



Cedar Hill Independent School District

**2020-21**

**GIFTED & TALENTED**

Policies and Regulations Handbook



GIFTED & TALENTED

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# GUIDELINES

## DEFINITION OF GIFTEDNESS (TEC §29.121)

### SUBCHAPTER D. EDUCATIONAL PROGRAMS FOR GIFTED AND TALENTED STUDENTS

Sec. 29.121. DEFINITION. In this subchapter, "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.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

#### Authority

Texas Education Code (TEC), Chapter 29: Educational Programs; TAC Chapter 89: Adaptations for Special Populations, Subchapter A; Gifted and Talented (GT) Education; and Cedar Hill Independent School District (CHISD) Board Policy.

Texas State Law for the Education of Gifted and Talented Students mandates that all school districts provide program services for their gifted and talented students' with the following state goal.

Students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who have participated in services for gifted students will have produced products and performances of professional quality as part of their program services.

The state's goal for G/T students is to ensure that those students who participate in G/T services demonstrate skills in self-directed learning, thinking, research, and communication. G/T students develop innovative products and sophisticated performances that reflect individuality and creativity and are targeted to an audience outside the classroom.

#### Texas State Plan for the Education of GT Students

According to Section §29.123 of the TEC, the *Texas State Plan for the Education of Gifted and Talented* forms the basis of program accountability for state-mandated service for GT students. The state's plan is comprised of the following components:

- Student Assessment,
- Program Design,
- Curriculum and Instruction,
- Professional Development,
- Family/Community Involvement.

#### Standards for GT Programs

Advanced Academics in Cedar Hill Independent School District has the primary responsibility of overseeing, supporting, and monitoring (in collaboration with other departments, regional office and school-based staff) the programs for gifted and talented (GT) students' district-wide. This section of the CHISD Secondary Guidelines includes administrative procedures that support and extend the GT program Standards.

The CHISD *GT Standards* have been established in accordance with the components of the Texas State Plan for the Education of *Gifted/Talented Students* and the state goal for gifted students and are designed to ensure equality in access for all students from all populations in the district and to maintain consistency and integrity in program implementation. All CHISD schools will adhere to these standards.

## THE IMPLEMENTATION OF TEXAS PLAN

### THE IMPLEMENTATION OF THE TEXAS STATE PLAN FOR THE EDUCATION OF GIFTED/TALENTED STUDENTS

#### AN OVERVIEW

Throughout the United States, there has been a call for America's students to master more complex skills and to demonstrate understanding of more sophisticated content. In response, states throughout the country have increased their expectations for student performance. However, while basic competencies are being raised, often there is little done to enhance services for more advanced learners. **National Excellence: A Case for Developing America's Talent**, published by the United States Department of Education in 1993, notes that, "Most American students are encouraged to finish high school and earn good grades. But students are not asked to work hard or master a body of challenging knowledge or skills. The message society often sends to students is to aim for academic adequacy, not academic excellence (p.1)." To assure that this trend is reversed in Texas, the State Board of Education has adopted numerous incentives that encourage districts to support services that go beyond the minimum and that meet the needs of gifted learners. In order to express its commitment to high level learning opportunities for all students, the Texas State Board of Education adopts the following as its goal for services for gifted learners.

#### STATE GOAL FOR SERVICES FOR GIFTED STUDENTS

Students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who have participated in services for gifted students will have produced products and performances of professional quality as part of their program services.

#### MISSION STATEMENT

Cedar Hill ISD is committed to implementing a program that meets the unique social, emotional, and intellectual needs of gifted and talented students through the collaboration of students, educators, parents and community members that ensures opportunities for maximum growth and development for lifelong success. Cedar Hill ISD does not discriminate on the basis of race, religion, color, national origin, economic status, sex, or disability in providing education services, activities, and programs, including vocational programs in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section of the Rehabilitation Act of 1973, as amended.

## PROGRAM OBJECTIVES

### PROGRAM OBJECTIVES

Providing students with an accelerated program to meet specific needs in a selected academic curriculum is the primary goal of Cedar Hill ISD Gifted and Talented Program. Additionally, the program provides students with unique opportunities to develop individual talents and to strengthen skills. Emphasis on a positive self-concept, relationships with others, and strategies to develop critical thinking skills enables students to become independent, self-directed learners.

Goals are focused in three specific areas:

- The gifted student will develop a realistic concept of self and work cooperatively with peers and adults.
- The gifted student will develop the higher level thinking skills of knowledge comprehension, synthesis, application, analysis, and evaluation in order to solve problems.
- The gifted student will create original projects that reflect critical thinking skills as supplemental learning to the regular classroom curriculum.

### OBJECTIVES

Gifted/Talented students will:

- develop critical thinking skills in order to solve problems logically.
- develop research skills and use information gathered to implement a group research project.
- demonstrate the ability to use creative problem solving strategies.
- recognize how change in and around their world affects their relationships.

## STUDENT ASSESSMENT

### Student Assessment

Students shall be assessed for identification as gifted and talented according to TEC §29.122; TAC §89.1; and CHISD Board Policy and the *Student Assessment Component* of the *Texas State Plan for the Education of Gifted/Talented Students*.

Instruments and procedures used to assess students for programs and services measure diverse abilities and intelligences and provide students an opportunity to demonstrate their talents and strengths. The district must provide parents and community members, through multiple sources, information regarding the GT Program application process and deadlines, the district's assessment requirements and timelines, and the identification process that applies to all applicants.

Students in grades K-12 shall be assessed and, if identified, provided services; Students not yet identified are considered for nomination and screened twice a year for services offered as part of the program for the gifted students.

Data and procedures assure that all populations of the district are provided access to assessment. This includes students in special populations such as Special Education and English Language Learners (ELL), and

Migrant. The ARD committee is to be considered when appropriate. If identified as GT, all populations are offered services as part of the program for gifted students.

Applicants are assessed using multiple criteria as specified on the *GT Identification Matrix*;

- Instruments and procedures used to assess students for program services measure diverse abilities and intelligences;
- Students are assessed in languages they understand, with a verbal or nonverbal based test;

All assessments will be administered during pre-established assessment timelines by trained CHISD staff. Assessments from outside sources may be submitted; however, students must meet CHISD GT qualifications.

**Students will be tested during the school year.** In cases with a large number of nominations, additional dates and times may be established. Parents and students will be notified of the testing results within 30 days of the completion of the testing.

Students **currently enrolled** in CHISD have the following opportunities to be assessed for GT eligibility:

- Upon initial application to the GT Program for entry at any grade
- During the district-wide assessment window for first year immigrant LEP students who have no prior test scores available. This testing is done in their home language.
- During the next available assessment window for transfer students.

### **Reassessment**

CHISD policy related to reassessment of GT students in the GT Program states that “the District shall not perform routine reassessments” (see EHBB [LOCAL]). Reassessment for students in the GT Program shall be limited to no more than one reassessment in elementary grades, one in middle school grades, and one in high school.

## **IDENTIFICATION OF GIFTED AND TALENTED SCHOLARS**

### **STEP 1: NOMINATION/REFERRAL**

Scholars may be nominated by any of the following:

- Parents
- Teachers
- Other Professional Personnel
- Peers
- Themselves
- And/or anyone who is familiar with the student’s abilities or potential performance

Nomination forms can be attained and returned through the campus counselor. Nominations can be made at any time during the school year, however, any testing and identification will be completed according to the CHISD assessment and identification schedule.

Other forms acquired with nomination/referral:

- Permission to Test
- Parent Observation Form
- Teacher Observation Form

## STEP 2: SCREENING/ASSESSMENT

In accordance with the [Texas State Plan for the Education of Gifted/Talented Students](#), CHISD incorporates multiple and diverse criteria, both quantitative and qualitative into the screening process.

Quantitative Criteria may include:

- Aptitude Testing
- Achievement Testing

Qualitative Criteria may include:

- Parent Observation
- Teacher Observation
- Student Self Evaluation
- Interview
- Structured Observation

## STEP 3: SELECTION

Decisions regarding placement of students into the GT Program are made by Campus Selection Committees made up of administrators, teachers, counselors, and GT Specialists who each have training in Gifted Education.

If the scholar qualifies, parent(s)/guardian(s) will receive a “permission to serve” form. If the scholar does not qualify, parent(s)/guardian(s) will receive information regarding appeals.

### III. Qualification

Student’s percentiles and/or scores from the assessment instruments are plotted on the student profile. Each student’s profile is individually evaluated by the Gifted/Talented Committee. A student clearly qualifies for Gifted/Talented services if the evidence on the profile meets the district criteria. Parents are notified in writing of the G/T Committee’s decision.

<b>Gifted/Talented Identification Timeline</b>			
	<b>Fall Nominations</b>	<b>Spring Nominations</b>	<b>Kinder</b>
Gifted/Talented Nomination	September - October	January - February	All Kinder scholars are screened
Parent & Teacher rating scales	October - November	February	January
Gifted/Testing (NWEA + NNAT3)	November - December	April	January
Gifted/Talented Committee Meeting	January	May	February
Send Parent Notification Letter	January	May	February
Placement Appeals	End of February	End of February	End of May
Start G/T Program (newly identified 1 <sup>st</sup> – 12 <sup>th</sup> students)	March	The beginning of the following year	Beginning of March

Note: To be coded “GT” on the District PEIMS report the students must qualify on the *GT Identification Matrix*.

## Transfer Students

New students with GT identified on the students' academic record will be placed in the cluster grouped class in the appropriate grade level. New students will not be officially identified as GT until CHISD GT standards are met.

If a scholar identified as GT in another school district transfers to CHISD, formal documentation of the student's GT status should be provided from the student's previous school district. Formal documentation shall include score reports of measures used to identify the student as GT. Formal documentation shall be reviewed by the campus GT committee. If the committee determines that the student meets criteria for the CHISD GT program, the student shall continue receiving GT services.

If the campus GT committee determines that the documentation is not sufficient to establish admission or if based on provided documentation the student is not eligible for the CHISD GT program, the GT campus committee shall provide the parent with procedures for nomination to the CHISD GT program along with a *Permission to Screen for GT Form*. If the parent wishes to have his/her child tested, the transfer student shall be tested within 30 days of receipt of permission to test. This testing shall occur within the next GT testing window, or individually by the campus counselor if the next testing window is greater than 30 days past the day of permission.

For transfer students tested during the GT testing window, results will be provided during the following GT results reporting period. For transfer students tested individually, results should be provided to the parent within 15 days of testing.

Secondary placement should be based on the most appropriate placement for the student in relation to Honors and AP classes. Identification is transferable from one CHISD school to another for students identified as GT on the CHISD *Gifted and Talented Identification Matrix, K-12*.

## RECONSIDERATION AND APPEALS

CHISD policy related to appeals allows parents, students, and educators to appeal assessment decisions in a timely manner and to present new data, if appropriate. Parents must adhere to the following procedures.

### Procedures for Formal Reconsideration

After initial review of the data collected on each nominated student and notification of parents/guardians by the Campus Screening and Selection Committee, a formal reconsideration may be filed (Level One, Policy FNG-Local) with the Campus GT Committee Coordinator.

Formal reconsideration (Level One) may be initiated by CHISD personnel, parents/guardians, students, and/or significant others in the child's life on behalf of students who do not initially meet qualifying criteria for the program. Formal reconsideration may be filed for the following reasons:

- The home language of the student is not English and the student in other ways exhibits the need for GT services;
- The student has a disability, which may have impacted testing, as identified through special education ARD or 504 committees, and the student in other ways exhibits the need for GT services;

- Extenuating circumstances (the student does not meet the established district standards and the person(s) requesting the reconsideration has other significant data that the selection committee can review)

A completed *GT Reconsideration Form*, available from the campus, a letter requesting formal reconsideration, a description of the concern and evidence supporting the remedy sought must be filed with the campus committee within fifteen (15) calendar days after placement recommendations have been communicated to the parent.

Within ten (10) working days of the receipt of the request for formal reconsideration, the GT committee chairperson shall schedule a meeting of the Campus Screening and Selection Committee. The person initiating the appeal shall submit a student portfolio as evidence of the student's exceptional ability and may appear before the committee in person.

Within ten (10) working days of the hearing, the Campus Screening and Selection Committee will make a decision and communicate it in writing to the person requesting the reconsideration.

Should the person requesting reconsideration disagree with the Campus Screening and Selection Committee decision, a written request should be forwarded to the Superintendent or designee within ten (10) working days following communication of the Committee's decision (Level II). The Superintendent or designee will appoint a hearing officer. An administrative committee will review the GT packet and information presented at Level One. The Superintendent or designee shall have 10 days following the conference to provide the person requesting consideration a written response.

## **FURLOUGH AND EXIT PROCEDURES FOR CHISD GT PROGRAM**

### **Student Success (Expectations)**

Students who are identified as GT and who participate in GT programs will be expected to meet all district and state academic achievement standards as well as the following achievement for GT students in grades kindergarten -12.

- GT students shall be expected to score above grade level on the district required assessment as appropriate. LEP/Sped./504 students will be expected to show annual growth in these or related assessments when tested in the appropriate language;
- GT students shall be expected to score at the mastery level in all areas on STAAR.

Students who do not meet the academic standards listed above or who do not meet promotion standards will be placed on a *GT Growth Plan* for a minimum one grading cycle. See Exiting Procedures for GT program.)

### **Furlough Procedures for GT Program**

CHISD policy related to furloughs allows for students to have a leave of absence from the Gifted and Talented program services for specified reasons and for a certain period of time without being excused. Furloughs are considered on a case-by-case basis.

The **indicators** of a Furlough may include, but are not limited to, the following:

- medical conditions/problems that affect academic performance
- personal/ family concerns
- academic concerns
- sabbatical leave
- foreign exchange programs

The Furlough does not guarantee the student will receive the same program placement. The district's *Furlough Request for GT Programs* form must be submitted with a specific timeline to the GT Campus Committee. If granted, the student **will retain** his/her GT identification during the length of the furlough; however, the student will NOT be coded GT on the PEIMS report.

The maximum time allowed is one school year. If the student does not enroll in a CHISD GT program at the end of the Furlough timeline, he/she will lose GT identification and will need to re-apply.

### **Exiting Procedures for GT Program**

CHISD policy related to exiting students from the GT program services is based on multiple criteria including student performance in the program. Exiting of students is finalized by committee decision after consultation with parents and students regarding the most appropriate educational placement. The following steps should be taken in order to ensure placement in an educational environment that enables the students to be successful:

- Conduct a mandated parent/student conference with the teacher(s) and designated campus GT Coordinator regarding the student's performance in the GT program;
- Complete a district approved *GT Program Growth Plan* during the mandated parent/student conference to support the student in meeting program expectations;
- GT Growth Plan should include:
  - Student's responsibilities for improvement
  - School personnel's responsibilities for helping student to improve;
  - Parent's responsibilities for helping the student to improve;
  - Designated time for re-evaluation, which should not be less than one grading period
- At the designated time for re-evaluation of the student's progress, a mandated conference shall be held with parent(s), student, teacher and campus GT Representative in attendance to determine one of the following recommendations for the student:
  - Objective and goals of the Growth Plan have been met; therefore, continuation in GT program is recommended;
  - Extension or modifications are made to current Growth Plan, including a designated time for re-evaluations;
  - Attempts to achieve goals of the Growth Plan have not been successful, and a recommendation is made by the GT committee to remove the student from the GT program and to return the student to the general educational program.
- GT Committee convenes and makes the final exit decision.

Students who do not meet promotion standards or who are retained will be exited from the GT Program. Students who attend summer school and successfully achieve promotion standards may remain in the GT Program.

### **Withdrawal**

When a GT student withdraws from CHISD and transfers to another district, CHISD will include GT information on the student's assessment data to the receiving district upon formal request in writing.

# CURRICULUM AND INSTRUCTION

## CURRICULUM AND INSTRUCTION

The Texas State Plan states that curriculum and instruction meet the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school.

The GT Program is available for students in grades 1st through 12th grades. In the academic core areas of English language arts, math, science, and social studies curriculum is **differentiated** to offer enriched and accelerated learning opportunities for the gifted learner. The curriculum will be differentiated in terms of content, process, and products. Students will be involved in inquiry-based lessons, group problem-solving settings, independent investigations, and group discussions.

## Advanced Academics & Gifted Service Design

2020-21

Advanced academics are educational programs designed to support gifted, high-achieving, or motivated students toward mastery performance in differentiated or accelerated learning environments.

Kinder	1	2	3	4	5	6	7	8	9	10	11	12
All kindergarteners screened.  Services begin by March 1 for identified scholars.	<b>Grouped/ Clustered</b>  Differentiated curriculum for math  Enrichment for English/Language Arts (ELAR) based on scholar's instructional reading level  Science and social studies instruction/ activities using gifted instructional strategies  Enrichment with depth and complexity in area(s) of strength with Renzulli Learning Platform Projects					Honors ELAR 6	Honors ELAR 7	Honors ELAR 8	Honors English II	AP Language or College English	AP Literature or College British Literature	Advanced Studies in English
						Honors Math (sixth and seventh grade content)	*Honors Math 7 (eighth grade content)	*Honors Algebra I	Honors Algebra II and Honors Geometry	College Algebra and Trigonometry	AP Calculus AB	AP Calculus BC or AP Statistics
						Honors Science 6	Honors Science 7	Honors Science 8	Honors Biology	Honors Chemistry	Honors Physics	Any AP or College Science
						Honors World Cultures	Honors Texas History	Honors US History 8	AP Human Geography	AP World History	APUSH or College U.S. History	AP or College Government/ Economics
						~ Scholars are grouped/clustered in their ELAR courses *Honors Math 7 & Honors Algebra I placement contingent on previous year's STAAR performance(s) in prerequisite course (must obtain at least "Meets" level of performance)			<b>Electives</b> AP Computer Science                      AP Music Theory AP Psychology & Sociology              AP Art History AP Capstone (Research & Seminar)      AP Studio Art *Course offerings may change due to IHE partnerships and availability			
<b>TPSP (Texas Performance Standards Project) - all levels K-12</b>												
GT STEAM/Fine Arts Summer Camp 4th - 6th grade Duke TIP Scholars Program Enriching Trips Parent Modules (K, 1-2, 3-5)						7th grade DUKE TIP Scholars Program 4th - 6th grade Duke TIP Scholars Program Enriching Trips Parent Modules (high school credit and AP in high school)			AP Summer Bridge AP Scholars Banquet Enriching Trips Parent Modules (preparing for college for parents)			

GRADE LEVEL	PROGRAM COMPONENTS
<b>Kinder</b>	<ul style="list-style-type: none"> <li>● All kindergarteners screened</li> <li>● Services begin by March 1 for identified scholars</li> </ul>
<b>1st – 5<sup>th</sup></b>	<ul style="list-style-type: none"> <li>● Scholars will be grouped/clustered within mixed ability groups</li> <li>● Differentiated curriculum for math</li> <li>● Enrichment for English/Language Arts (ELAR) based on scholar's instructional reading level</li> <li>● Science and social studies instruction/activities using gifted instructional strategies</li> <li>● Enrichment with depth and complexity in area(s) of strength with Renzulli Learning Platform Projects</li> <li>● Eligible for participation in G/T enriching experiences</li> </ul> <p><i>*Components Implemented for an allotted number of hours per week</i></p>

<b>6<sup>th</sup> – 8<sup>th</sup></b>	<ul style="list-style-type: none"> <li>● Scholars grouped/clustered in their RLAR course or through G/T independent study elective</li> <li>● Offered honors courses implemented for ELAR, Math, Science, and Social Studies</li> <li>● Eligible for participation in G/T enriching experiences</li> </ul> <p><i>**Honors Math 7 &amp; Honors Algebra I placement contingent on previous year's STAAR performance(s) in prerequisite course (must obtain at least "Meets" level of performance)</i></p>
<b>9<sup>th</sup> – 12<sup>th</sup></b>	<ul style="list-style-type: none"> <li>● Graduation under Distinguished High School Plan</li> <li>● Offered Pre-AP and AP courses</li> </ul>

### **Curriculum and Instruction for GT Students, Grades K – 5**

The curriculum will be **differentiated** in terms of content, process and products. Students will be involved in inquiry-based lessons, group problem-solving settings, independent investigations, and group discussions.

### **Curriculum and Instruction for GT Students, Grades 6-8**

GT students in Honors/Pre-AP classes shall be enrolled in at least 1 of 4 core content areas with a GT, Honors/Pre-AP trained teacher implementing the CHISD GT Curriculum Framework, emphasizing advanced level products.

### **Honors and/or Pre-Advanced Placement Program (GTHonors/Pre-AP)**

Pre-AP classes provide a challenging curriculum that is aligned with the College Board Advanced Placement course curriculum objectives. These classes build a firm academic foundation that prepares students for the college level Advanced Placement courses.

### **Curriculum and Instruction for GT Students, Grades 9-12**

GT students must be scheduled in at least one Advanced Level class (Pre-AP, AP or Dual Credit) with a GT-AP trained teacher, implementing the CHISD GT Curriculum Framework, emphasizing advanced level products.

### **College Board Advanced Placement Program® (AP)**

AP curriculum consists of university level courses that have been approved by the College Board. There are over thirty individual course curricula that are equivalent to college freshman and sophomore introductory courses and are available to students as early as the sophomore year in high school. This program encourages students to sit for College Board exams after course completion. Successful completion of AP exams gives students the possibility of receiving advanced placement and/or credit hours in universities and colleges. AP program course offerings vary at every campus. To receive authorization from the College Board to label a course "AP" each AP teacher must submit two documents related to the course: a syllabus and the subject-specific AP Course Audit form to the College Board. Courses not approved through this process may not be identified as "AP" courses.

### **Monitoring Program Implementation - Quality - Rigor**

CHISD is committed to ensuring that all GT programs operate in accordance with state law, district procedures and guidelines established by the Advanced Academics Department. Campus-based, regional, and central office staff will provide continual monitoring of areas that affect instruction and student achievement. Campus-based monitoring strategies shall include:

- Campus GT/AA Representative – Each campus principal shall designate a campus GT/AA Representative to assist in implementing the GT requirements, monitoring classroom instruction, and serving as an information liaison for the campus office, central office, and parents.
- Academic Rigor – Each campus principal, in collaboration with his/her leadership team, shall establish a process for systematically monitoring teachers' implementation of the GT framework. The process

shall include random walk-through evaluations of GT/AA classroom instruction utilizing the *CHISD GT walkthrough* form, with follow-up observations and/or reviews for improvement as needed, as well as frequent reviews of students' advanced level products;

- GT/AA Vertical Team Planning – Each campus principal shall ensure that GT/AA teachers have opportunities for cross content area planning at least once per semester to ensure vertical alignment across the grades.

## PROFESSIONAL DEVELOPMENT

### PROFESSIONAL DEVELOPMENT

#### Professional Development for Administrators

The Texas State Plan for the Education of the Gifted and Talented Students Professional Development Component states that all personnel involved in the planning, development, and delivery of services to gifted students have knowledge to enable them to offer appropriate options and curricula for GT students.

All CHISD administrators responsible for GT programs and/or GT students are required to complete a total of 9 hours of GT professional development. Principals are required to complete 6 hours in Nature and Needs of GT students for Administrators. Professional development is offered annually in the fall semester through the CHISD Department of Academics and by regional staff authorized through Region 10 Service Center or College Board. The following training sessions comply with the state and district requirements:

- State Requirement: Minimum 6 hours in “Nature and Needs of GT Students with Program Options”
- CHISD Requirement: Minimum 3 hours in “Monitoring Academic Rigor and Advanced Level Products in the GT Classroom”. This training will provide a variety of tools for administrators to use in monitoring GT classrooms and to provide support for teachers in the implementation of *GT standards*.

Evidence of completion of the aforementioned training shall be submitted to the district GT/Advanced Academics Coordinator and a copy kept at the campus level for audit purposes.

#### Professional Development for GT Teachers

The Texas State Plan for the Education of the Gifted/Talented Students Professional Development Component states that all personnel involved in the planning, development, and delivery of services to gifted students have knowledge to enable them to offer appropriate options and curricula for GT students.

All CHISD secondary teachers responsible for GT programs and/or GT students are required to complete the 30 initial hours of GT professional development within their first semester after assignment as mandated by state law and the CHISD GT/Advanced Academics Guidelines. This professional development includes “nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students. CHISD has partnered with Region 10 to provide the 30 hours: “Nature and Needs of Gifted and Talented Students” (6 hours), “Assessment and Programs for Gifted and Talented” (6 hours), “Differentiating Instruction for Gifted and Talented Students” (6 hours), “Designing Curriculum for Gifted and Talented Students” (6 hours), and “Setting Standards for Gifted and Talented Students” (6 hrs). In order to be eligible to teach GT students, teachers must have the 30 hours in the specified areas. GT teachers are also required to receive a minimum of six (6) hours annually of professional development in gifted education. GT update hours (6 hrs) may be taken in other GT areas. Update classes cannot be a repeat of classes taken initially to earn the 30 hours. All documentation must be submitted to the district’s GT/AA Coordinator.

#### Secondary

In order for courses to be labeled Pre-AP /AP, the teachers must have completed Pre-AP /AP core training in the content area they are to teach. This training is offered through the College Board. CHISD GT teachers must have Pre-AP/AP training along with their GT training. Secondary teachers will receive support on academic rigor from the Dean of Instruction and/or department heads at the high school levels. Vertical meetings occur so students are better prepared for high school and, ultimately, college.

Additional professional development activities are available through Region 10 and may be scheduled during the year as needed. Participation documentation must be sent to the GT/AA Coordinator upon completion.

## FAMILY AND COMMUNITY INITIATIVE

### PARENT/COMMUNITY COMMUNICATION AND INVOLVEMENT

The Texas State Plan for the Education of Gifted/Talented Students Family-Community Involvement Component states that the district regularly encourages community and family participation in services designed for GT students.

In accordance with CHISD Advanced Academic Guidelines, the district must inform parents of GT services and choices through multiple sources, which should include but not be limited to, campus newsletters/brochures and parent informational meetings. The district shall also provide information regarding the GT application process and deadlines, the district's assessment requirements and timelines, and the identification process that applies to all applicants. The Parent Survey form section of the district's annual evaluation of the GT programs should be distributed and may require campus-based distribution to selected parents.

GT students will be encouraged to participate in a variety of extra-curricular program opportunities supported by the district or offered through their school. Principals shall inform students and their parents of these opportunities and encourage/facilitate participation as appropriate.

The CHISD Department of Advanced Academics will conduct an awareness session for parents regarding the GT programs in CHISD. The presentation will be loaded onto the CHISD Department of Academics webpage so parents can access the information and stay informed on the GT programs in CHISD. The presentation will also be available to campus committees to disseminate.

The District Advanced Academics Advisory Committee, composed of campus representatives (both teacher and parent), will meet four times per year. Minutes will be posted on the Gifted and Talented/Advanced Academics webpage.

The Department of Advanced Academics will work with the CHISD Communications Department to advertise the GT program/identification/service. An article/advertisement will be submitted, so the public is aware of the program.

## PROGRAM EVALUATION

### PROGRAM EVALUATION

GT programs will be evaluated annually to measure compliance with state/district guidelines, student outcomes, adherence to standards, and overall program delivery. The GT Program Evaluation shall include district-wide and campus-by-campus reports. The GT Program Evaluation shall be submitted to the school

board and reviewed with CHISD administration, regional, and campus-based staff. Results of the evaluations will be used to make recommendations for improvement.

In accordance with Texas Education Agency recommended procedures, an administrative committee will create a database of scores obtained by students screened in 2020-2021, allowing these scores to serve as baseline data for CHISD students. Based on CHISD data as well as empirically based practices, the CHISD procedures will be reviewed and updated as needed to reflect the fairness and reliability in identification of students and service provision. In addition, data for each student tested after the 2020-2021 school year will be added into the database and will be reviewed every three years.

Advanced Academics/GT program evaluations will be conducted annually. The Advanced Academics/GT program will be reviewed by the School Board a minimum of once every 3 years.

## ADVANCED PLACEMENT

### Philosophy

The philosophy of the Cedar Hill Independent School District (CHISD) is based on excellence and equity and offers open nomination to all motivated who choose to participate in Pre-Advanced Placement (Pre-AP) and Advanced Placement (AP) courses.

### Mission

The mission of the Cedar Hill ISD Advanced Academics Department is to eliminate barriers, provide equitable access, and ensure that advanced course participation reflects the diversity of the district's population. Through a cognitively challenging course of study, the program will engender scholar innovation, academic independence and high performance.

### Goals

The goal of the Pre-AP courses is to build a foundation that prepares students for the AP college-level courses. Teachers, who are already proficient in their understanding of the TEKS, will complete the College Board and/or Advanced Placement Strategies which will prepare them to go beyond the TEKS and to incorporate challenging activities into their classrooms and raise the level of education for all students.

The second component of the Advanced Placement Initiative builds on CHISD's philosophy of offering open enrollment to all motivated students to participate in AP courses. Student's scores from the PSAT 8/9 and PSAT 10 assessments will be used to default students into AP courses where they demonstrate strengths. In AP courses, students not only master the TEKS, but they ascend to the challenges of college-level work.

### Grades 6-8

- All GT students who have passed the previous year's STAAR Reading assessment will automatically default into Honors/Pre-AP English. Schools can use district created rosters to assist in scheduling these students for classes.
- Keeping with the district's open enrollment policy, any student who does not automatically default into Honors/Pre-AP English may request enrollment in the course.
- In grades 6-8, only GT students must sign the *Advanced Academics Entrance Agreement* for Honors/Pre-AP classes.
- Teachers will closely monitor students to provide support for their success

- Intervention strategies for additional support may include tutorials, guided study, parent conferences, and others defined on a student-by-student case.
- To further support the students, if a student's progress in any one of the foundation areas is unsatisfactory, a mandated conference must be conducted with the parent and student regarding the student's performance. The result may be that the student would benefit from being placed on an *Advanced Academics Growth Plan*.
- If the student continues to have difficulty achieving success in the Pre-AP Language Arts/Reading classes, the teacher, parent or student may request the form *Request for Change of Level* be completed. A change of course level may mean that the student is in the same classroom with the same teacher but will have a different level of expectations, assignments, and assessments. (See Exiting Procedures for GT Programs).

### **Grades 9-12**

- Using the student's PSAT score and the *AP Potential* program, students will be identified as having the probability of success in specific AP classes. These students will be scheduled for those classes, depending upon completion of any prerequisite courses that may be required.
- Keeping with the district's open enrollment policy, parents and/or students may request enrollment in Pre-AP, AP courses.
- Students identified as GT must be scheduled into a least one Advanced Placement course
- All students enrolled in AP courses are encouraged to take all related exams.
- All 9 – 12<sup>th</sup> grade students (including GT students) enrolled in Pre-AP/AP Courses must sign the *Advanced Academics Entrance Agreement* for each Pre-AP course they are enrolled in each semester.
- Teachers will closely monitor students to provide support for their success.
- Intervention strategies for additional support may include tutorials, guided study, parent conferences, and other defined on a student-by-student case.
- If a student's progress in any one of the foundation areas is unsatisfactory a mandated conference must be conducted with the parent and student regarding the student's performance. The determination may be that the student would benefit from being placed on an *Advanced Academics Growth Plan*.
- If the student continues to have difficulty achieving success in Grades 9-12 Pre-AP/AP classes, the teacher, parent or student may request that a *Request for Change of Level* be completed. A GT student may be exited from GT Program services through the Exit Committee review if, after placement on a growth plan for one grading period, designated Growth Plan objectives have not been met. (See Exiting Procedures for GT Programs in this chapter p. 21)

### **CEDAR HILL COLLEGIATE HIGH SCHOOL**

Cedar Hill Collegiate High School offers pre-Advanced Placement (Pre-AP), Advanced Placement (AP) courses, and Dual Credit courses. Students who are accepted into Collegiate High School are expected to complete 60 college credit hours or obtain their associates degree. The courses available are listed on the CHCHS Crosswalk.

### **CEDAR HILL HIGH SCHOOL**

Cedar Hill High School offers a variety of, Pre-AP, Advanced Placement (AP), and Dual Credit courses.

The school's counselors provide students and parents information regarding academic programs to prepare for higher education and career choices. [For more information, see policies at EIF.]

### **DUAL CREDIT/COLLEGE CREDIT COURSES**

The dual enrollment program at Cedar Hill ISD is a cooperative effort with the Dallas County Community College District. Students who meet college eligibility criteria may participate in the program. Successful completion of the program will allow students to receive high school credit and college credit for the courses taken. Class sizes must be taken into consideration. Thirty students will be considered as a full class and enrollment will be closed to additional students unless another section can be opened. A student must:

- obtain permission from the high school
- enroll at DCCCD
- Earn a grade of 70 or above in each required course
- Meet the entrance requirements of the college/university including the required TSI exam.
- Comply with the Student Code of Conduct and grading guidelines of the college/university

### **ADVANCED PLACEMENT (AP)**

Cedar Hill Independent School District secondary schools offer students the opportunity to participate in College Board AP and Pre-AP courses so that they may better prepare themselves for college. Because these classes are similar to college level classes, students are challenged to be more disciplined, structured and to perform at a higher academic level.

What is AP? The AP Program is administered by the College Board of New York. It allows students to participate in college level courses and possibly earn college credit while still attending high school. Secondary schools and colleges cooperate in this program to give students the opportunity to show mastery in college-level courses by taking AP exams in May of each school year. These guidelines will insure maximum opportunity for success in these courses:

### **GENERAL COURSE EXPECTATIONS:**

- Successful completion of each pre-AP or AP course requires up to six hours' additional study time per week outside of class on a regular basis.
- Students may need to purchase supplemental materials for some of the pre-AP or AP courses. This requirement will be made known through the course descriptions for the various courses. Financial aid will be available for students with financial need.
- For a student whose grade average for the first semester is less than 70, a student-parent-teacher-counselor conference will be held to evaluate the advisability of the student remaining in the class for the second semester.
- Guidelines for grading shall be clearly communicated to students and parents. A student shall be permitted to retake a test at teacher discretion.
- Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination (Board Policy, EIA (LOCAL)).

**To receive weighted credit for an AP course, students must be enrolled in the course and receive a 70 or higher in the course. Students are encouraged to take the corresponding College Board AP exam in May.**

## ADVANCED PLACEMENT EXAM

These exams provide students with the opportunity to gain college credit by examination at participating universities. Information regarding the awarding of credit can be found online at [www.collegeboard.com](http://www.collegeboard.com). The exams are generally administered towards the end of the Spring semester of each school year.

## HONORS PLACEMENT COURSES

The Honors program is the complementing preparatory program that is designed to provide students with the necessary skills to be successful in AP courses. In CHISD, these skills together with the TEKS comprise the syllabi for the Honors courses.

## HONORS/AP EXIT PROCESS

Students may exit a two-semester Honors/AP course between the 16th and 20th day of the Fall or Spring semester by following the exit process below.

## EXITING PROCESS

Schedule changes that are student/parent requested for H/AP to Regular must be made within the first two weeks of each semester. The processes listed below must be followed:

1. Attend a minimum of five documented tutorial sessions.
2. Participate in a documented student/parent/teacher/counselor intervention meeting.
3. Obtain a "Request to Drop an Advanced Academic Course" form from their Counselor (See Appendix).
4. Complete the form and obtain all required signatures.
5. Submit the completed and signed form to the Counselor between the 16th and 20th day for consideration by the Dean of Instruction.
6. The Dean of Instruction will decide whether to approve or deny the student's request. In all cases, for Honors or AP exit requests, if the request is approved, schedule changes will be subject to course availability. If a student transfers out of a class, the student's grades will directly transfer to the course into which the student enters (i.e. a 60 in a H/AP course becomes a 60 in an on-level course).

Students beginning the **second semester** of a two-semester course are expected to **remain** in the course throughout the semester.

## COLLEGE GRADING SYSTEM

Dual credit course grades will be given in accordance with Cedar Valley policy and procedures. Students placed on academic probation with Cedar Valley will need to follow Cedar Valley's process to have the probation removed. Being on academic probation can result in students falling behind in credits and could potentially lead to removal from Cedar Hill Collegiate Academy and High School. Students are also required to comply with policies and procedures outlined in the course syllabus. If the student receives the following letter grade, this is the number grade they will receive on their high school transcript:

A = 95	D= 72
B = 85	F= 65
C = 76	

## Distinguished Level of Achievement (26 credits)

The Distinguished Level of Achievement (DLA) is the highest graduation plan in the state of Texas for students entering high school in 2014-2015. This is the default graduation plan for Cedar Hill ISD students.

In order to be considered for Top Ten Percent Automatic Admission in Texas Public Universities, graduates **MUST** earn a Distinguished Level of Achievement diploma. A student may earn a Distinguished Level of Achievement by successfully completing the curriculum requirements that meet and exceed the Foundation Plan and successfully completing the following:

The curriculum requirements for one or more Endorsement(s) to include a coherent sequence of courses that are content specific to the chosen endorsement. Additional coursework to include:

- Four credits in mathematics, including Algebra II
- Four credits in approved science courses
- Two additional credits

The primary difference between the Foundation + Endorsement Program and the DLA is the requirement that Algebra II must be one of the four credits in mathematics.

**The default plan for all CHISD students beginning with the class of 2018 will be the Distinguished Level of Achievement.** More specific information about the graduation plans and the endorsements may be found at:

[http://tea.texas.gov/Curriculum\\_and\\_Instructional\\_Programs/Graduation\\_Requirements/](http://tea.texas.gov/Curriculum_and_Instructional_Programs/Graduation_Requirements/)

## PERFORMANCE ACKNOWLEDGEMENTS

A student may earn a performance acknowledgement for outstanding performance:

### ★ In a Dual Credit course

- Complete at least 12 hours of college academic courses (Dual Credit and advanced technical credit courses) with a grade of 3.0 or higher on a 4.0 scale
- Complete an associate degree while in high school

### ★ In Bilingualism and Biliteracy

- By demonstrating proficiency in accordance with school district grading policy in two or more languages by:
  - Completing all English language arts requirements and maintaining a minimum grade point average (GPA) of the equivalent of 80 on a scale of 100, and
  - Satisfying one of the following:
    - Completion of a minimum of three credits in the same language in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100, or
    - Demonstrated proficiency in the Texas Essential Knowledge and Skills for Level IV or higher in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100, or
    - Completion of at least three credits in foundation subject area courses in a language other than English with a minimum GPA of 80 on a scale of 100, or
    - Demonstrated proficiency in one or more languages other than
    - English through one of the following methods:
      - A score of 3 or higher on a College Board Advanced Placement exam for a language other than English, or
      - Performance on a national assessment of language proficiency in a language other than English of at least
    - Intermediate High or its equivalent
- An English language learner must also have:

- Participated in and met the exit criteria for bilingual or English as a second language (ESL) program; and
- Scored at the Advanced High level on the Texas English Language Proficiency Assessment System (TELPAS).

★ On an Advanced Placement test

- Earn a score of 3 or above on a College Board advanced placement examination

★ On the PSAT, the ACT-Aspire, the SAT, or ACT

- Earn a score on the PSAT/NMSQT® that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation;
- Achieve the college readiness benchmark score on at least two of the four subject tests on the ACT-Aspire™ examination;
- Earn scores of at least 410 on the evidence-based reading section and 520 on the mathematics section of the SAT®; or
- Earn scores of at least 410 on the evidence-based reading section and 520 on the mathematics section of the SAT®; or
- Earn a composite score on the ACT® examination of 28 (excluding the writing subscore)

★ For earning a nationally or internationally recognized business or industry certification or license

- A student may earn the Certifications / Licensures performance acknowledgement with:
  - Performance on an examination or series of examinations sufficient to obtain a nationally or internationally recognized business or industry certification; or
  - Performance on an examination sufficient to obtain a government-required credential to practice a profession
- Nationally or internationally recognized business or industry certification shall be defined as an industry validated credential that complies with knowledge and skills standards promulgated by a nationally or internationally recognized business, industry, professional, or government entity representing a particular profession or occupation that is issued by or endorsed by:
  - A national or international business, industry, or professional organization;
  - A state agency or other government entity; or
  - A state-based industry association
- Certifications or licensures for performance acknowledgements shall:
  - Be age appropriate for high school students;
  - Represent a student's substantial course of study and/or end-of-program knowledge and skills;
  - Include an industry recognized examination or series of examinations, an industry validated skill test, or demonstrated proficiency through documented, supervised field experience; and
  - Represent substantial knowledge and multiple skills needed for successful entry into a high-skill occupation

## Documentation Policy

Each student is responsible for submitting copies of documentation to the school registrar for earned Advanced Measures. Documentation includes AP test scores, college grade reports, National Merit Scholarship PSAT Scholar identification letters, district portfolio and rubric for research projects reflecting a score of 3 or higher. All CTE students' requirements must be documented. Documentation records are kept in the student's cumulative record folder.

When a student has completed at least three Advanced Measures at the time of application to a post-secondary institution and has the results of at least one additional advanced measure pending, written notification of the "student's work toward completing the DAP" may be provided to colleges. This documentation must be attached to the Academic Achievement Record (transcript) when forwarded to requesting institutions, including the student's current plan to complete the program (indicate AP exams, college courses, or research component).

When verification of the successful completion of the remaining one Advanced Measure has been received by the campus, "Distinguished Achievement Program Completion" shall be placed on the student Academic Achievement record (transcript).

#### **Four Advanced Measures**

##### **1. Standards**

Advanced measures focus on demonstrated student performance at the college or professional level. Student performance is assessed through a review process. Original research/projects may not be used for more than two of the four advanced measures.

##### **2. Research Project**

- Judged by a panel review committee of 3 professionals in the field that is the focus of the project; or
- Conducted under the direction of teacher/mentor(s) and reported to an appropriate audience;
- Related to the Texas Essential Knowledge and Skills (TEKS) in either the foundation Curriculum of the advanced curriculum; and
- Conducted during the junior and/or senior years
- Student obtains district standards for the research project which are included in a packet obtained from the advanced academic coordinator
- Student uses the district plan for research projects as designated by the phase-in period of expectations
- Student must obtain an overall rubric score of 3 higher from the review committee

##### **3. Test Data**

- A score of three or above on any of the College Board's Advanced Placement (AP) examinations;
- A score on the PSAT that qualifies a student for recognition as a Commended Student or higher by the National Merit Scholarship Corporation; or as part of the National Hispanic Scholar Program of The College Board; or as part of the National Achievement Scholarship Program for Outstanding Negro Students of the National Merit Scholarship Corporation.

##### **4. College Courses**

Granted as a measure in courses approved by the Texas Higher Education Coordinating Board and only granted when a student earns a grade of 3.0 or higher on courses that count for college credit. Grade reports must come from an approved accredited college institution. Advanced Measures equate with course credit not with Semester College hours earned. The approved courses are included in the *Community Academic Course Guide Manual*.

<http://www.thecb.state.tx.us/divisions/GRP/publications.htm>

#### **Research Project Expectations**

The State Board of Education (SBOE) requires that a panel of professionals must judge the research/project. Each district may decide if research/projects are to be judged at the district's office or at the school campus.

- The evaluation committee must have a minimum of three members.
- The panel must have one representative who has expertise in the field or selected area of study as documented by any of the following: a college degree in the subject area, professional license, or successful business experienced in the specialized field. This representative may be a teacher at the high school or college level in the subject area.
- CTE students must represent their project to identified members of business and/or industry.
- The region superintendent, principal, or administrative designee must appoint the panel.
- The panel must use the district rubric forms for evaluating the research/project.
- The evaluation committee will designate the evaluation dates and deadlines.
- A member of the panel must serve as the lead panel member who must briefly document the completion of the research/project and provide this documentation to the senior academic counselor and/or the registrar. This lead panel member must supply a copy of the final rubric tally sheet to the campus and to the student.

### **Policies for Transfer Students**

- Transcripts must reflect successful completion of credits needed for AP.
- Advanced Measures from the categories from the test data, college courses, and original research/projects shall be recognized by CHISD according to Section II, *Advanced Measures Award Allowances*.
- Two original research/projects completed during the student's junior and/or senior years shall be recognized provided the student submits evidence of successful completion from the former school district. This evidence must include the rubric used to score the research project and a copy of the project. Students who had started, but not completed the scoring process in their former district, must now follow CHISD guidelines for project completion.

The counselor/advisor must refer the student to the counselor, dean, or advanced academic coordinator who will ensure that the student is assisted in obtaining the correct criteria for submitting an original research/project and/or enrolled on the appropriate courses.

## **FORMS**

- **Services Nomination Form**
- **Student Folder Checklist**
- **Furlough Policy and Referral Form**
- **Portfolio Information**



## Services Nomination Form

Name of Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ ID # \_\_\_\_\_

Home Campus: \_\_\_\_\_ (Homeroom) Teacher \_\_\_\_\_

I, \_\_\_\_\_, as parent/guardian/teacher/community member, would like to refer  
*(Please Print)* *(Please circle)*

\_\_\_\_\_ for the Gifted/Talented screening and assessment process. I believe this  
*(Print student's name)*

child has an extraordinarily high level of intellectual or academic ability and that his/her educational needs can best be met by participation in Gifted/Talented Services. I understand the school district will make every effort to determine the best possible educational services based on the student's educational needs. This child is currently in grade \_\_\_\_\_.

\_\_\_\_\_  
Signature of person making nomination

\_\_\_\_\_  
Date

Has this student previously been tested for a gifted/talented program? Yes No

If yes, where? \_\_\_\_\_ When? \_\_\_\_\_

Does this student require special modifications for testing (e.g. 504, Dyslexia, Special needs)? Yes No

If yes, what modifications are needed

\_\_\_\_\_  
\_\_\_\_\_

Nomination form due to Campus Counselor NO LATER THAN \_\_\_\_\_.

Date Received by Campus: \_\_\_\_\_



## Student Folder Checklist

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

Student ID#: \_\_\_\_\_

Student Date of Birth: \_\_\_\_\_

- Nomination Form
- Initial Assessment Results
- Parent Permission to Test
- Parent Permission to Receive GT Services
- Teacher Report
- Parent Report
- Student Interview/Nonverbal Reasoning Task Form, if applicable
- STAAR scores (annually, if applicable)
- ITBS, NNAT3 Scores
- Additional Testing Results (Accuplacer, PSAT, SAT, etc.), if applicable
- Report Card (include last report card at the end of each school year)
- Notes: Furloughs, Exit, etc.



## Furlough Policy and Referral Form

A furlough, or temporary "leave of absence," from receiving Gifted/Talented (G/T) services is designed to meet the individual needs of an identified student. Anyone may request a furlough: parent/guardian, student, teacher, or administrator. A furlough request form can be obtained from the counselor's office at the campus where the identified child is receiving services.

Please return the furlough request to the counselor's office. The counselor will present the furlough request to the members of the G/T committee for consideration. A student may be furloughed for a period of time deemed appropriate by the G/T committee. Furloughs are temporary and will not be longer than two semesters.

At the end of the furlough, the student's progress shall be reassessed, and the student may begin receiving G/T services, exited from services, or be placed on another furlough. Furloughs can be granted for a variety of extenuating circumstances such as: family problems, illness, emotional problems, or anything that would inhibit a child's performance while receiving G/T services. Furloughs will not be used as a disciplinary tool.



## Furlough Policy and Referral Form

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

Campus: \_\_\_\_\_ Counselor: \_\_\_\_\_

Requested by:

\_\_\_\_\_

Check here if you have read and understood the **Cedar Hill ISD** Furlough policy.

Requested for (student's name):

\_\_\_\_\_

Student's Current Grade Level:

\_\_\_\_\_

Date: \_\_\_\_\_ Length of time requested: \_\_\_\_\_

Reason(s) for request:

\_\_\_\_\_

\_\_\_\_\_

I understand once a student is identified as a Gifted and Talented student in Cedar Hill Independent School District s/he will be given the opportunity to participate in the Gifted and Talented Program as long as this remains the most appropriate placement for the student. I further understand that students placed on furlough will not receive service through CHISD Gifted and Talented Program and the student can be on furlough for no more than 2 semesters. At the end of the furlough, the student's progress will be reviewed.

At this time the student may re-enter the GT program or exit completely from the program.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Counselor Signature



## Furlough Policy and Referral Form

### Committee Decision

\_\_\_\_\_ Furlough granted

\_\_\_\_\_ Furlough denied

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

Length of time granted: \_\_\_\_\_

Comments:

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### Committee Members

\_\_\_\_\_  
G/T Coordinator/Teacher

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Principal/Counselor

\_\_\_\_\_  
G/T Campus Chair



## Portfolio Information

Student I. D. Number: \_\_\_\_\_ Date: \_\_\_\_\_

Below is a list of portfolio possibilities. This is only a suggested list of appropriate submissions. Additional items may also be submitted. All work must be ORIGINAL STUDENT WORK.

- Stories/ Poetry/ Essays
- Drawings/ Paintings
- Math projects or problem solving activities (no worksheets)
- Language arts: writings, speech, contest results
- Dramatic skills: DVD, tape, video
- Independent student / research project
- Investigation in science
- Research project in social studies

The student portfolio is to be submitted during **the reconsideration process only**, should a parent seek reconsideration following a campus decision of non-admission to the gifted program. Parents will be required to present their child's portfolio as new information to be considered at the Level 1 hearing. The hearing will be scheduled within 10 days of the parent's request for reconsideration.