standardized abilities test scores, portfolios of student work samples, and other available optional measures, additional teacher and parent recommendations, etc. Those students whose data show a preponderance of evidence of GT needs as determined by the campus GT Committee will be identified for GT services in one, two, three, or all four core areas.
Screening

1. All policies and procedures meet state guidelines and are school board approved.
2. Aldine's program is a subject-specific academic gifted and talented program. Students are screened for language arts and math in grades K-12. Students are screened for science and social studies beginning in fifth grade. Screening is on-going and takes place with new data/information.
3. Students screened for the program go through a six-step process: nomination, identification, screening, testing, building screening committee, and placement. The screening uses multiple criteria (qualitative and quantitative) for placement.
4. Assessment results are shared with parents/guardians. Parents/guardians have the right to appeal a placement decision.
5. All identified GT students must have a folder that includes a signed matrix and data to demonstrate criteria used in selection.
6. No student may be placed into the program without the signed approval of the parent or guardian.
7. Once identified, the students must be coded for PEIMS in the Student Management System.
8. GT students are coded and are reflected on the October PEIMS. October PEIMS data on GT students are used to evaluate the district's G/T program.

Gifted and Talented Campus Committees

1. The AISD Gifted and Talented Campus Committees will decide all initial placements in the GT Program, based on the screening criteria.
2. Final selection for program placement is made by the Gifted and Talented Campus Committees.
3. The Committee is composed of the campus GT Coordinator and at least two other persons. These members must be knowledgeable of the needs and potential of gifted and talented students and familiar with the state guidelines for gifted and talented programs. Committee members may include a school administrator, a teacher, a counselor, a psychologist, or a diagnostician. The district makes every effort to ensure the Gifted and Talented Campus Committee is a diverse cross-section of trained personnel to ensure equity.
4. Gifted and Talented Campus Committees will be established at each campus to consider exits, furloughs, and transfers.
5. Decisions are based on the preponderance of evidence, with full consideration given to special circumstances as identified by school records.
Placement

Final selection for program placement is made by a committee at the building level. The committee is composed of the campus’ G/T coordinator and at least two other persons. These members must be knowledgeable of the needs and potential of gifted and talented students and familiar with the state guidelines for gifted and talented programs. Committee members may include a school administrator, a teacher, a counselor, a psychologist, or a diagnostician.

The committee recommends placement for students whose data reflect that the ENCOUNTERS program is the most appropriate educational setting for them. Placement is based on a number of strengths from both subjective and objective criteria. The committee members keep in mind that the aim of the program is to identify those students that demonstrate exceptional strengths or potential in academic achievement, creativity, or leadership.

Appeals Process

Appeal of the committee’s decision begins at the building level. The parents or legal guardians must submit to the principal a written request to appeal the committee’s decision. The purpose of the appeal is to allow the person or persons advocating student admission to submit additional information that was not available during the original screening. The committee will consist of the building principal, the G/T coordinator, other original committee members, and two additional members. Every consideration of the new data will be made. Notification of the committee’s decision will be made within two weeks of the appeal.

Transfer Students

The Encounters program is committed to the acceptance of transfer students from other school district programs. The transfer students are reviewed for performance and appropriate placement in the district’s G/T program within six weeks of enrollment. The placement of transfers from campus to campus within the district are honored and immediately placed and served.

Monitoring

In addition to screening and placement of students into the program, the committee is charged with the review and monitoring of the progress of ENCOUNTERS students. These actions allow the committee to deal with possible errors in identification, transfer of students, and removal of students from the program. Coordinators are encouraged to monitor GT students grades each nine-week grading period.
Furlough

Gifted and Talented Students are not exempt from personal tragedy, serious illness, or family distress. Such distress can impact the student’s performance. Rather than remove the student from the program, a recommendation can be made to furlough the student. This means that for a brief period of time, the student will be placed in an alternative educational setting such as accelerated/honors program or regular program. The committee members meet to decide appropriate action. Any action taken is on a semester basis. At the end of a semester, the committee meets again to determine if the student can return to gifted and talented services. Appropriate placement is determined then. Furloughs are for students who are in crisis which impacts their academic success.

Removal

Removal of a student from the gifted and talented program may be made by the parent or by the building screening committee. A signed Request for Removal form must be filled out and placed in the GT folder. The building committee must meet with the parent prior to removal.
Gifted and Talented Professional Development Requirements

Professional Development for G/T Teachers

School districts shall ensure that:

1. Teachers who provide instruction and services that are a part of the program for gifted students have a minimum of thirty (30) clock hours of professional learning that includes nature and needs of gifted/talented students, identification and assessment of gifted/talented students, and curriculum and instruction for gifted/talented students is required for teachers who provide instruction and services that are a part of the district’s defined gifted/talented services. Teachers are required to have completed the thirty (30) hours of professional learning prior to their assignment to the district’s gifted/talented services (19 TAC §89.2(1)).

   Aldine Independent School District requires GT teachers to receive six hours in each of the following areas:
   - Nature and Needs of Gifted/Talented
   - Creativity and Instructional Strategies
   - Differentiated Curriculum
   - Identification and Assessment
   - Social and Emotional Needs

2. Teachers without required training who are assigned to provide instruction and services that are part of the district’s defined gifted/talented services are required to complete the thirty (30) hour training within one semester (19 TAC 89.2(2)).

Six hour Update Requirement

Teachers must complete 6 hours of update training each year they teach G/T students. Teachers have from April 1 to April 1 (a year to obtain the six hours). The intent of the six-hour update is to provide teachers of G/T students with training that will enable the teacher to differentiate and adjust the depth, complexity, and pacing of lessons to meet the needs of G/T students.

GT Training for Administrators and Counselors

Administrators and counselors who have authority for service decisions for G/T students are required to receive six hours of professional development that includes nature and needs of G/T students and service options for G/T students (TAC §89.2(4); State Plan 4.3C)
**Gifted and Talented Certification**

The State Board for Educator certification (SBEC) offers an optional G/T Supplemental TExES exam. This certification is **not** required by the state or Aldine ISD. This certification **does not** replace the 30 hour foundation training mandated by state law. More information regarding the G/T Supplemental exam can be found on the SBEC website at [www.sbec.state.tx.us](http://www.sbec.state.tx.us).

**GT Training for Honors/AP/IB/OnRamps Teachers**

At the secondary level, many GT students are served through Honors, Advanced Placement, OnRamps or International Baccalaureate courses. Teachers of these courses are **required** to have the 30-hour foundational G/T training. The College Board Summer Institute or IBO training may count for **18** hours for the curriculum and instruction component of the 30-hour foundational G/T training. The teacher would still require training in the nature and needs of G/T students and identification and assessment of G/T students’ needs. AP or IB trainings may also count towards the required 6-hour updated needed annually.

Additional professional development will be planned and implemented based on identified needs.
Appendix A
Texas Administrative Code

<table>
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<th>TITLE 19</th>
<th>EDUCATION</th>
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<tr>
<td>PART 2</td>
<td>TEXAS EDUCATION AGENCY</td>
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<tr>
<td>CHAPTER 89</td>
<td>ADAPTATIONS FOR SPECIAL POPULATIONS</td>
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<tr>
<td>SUBCHAPTER A</td>
<td>GIFTED/TALENTED EDUCATION</td>
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**RULE §89.1 Student Assessment**

School districts shall develop written policies on student identification that are approved by the local board of trustees and disseminated to parents. The policies must:

1. include 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 the Texas Education Code, §29.121;
2. include assessment measures collected from multiple sources according to each area defined in the Texas State Plan for the Education of Gifted and talented Students;
3. include data and procedures designed to ensure that students from all populations in the district have access to assessment and, if identified, services for the gifted and talented program;
4. provide for final selection of students to be made by a committee of at least three local district educators who have received training in the nature and needs of gifted students; and
5. include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.

**Source Note:** The provisions of this §89.1 adopted to be effective September 1, 1996, 21 TexReg 5690.

**RULE §89.2 Professional Development**

School districts shall ensure that:

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

Source Note: The provisions of this §89.2 adopted to be effective September 1, 1996, 21
TexReg 5690; amended to be effective February 13, 2000, 25 TexReg 776

RULE §89.3 Student Services

School districts shall provide an array of learning opportunities for gifted and talented students in
kindergarten through Grade 12 and shall inform parents of the opportunities. Options must
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 entire school year; and
(4) opportunities to accelerate in areas of strength.

Source Note: The provisions of this §89.3 adopted to be effective September 1, 1996, 21
TexReg 5690.

RULE §89.4 Fiscal Responsibility

School districts shall ensure that: no more than 15% of state funds allocated for gifted and talented
education are spent on indirect costs.

Source Note: The provisions of this §89.4 adopted to be effective September 1, 1996, 21
TexReg 5690.

RULE §89.5 Program Accountability

School districts shall ensure that student assessment and services for gifted and talented
students comply with accountability standards defined in the Texas State Plan for the Education
of the Gifted and talented.

Source Note: The provisions of this §89.5 adopted to be effective September 1, 1996, 21
TexReg 5690.
Appendix B
Aldine ISD Gifted and Talented Board Policy

EHBB Legal

A district shall establish a process for identifying and serving gifted and talented students and shall establish a program for those students in each grade level. Under this provision, a district may establish a shared services arrangement with other districts.

A district shall adopt a policy regarding the use of funds to support the district’s program for gifted and talented students.

Education Code 29.122

Definition

“Gifted and talented student” means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

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.

Education Code 29.121

Identification

Students shall be identified as gifted/talented 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 a district have access to assessment and, if identified, to services provided for the gifted/talented program.
4. Provisions for final selection of students to be made by a committee of at least three local district educators who have received training in the nature and needs of gifted students.
5. Provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.

19 TAC 89.1

Learning Opportunities

A district shall provide an array of learning opportunities for gifted/talented students in kindergarten through grade 12 and shall inform parents of the opportunities. Options shall include:

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 entire school year.

4. Opportunities to accelerate in areas of strength.

19 TAC 89.3

Certification and Reporting

A district shall annually certify to the commissioner of education that the district has established a program for gifted and talented students as required by Education Code Chapter 29, Subchapter D and that the program is consistent with the state plan.

If the commissioner determines that a district has failed to comply for a school year, the commissioner shall reduce the total amount of funding as described by Education Code 29.124(b). The commissioner may restore to a district all or part of the funding withheld if during the school year the district complies with the program requirements.

At the same time that a district makes the certification described above, the district shall report to the commissioner regarding the use of funds on the district’s program for gifted and talented students as provided by State Board of Education rule.

Nothing in these provisions may be construed as limiting the number of students that a school district may identify as gifted and talented or serve under the district’s program for gifted and talented students.

Education Code 29.124
**EHBB Local**

**Referral**

Students may be referred for the gifted and talented program at any time by teachers, counselors, parents, or other interested persons.

**Screening and Identification Process**

The District shall provide assessment opportunities to complete the screening and identification process for referred students at least once per school year.

The District shall schedule a gifted and talented program awareness session for parents that provides an overview of the assessment procedures and services for the program prior to beginning the screening and identification process.

**Parental Consent**

The District shall obtain written parental consent before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies at FL.

**Identification Criteria**

The Board-approved program for the gifted and talented shall establish criteria to identify gifted and talented students. The criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities.

**Assessments**

Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but are not limited to, the following: achievement tests, intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, student/parent conferences, and available student work products.
Selection

A selection committee shall evaluate each referred student according to the established criteria and shall identify those students for whom placement in the gifted and talented program is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students, as required by law.

Notification

The District shall provide written notification to parents of students who qualify for services through the District’s gifted and talented program. Participation in any program or services provided for gifted students shall be voluntary, and the District shall obtain written permission from the parents before placing a student in a gifted and talented program.

Reassessment

If the District reassesses students in the gifted and talented program, the reassessment shall be based on a student’s performance in response to services and shall occur no more than once in elementary grades, once in middle school grades, and once in high school grades.

Transfer Students

Interdistrict

When a student identified as gifted by a previous school district enrolls in the District, the selection committee shall review the student’s records and conduct assessment procedures when necessary to determine if placement in the District’s program for gifted and talented students is appropriate.

[See FDD(LEGAL) for information regarding transfer students and the Interstate Compact on Educational Opportunities for Military Children]

Intradistrict

A student who transfers from one campus in the District to the same grade level at another District campus shall continue to receive services in the District’s gifted and talented program.
Furloughs

The District may place on a furlough any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted and talented program. A furlough may be initiated by the District, the parent, or the student.

In accordance with the Board-approved program, a furlough shall be granted for specified reasons and for a specified period of time. At the end of a furlough, the student may reenter the gifted and talented program, be placed on another furlough, or be exited from the program.

Exit Provisions

The District shall monitor student performance in response to gifted and talented program services. If at any time the selection committee or a parent determines it is in the best interest of the student to exit the program, the committee shall meet with the parent and student before finalizing an exit decision.

Appeals

A parent, student, or educator may appeal any final decision of the selection committee regarding selection for or exit from the gifted and talented program. Appeals shall be made first to the selection committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.

Program Evaluation

The District shall annually evaluate the effectiveness of the District’s gifted and talented program, and the results of the evaluation shall be used to modify and update the District and campus improvement plans. The District shall include parents in the evaluation process and shall share the information with Board members, administrators, teachers, counselors, students in the gifted and talented program, and the community.

The District’s gifted and talented program shall address effective use of funds for programs and services consistent with the standards in the state plan for gifted and talented students.

The District shall annually report to the Texas Education Agency (TEA) regarding funding used to implement the District’s gifted and talented program. The District shall annually certify to TEA:

1. The establishment of a gifted and talented program by the District; and
2. That the District’s program is consistent with the state plan for gifted and talented students.

Community Awareness

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

DMA (Legal)

Gifted and Talented Education

A district shall ensure that:

1. Before assignment to the program for gifted students, teachers who provide instruction and services that are part of the program have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessment of student needs, and curriculum and instruction for gifted students.

2. Teachers without the required training who provide instruction and services that are part of the gifted/talented program complete the 30-hour training requirement within one semester.

3. Teachers who provide instruction and services that are part of a program for gifted students receive a minimum of six hours annually of professional development in gifted education.

4. Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

19 TAC 89.2
GT Forms
### Student Identification Profile

**Language Arts/Social Studies (Kindergarten)**

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<th>3 points</th>
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<td>99-93%</td>
<td>92-88%</td>
<td>87-84%</td>
<td>83-79%</td>
<td>78-75%</td>
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<tr>
<td>Academic Grades</td>
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<td>89-85</td>
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<td>79-75</td>
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<td>G</td>
<td>F</td>
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</table>

A student must score a minimum of **20-25** points to qualify for the Aldine ISD Gifted Program and **19-14** points to qualify for the Accelerated Program.

Total Score __________

_____ GT Placement     _____ Accelerated Placement     _____ Continue in Regular Program

Date: ________________

GT Committee Member Signatures

____________________________     ____________________   ____________________
Date: __________________ Student Name: __________________ Grade: __________

Current Campus: __________ ID # _____________ Age: _____ Ethnicity: _____

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Total Score _____________

_____ GT Placement   _____ Accelerated Placement   ______ Continue in Regular Program

Date: _________________

GT Committee Member Signatures

_________________________________  ___________________________  ___________________________
**Aldine Gifted/Talented Education Program**  
1st-12th Grade Student Identification Profile  
**Math/Science**

Date: _______________  
Student Name: ___________________  
Grade: _______________

Current Campus: _______________  
ID #: _______________  
Age: ____  
Ethnicity: ____

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<td>78-75</td>
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A student must score a minimum of **25-30** points to qualify for the Aldine ISD Gifted Program and **24-19** points to qualify for the Accelerated Program.

Total Score: _______________

______ GT Placement  __________ Accelerated Placement  ________ Continue in Regular Program

Date: ______________________

GT Committee Member Signatures

________________________________  ____________________________  ____________________________

Advanced Academics 2019-2020Page 28
A student must score a minimum of **25-30** points to qualify for the Aldine ISD Gifted Program and **24-19** points to qualify for the Accelerated Program.

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**Date: __________________**

**GT Committee Member Signatures**