

# **Calhoun County Independent School District**

## **Gifted & Talented**

### **Handbook**

#### **Nondiscrimination**

**Calhoun County 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.*

This Gifted/Talented Handbook was adopted by the Calhoun County Board of Trustees on August 17, 2020.

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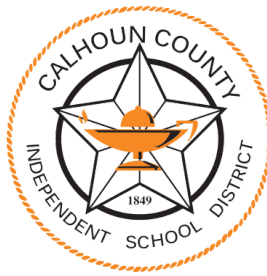
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# **CALHOUN COUNTY ISD GIFTED/TALENTED PROGRAM OVERVIEW**

## **CALHOUN COUNTY ISD GIFTED/TALENTED PHILOSOPHY**

Calhoun County Independent School District (CCISD) recognizes that gifted and talented (G/T) students are a unique population, differing significantly from their peers in abilities, interests, and psychological maturity. They come from diverse life experiences and all socioeconomic levels with skills and talents ranging across a broad spectrum of human achievement. CCISD's philosophy is that G/T individuals have exclusive characteristics and learning styles. Their potential for accomplishment is such that they require special provisions, experiences, and services that are not provided within the regular instructional program. The philosophy of CCISD is to provide G/T students differentiated, challenging instruction. G/T students' social and emotional needs are kept in mind to help develop an understanding of themselves and others while gaining self-confidence. The district establishes and provides programs for G/T students to work collaboratively and independently, under the guidance of certified teachers in an atmosphere that is intellectually and academically rigorous while fostering 21<sup>st</sup> Century Learning Skills.

## **DISTRICT DEFINITION OF GIFTED/TALENTED**

Calhoun County ISD's Gifted/Talented students are defined as those who exhibit evidence of high-performance capabilities in intellectual, creative, artistic, or leadership areas. The Campus G/T Committee determines eligibility based upon a preponderance of evidence and on the most effective educational placement for the

student. Access to assessment, and if needed, the G/T Program is available to all CCISD student populations.

## **PROGRAM GOAL AND OBJECTIVES**

The program goal is to provide educational experiences appropriate for identified Gifted/Talented students, kindergarten through twelfth grades. These students demonstrate significantly advanced skills in self-directed learning, thinking, research, and communication; this is evidenced by producing innovative products and performances that show depth and complexity of understanding.

## **STUDENT ASSESSMENT AND IDENTIFICATION**

### **IDENTIFICATION**

Calhoun County ISD Board of Trustees approved the Gifted/Talented Program's identification, procedures, and processes for students in kindergarten through twelfth grades. These procedures meet State requirements (§29.121 & TAC 89.1). They are designed to ensure the identification of any student who demonstrates a need for the most effective educational placement under the established guidelines. CCISD assures that all populations have access to the assessment. If identified, G/T services will be offered as part of the G/T Program. Any enrolled CCISD student is eligible for referral, assessment, and placement in the G/T Program if an educational need is demonstrated.

### **DISSEMINATING INFORMATION**

Parents are informed of the Gifted/Talented Program's identification policies and procedures through the district or campus handbook, the district web/social media sites, and by requesting a copy of the policy and procedures. Calhoun County ISD annually provides parent awareness sessions.

## **REFERRAL**

Efforts are made to obtain referrals from any person familiar with a student's abilities and potential performance. Student referrals are made by any of the following: parent/guardian, student (self or peer), principal, counselor, teacher, librarian, or community member. During the Gifted/Talented referral time frame, information and forms are available at any campus's front office. To assess a student for the G/T Program, written parent/guardian permission is required. The annual referral deadline is part of the public notification. Failure to return the signed consent form by the published date terminates the referral process.

If a parent chooses not to have his/her child assessed, this information is documented, and there is no further action required. A special effort is made to secure referrals of special needs, culturally diverse, and economically disadvantaged students.

Annually, the district shall ensure that G/T referral/selection procedures are published and available to parents and community members via the newspaper, the district web/social media sites, and email/letters. A fall informational session is scheduled for anyone considering the referral of students for the G/T Program.

Students who are not currently enrolled in Calhoun County ISD (i.e. private school or homeschool students) are not eligible for G/T assessment. Once enrolled and attending CCISD schools, students are eligible for G/T assessment during the next window.

## **ASSESSMENT**

Each campus counselor is responsible for organizing a Campus Gifted/Talented Committee composed of professional staff members: campus principal, campus counselor, and G/T certified teachers. These committee members have completed training on the "Nature and Needs of Gifted Students." Attending the initial, mandatory thirty-hour G/T training is highly recommended.

Following District Policy and Procedures, the G/T Committee reviews all relevant and available data to facilitate decision-making for the selection of students. This process will not discriminate against students with regard to race, color, creed, religious affiliation, sex, or disability.



Data is collected from various sources and instruments to assess students for the Gifted/Talented Program. Data from both qualitative and quantitative measures is used in the identification process to ensure student equity. Sources and instruments may include, but are not limited to- the Naglieri Nonverbal Abilities Test (NNAT), IOWA Achievement Test, Torrance Test of Creativity Ability (TTCA), and the Scales for Identifying Gifted Students (SIGS). Additionally, the Slocumb-Payne Teacher Perception Inventory is used in the identification of English Learner(s) and economically disadvantaged students.

The campus counselors maintain the confidentiality of the assessment records. These records are placed in a folder inside each student's permanent folder.

The campus counselor is available to confer with the parent/guardian to explain the committee's findings and the rationale regarding the decision. All collected data is available to parents. As stated in CCISD Board Policy, if the parent does not agree with the decision, the appeals process is followed.

## **ASSESSMENT TIMELINE**

Referral procedures published in the local newspaper, the CCISD web/social media sites, and District Gifted/Talented Informational Meeting agenda.	Early October
Referrals are accepted from parents, teachers, community members, peers, and students.	Mid October
After obtaining written permission, G/T Assessment is conducted.	October-November
The G/T Committee meets on all referred students.	Early December
Notification forms of denial or acceptance are sent.	Early January
Services begin for identified students.	As soon as permission is attained in early January

## **DETERMINATION OF NEED/PARTICIPATION**

The Campus Gifted/Talented Committee considers each student referred. The student's strengths and weaknesses are identified in his/her profile. The percentiles and scores from the assessment instruments are plotted on the student profile. A

student qualifies for G/T services if the majority of the profile evidence falls within the *High* and *Superior* range, and it is determined to be the most effective educational placement. The Slocumb-Payne Teacher Perception Inventory provides additional information for economically disadvantaged students and English Learners. The decision is based on the G/T Committee's observation of evidence within the student's profile and his/her eligibility for G/T services. The committee makes its recommendation based on the most effective educational placement for the student.

The parents of all referred students are notified within ten days after the Campus Placement Committee meets. To participate in the Gifted Talented Program, a signed Parent Permission Form must be on file.

## **REASSESSMENT**

Formal reassessment is unnecessary as long as the student's most effective educational placement needs are met within the services of the Gifted/Talented Program. If there is any concern regarding the performance or placement of a student, the G/T teacher or campus counselor contacts the parent and confers regarding available options. These include counseling, requesting a furlough, or exiting the student from the G/T Program. In response to the student performance, reassessment may only occur once in elementary grades, once in middle school, and once in high school.

## **APPEALS**

After an initial review of the referred student's collected data and the parent's notification, a formal reconsideration is filed with the campus principal. Within thirty days of the parent notification, parents, teachers, or students may appeal any final decision of the Campus Gifted/Talented Committee. An appeal is first made to the Campus Gifted/Talented Committee. Any subsequent appeals are made in accordance with FNG (LOCAL) beginning at Level II.

## **TRANSFER STUDENTS**

All students who have participated in Gifted/Talented programs before attending school in Calhoun County ISD are temporarily placed in the G/T Program. A qualification decision is determined within thirty school days of receiving the student's G/T assessment results. If the transferred data is insufficient, CCISD assesses the student during the next assessment window. If the transferring student's data is sufficient and the student is performing satisfactorily in the district G/T Program, no further testing is needed. The parents are informed within thirty days. If the student does not perform well in the G/T Program, the student is assessed following CCISD Policies and Procedures.

## **FURLOUGHS**

A furlough is a temporary "leave of absence" from the Gifted/Talented Program to meet the individual needs of an identified student. Anyone (parent, student, teacher, or administrator) may request a furlough. Furlough requests are submitted for consideration to the campus counselor and G/T Committee. A student may be furloughed for a period of time deemed appropriate. At the furlough's end, the student's progress is reassessed, and he/she re-enters, is removed, or is placed on another furlough. Furloughs are designed to be short-term and are never used for an entire academic year.

A furlough does not indicate a permanent exiting of the program. Furloughs are utilized for a variety of extenuating circumstances. Any student may be granted a furlough from the program for multiple reasons such as over-commitment, family concerns, serious illness, or any other conditions inhibiting the student's performance. The furlough may also be used before a formal program exit for those students unable to maintain satisfactory performance. Additionally, a furlough may provide the student with an opportunity to attain performance goals established by the G/T Committee. A furlough is arranged to meet the student's individual needs. The student is removed from PEIMS during the furlough period.

Elementary and middle school furloughs are not to exceed six months of the academic year in which the furlough is initiated. Secondary students submit furlough requests in May for the following academic year. For secondary students

with scheduling conflicts, modifications are implemented to meet an individual student's needs.

## **EXIT PROCEDURES**

A student may exit the Calhoun County ISD Gifted/Talented Program when it is deemed as the most effective educational placement.

One or more of the following conditions must be met:

1. With parental permission, a student can request removal from the G/T Program. In such cases, a conference between the parent, Campus G/T Committee, and the student is held before exiting. Appropriate documentation, with the parent and principal's signatures, is placed on file with the G/T Campus Coordinator.
2. The parent may request the removal of a student from the program. In such a case, the above procedure is adhered.
3. Before considering an exit, a Student Improvement Plan is developed. If a student's work or behavior does not improve, a conference is held with the student, parent, G/T teacher, principal, and other appropriate staff. This occurs at the end of a grading period or sooner, if necessary. The G/T teacher, student, and parent collaborate to develop a plan that ensures optimal learning for improvement. The plan specifies the student's role to improve as well as the support roles of campus personnel and parents.

Within the plan's designated time frame, a re-evaluation of the student's progress is made relative to expectations. If the student shows improvement without fully achieving expectations, another Student Improvement Plan is completed.

If the student fails to make reasonable progress toward the plan's goals and objectives, the Campus G/T Committee, reviews and follows the furlough or exit procedures. If exiting the G/T Program is recommended, the principal notifies the parent who may request a conference and re-evaluation of the student's progress through the reconsideration process.

4. The G/T teacher, campus principal, or campus counselor may recommend a student's exit when it is professionally perceived that the G/T Program is not the most effective educational placement. In such cases, a conference between the parent and appropriate school personnel occurs, and the student exits upon the Campus G/T Committee's recommendation.

## **PROGRAM DESIGN AND CURRICULUM AND INSTRUCTION**

Calhoun County ISD provides a continuum of learning experiences through the Gifted/Talented Program, which leads to the development of advanced-level products and performances. The G/T Program utilizes depth and complexity, differentiated content, and process/product in the honors, Pre-Advanced Placement (PAP), or Advanced Placement (AP) classrooms. Independent studies, participation in the Texas Performance Standards Project (TPSP), and concurrent or dual enrollment classes are optional to accelerate flexible pacing instruction. The G/T Program is available in the four core academic areas of Reading Language Arts, Math, Science, and Social Studies. Students work independently and collaborate with other G/T students as well as students with differing abilities.

The cluster model is the primary delivery of instruction utilized within the Gifted/Talented Program. Certified G/T teachers provide differentiated instruction to an assigned "cluster," three or more identified students.

Each campus and teacher documents the instructional options and grouping arrangements utilized. Individual teacher lesson plans support the documentation. During the academic year, parents receive notification of relevant in-school and out-of-school G/T opportunities. The G/T student's report card includes a progress report.

### **SERVICE DELIVERY**

Identified Gifted/Talented students, kindergarten through fifth grades, receive differentiated instruction in the four core academic areas. Certified G/T teachers deliver instruction, and lesson plans document the services. Through a pull-out program, G/T students may complete one Texas Performance Standards Project

(TPSP) each academic year. Additionally, Credit by Exam for Acceleration is available.

Identified Gifted/Talented students, sixth through eighth grades, are grouped and provided services within an honors class for each core academic area. Instructional needs are met by Certified G/T teachers. Additionally, Credit by Exam for Acceleration is available. G/T students may complete one TPSP each academic year.

Identified Gifted/Talented students, ninth through twelfth grades, are served in the core academic areas of Reading Language Arts, Math, Science, and Social Studies. Services are provided through PAP or AP classes, concurrent enrollment classes, and Credit by Exam for Acceleration. The student in PAP or AP courses receives differentiated instruction modifying the depth, complexity, and pacing. Teachers are encouraged to collaborate plans and implement the TPSP in each grade level.

## **CURRICULUM AND INSTRUCTION**

In kindergarten through twelfth grades, the Gifted/Talented Curriculum consists of modifying the depth and complexity and the pacing of the TEKS. Students are exposed to an array of appropriately challenging learning experiences related to the four core academic areas of Reading Language Arts, Math, Science, and Social Studies. The Texas Performance Standards Project may be utilized, and each campus may hold a project showcase annually in the spring.

The G/T Curriculum consists of differentiated instruction. Students develop skills in the following areas: problem-solving, higher-level thinking/questioning, advanced research, and communication. The creation of superior products or performances is evidence of these skills.

## **PROFESSIONAL LEARNING**

### **TEACHERS**

Calhoun County ISD provides Gifted/Talented teachers with appropriate and meaningful professional development to meet the G/T student's unique educational

needs. CCISD requires all grade-level teachers who provide G/T instruction and services specific training in educating the gifted child.

- All core academic teachers, providing instruction and services to G/T students, obtain the initial, mandatory thirty-hour training.
- Secondary teachers, providing instruction and services to G/T students, complete College Board Advanced Placement training.
- The initial, mandatory thirty-hour training is obtained before the teaching assignment or within the first semester to comply with law and rule.
- Teachers, identified as part of CCISD's G/T Program, annually receive a six-hour update correlating to state teacher education standards.

## **ADMINISTRATORS, COUNSELORS, AND COMMITTEE MEMBERS**

Administrators, counselors, and the Campus Screening and Selection Committee members are required to attend a one-time, six-hour training entitled, "Nature and Needs for Administrators and Counselors."

## **BOARD OF TRUSTEES**

Calhoun County ISD Board of Trustees receives training to ensure program accountability based on the Texas State Plan for the Education of Gifted/Talented Students.

## **EVALUATION OF PROFESSIONAL DEVELOPMENT**

An evaluation of professional development activities for Gifted/Talented educators is ongoing and aligns to state teacher education standards. The results are utilized to make decisions regarding future staff development. G/T teachers are involved in the planning and the reviewing of CCISD's G/T professional learning.

# **Family and Community Involvement**

Calhoun County ISD encourages community and family involvement in the Gifted/Talented Program throughout the academic year in a variety of facets. Family and community representatives provide input regarding G/T identification and assessment procedures. Meetings are annually held requesting parent and community recommendations regarding students who may need G/T services. G/T students share their processes and products with the community, and parents receive orientation and periodic updates. Furthermore, they have opportunities to participate in a G/T association and an advocacy group.

The Calhoun County ISD Board of Trustees approves written policies regarding Gifted/Talented student identification. Parents have access to these policies via the student handbook or by requesting a copy.

## **Program Evaluation**

Calhoun County ISD Board of Trustees annually evaluates the effectiveness of the Gifted/Talented Program. Evaluations may include the following: data analysis, surveys, written documents, PEIMS/AEIS reports, and parent/student/teacher surveys.

To improve the G/T Program, CCISD conducts a systematic evaluation. The District Improvement Plan and the Campus Improvement Plans use the evaluation's data to strengthen the G/T program. The School Board is presented the data at July's regular board meeting.

Identified Gifted/Talented students' parents receive information regarding the G/T Program through parental information awareness meetings held annually at the beginning of the academic year as well as orientation in January. Additionally, parents receive a program brochure and schedule individual parent/teacher conferences.



## Forms

## **PORT LAVACA WAVE - UPCOMING EVENTS NEWS RELEASE**

Please run the following message during the weeks of September \_\_\_\_\_.

**CALHOUN COUNTY INDEPENDENT SCHOOL DISTRICT  
525 N. COMMERCE  
PORT LAVACA, TEXAS 77979**

**CONTACT: Maggie Hernandez  
Assistant Superintendent of Curriculum and Instruction  
(361) 552-9728**

### **NEWS RELEASE:**

#### **GIFTED AND TALENTED STUDENT REFERRAL**

Calhoun County ISD is beginning the referral process for the Gifted/Talented (G/T) Program for the 20\_\_-20\_\_ school year. We are committed to providing challenging, learning experiences for students with exceptional intellectual and creative thinking abilities. A general information meeting regarding the district's G/T Program and an overview of a gifted and talented student's characteristics will be held October \_\_\_\_, 20\_\_, at the CCISD Board Room. Referral forms will be available at the meeting.

Anyone desiring to refer a Calhoun County ISD student, kindergarten through twelfth grades, may request the referral form at any campus office after October 1. The form needs to be returned to the student's school counselor by October \_\_\_\_, 20\_\_. If unable to obtain the forms, individuals may request it by contacting the student's campus counselor.

***Email to: Sherry Ficklen comingup@plwave.com  
cc: CCISD Superintendent, Campus Principals, Campus Counselors, and  
Amy Boone***



**Calhoun County ISD**  
**Gifted/Talented Program**  
**Referral Form**

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

refer \_\_\_\_\_ for the Gifted/Talented screening and assessment  
(Print student's name)

process. I believe this student has a high-level of intellectual or academic ability and that his/her

educational needs can best be met by participation in the Gifted/Talented Program. I understand

the school district makes every effort to determine the most effective educational placement based

on the student's needs. This student is currently in grade \_\_\_\_ and attends \_\_\_\_\_

campus.

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

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***Please return this form to the student's campus counselor.***



**Calhoun County ISD  
Gifted/Talented Program  
Self-Referral Form**

**Name:** \_\_\_\_\_

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

**Campus:** \_\_\_\_\_

**Grade Level:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

**Please explain how the Gifted/Talented Program is the most effective educational placement for you.**

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*Please return this form to your campus counselor.*



## Calhoun County ISD

### District Gifted/Talented Plan Acknowledgement

In response to the State Plan for the Education of the Gifted/Talented Student,  
“Written policies on student identification for gifted/talented services are approved  
by the district board of trustees and disseminated to all parents.” (19 TAC §89.1)

***Please read and initial the appropriate line.***

☐ I am able to log in to the district website and access the CCISD  
G/T Plan.

☐ At this time, I do not wish to receive the CCISD G/T Plan.

☐ Please send me a copy of the CCISD District G/T Plan.

Student's Name: \_\_\_\_\_

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

Grade Level: \_\_\_\_\_

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

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

***Please return this form to your child's campus counselor.***



**CALHOUN COUNTY ISD**  
**Permission for Gifted/Talented Testing**

Dear Parent/Guardian:

Your child, \_\_\_\_\_, has been referred for testing to determine whether the Gifted/Talented Program is his/her most effective educational placement. To receive proper services, your child needs to be assessed. After your child's assessment, the Gifted/Talented Committee evaluates all data to determine his/her eligibility for G/T services and his/her most effective educational placement. Written notification of the committee's decision will follow.

If you would like your child assessed for the G/T Program, please sign and return this form to the campus counselor by \_\_\_\_\_.

Sincerely,

\_\_\_\_\_

Campus Counselor

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

Grade Level: \_\_\_\_\_

Teacher: \_\_\_\_\_

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

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

***Please return this form to your child's campus counselor.***



## Permission to Participate in the Gifted/Talented Program

Student's Name: \_\_\_\_\_

Address: \_\_\_\_\_

Home/Cell Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Campus: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Teacher: \_\_\_\_\_

Calhoun County ISD has determined the Gifted/Talented Program is the most effective educational placement for your child. Before officially offering your child G/T services, written approval to participate is required. Please complete this form and return it to the campus counselor as soon as possible.

Please check the appropriate space:

\_\_\_\_\_ YES, my child has permission to participate in the G/T Program.

\_\_\_\_\_ NO, my child does not have permission to participate in the G/T Program.

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

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

***Please return this form to your child's campus counselor.***



## Calhoun County ISD

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

Dear Parent/Guardian of \_\_\_\_\_:

This letter is regarding your child's Gifted/Talented (G/T) assessment results. The committee reviewed quantitative and qualitative data collected on your child.

As defined by the Texas Education Code, a gifted and/or talented student is, "a child or youth who performs at or shows the potential for performing at remarkably high levels of accomplishment when compared to others of the same age, experience, or environment." CCISD's G/T Program serves the needs of the academically advanced student in general intellectual ability and creativity.

At this time, the assessment data indicates that participation in the G/T Program is not the most effective educational placement for your child. As the parent/guardian, you have the right to appeal this decision. If you want to discuss this decision, please contact your child's campus counselor.

Sincerely,

\_\_\_\_\_

Campus Principal





## **Calhoun County ISD Gifted/Talented Furlough Policy**

A furlough is a temporary "leave of absence" from the Gifted/Talented Program to meet the individual needs of an identified student. Anyone (parent, student, teacher, or administrator) may request a furlough. Furlough requests are submitted for consideration to the campus counselor and G/T Committee. A student may be furloughed for a period of time deemed appropriate. At the furlough's end, the student's progress is reassessed, and he/she re-enters, is removed, or is placed on another furlough. Furloughs are designed to be short-term and are never used for an entire academic year.

A furlough does not indicate a permanent exiting of the program. Furloughs are utilized for a variety of extenuating circumstances. Any student may be granted a furlough from the program for multiple reasons such as over-commitment, family concerns, serious illness, or any other conditions inhibiting the student's performance. The furlough may also be used before a formal program exit for those students unable to maintain satisfactory performance. Additionally, a furlough may provide the student with an opportunity to attain performance goals established by the G/T Committee. A furlough is arranged to meet the student's individual needs. The student is removed from PEIMS during the furlough period.

Elementary and middle school furloughs are not to exceed six months of the academic year in which the furlough is initiated. Secondary students submit furlough requests in May for the following academic year. For secondary students with scheduling conflicts, modifications are implemented to meet an individual student's needs.



## Calhoun County ISD

### Gifted/Talented Furlough Referral Form

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

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

\_\_\_\_\_ Please initial that you read and understand the CCISD Furlough Policy.

Requested for (student's name): \_\_\_\_\_

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

Grade Level: \_\_\_\_\_

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

Reason(s) for request:

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### Committee Decision

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

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

Comments:

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### Committee Members

\_\_\_\_\_  
Student

\_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Counselor

\_\_\_\_\_  
Other (specify)



**Calhoun County ISD**  
**Gifted/Talented Student Improvement Plan**

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

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

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

Grade Level: \_\_\_\_\_

Reason for Student Improvement Plan:

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Student will:

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GT Teacher/Counselor will:

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Parents will:

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**Calhoun County ISD**  
**Gifted/Talented Student Improvement Plan**

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

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

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

Grade Level: \_\_\_\_\_

Student Improvement Plan Timeframe: \_\_\_\_\_

Re-evaluation Date: \_\_\_\_\_

**Committee Members**

\_\_\_\_\_  
Student

\_\_\_\_\_  
Counselor

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Other (specify)



**Calhoun County ISD**  
**Gifted/Talented Program**  
**Parent Survey**

*Please take a few moments to complete and mail this anonymous survey in the provided self-addressed, stamped envelope.*

- *Please check the answer that best represents your opinion to the following questions.*

<b>Child's Campus:</b> _____ <b>Child's Grade Level:</b> _____	<b>Agree</b>	<b>Disagree</b>	<b>Do Not Know</b>
1. The G/T services my child receives has a positive influence on his/her school attitude.			
2. The G/T Program is effectively improving my child's academic achievement.			
3. The amount of work my child completes in the G/T classroom is appropriate for the learning level.			
4. The G/T Program provides ample opportunities to work with other students who have similar interests and abilities.			
5. The G/T Program provides challenging learning opportunities.			
6. The G/T Program provides my child with multiple opportunities to pursue his/her passions and develop new topics of his/her personal interest through independent learning.			
7. My child's G/T teacher(s) adjusts assignments in order to meet his/her learning needs.			
8. My child's G/T teacher provides assignments based on his/her learning needs and is differentiated from other students' instruction.			
9. My child's G/T teacher(s) understands the characteristics and needs of gifted children.			
10. My child's G/T teacher communicates and collaborates with me about his/her learning needs.			
11. Overall, my child's participation in the G/T Program has been beneficial.			



**Calhoun County ISD  
Gifted/Talented Program  
Parent Survey**

- *Please answer the short answer response questions.*

**What are the CCISD G/T Program's strengths?**

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**What are your recommendations to improve the CCISD G/T Program?**

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**Calhoun County ISD  
Gifted/Talented Program  
Elementary Student Survey**

Please complete the following information by marking the appropriate box for each question.  
*Return this form to your campus counselor as soon as possible.*

<b>Campus:</b> _____ <b>Grade Level:</b> _____	<b>Most of the Time</b>	<b>Sometimes</b>	<b>Not at All</b>
1. I am learning to solve problems in G/T.			
2. In G/T, I am encouraged to ask questions.			
3. I am expected to complete challenging work in G/T.			
4. I work on my own in G/T.			
5. I learn about topics of interest to me in G/T.			
6. In G/T, I am able to work at my own pace.			
7. I understand why I did well or poorly on G/T assignments.			
8. I am encouraged to talk about unusual ideas.			
9. The G/T teacher(s) help(s) me outside of class time if needed.			
10. I feel it is important to have a part of my school day spent with other G/T students.			
11. In G/T, I learn about people's differences and what it means to be gifted.			
12. I complete my G/T and other class assignments on time.			
13. My time in G/T is well spent.			

Name the last topic you researched. \_\_\_\_\_

What do you like best about G/T?

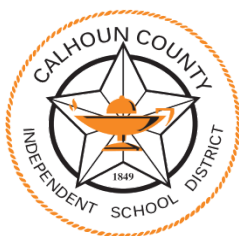
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What do you like least about G/T?

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## Calhoun County ISD Gifted/Talented Program General Teacher Survey

Please complete the following information by marking the appropriate box for each question.

***Return this form to your principal as soon as possible.***

Teacher's Name: \_\_\_\_\_

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

Grade Level: \_\_\_\_\_

	Yes	No	N/A
1. I know the district's criteria for selecting G/T students.			
2. I have referred one or more students to the CCISD G/T Program.			
3. I feel confident in my student referrals.			
4. I have had the opportunity to conference with the G/T teachers regarding how to enrich and challenge my G/T students.			
5. I need more information on recognizing and meeting the needs of the G/T student.			
6. I can explain to parents or other members of the community my campus's G/T Program.			
7. I have observed G/T students sharing their products and performances.			
8. I understand the importance of differentiation within the regular classroom to meet G/T student's needs.			
9. I provide opportunities for G/T students to share knowledge from their G/T classes.			
10. My expectations change for the G/T student.			
11. Information regarding the G/T Program is made available to all parents.			
12. The G/T Program reflects my campus's student demographics.			
13. The G/T program blends with my campus's mission.			

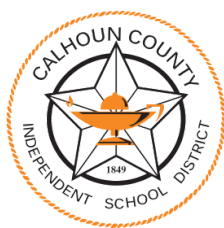
Please add any comments on ways CCISD can improve the G/T Program.

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**Calhoun County ISD  
Gifted/Talented  
Elementary Student Report Card**

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

Grade: \_\_\_\_\_

G/T Teacher: \_\_\_\_\_

Conference Period: \_\_\_\_\_

	1	2	3	4
Mastery of concepts/subject matter				
Use of critical-thinking skills				
Use of creative-thinking skills				
Use of problem-solving skills				
Use of research skills				
Use of study skills				
Product(s) evaluation				
Participation/interaction				
Completion of tasks				
Attitude/cooperativeness				

*Parent/Guardian's Signature*

*Explanation of ratings:*

1. \_\_\_\_\_

**1—Poor**

2. \_\_\_\_\_

**2—Fair**

3. \_\_\_\_\_

**3—Average**

4. \_\_\_\_\_

**4—Good**

**5—Excellent**

\_\_\_\_\_



**Calhoun County ISD  
Gifted/Talented  
Elementary Student Report Card**

**Comments**

**1st NINE WEEKS**

**Comments:**

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**2nd NINE WEEKS**

**Comments:**

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**3rd NINE WEEKS**

**Comments:**

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**4th NINE WEEKS**

**Comments:**

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**SAMPLE**

## **Calhoun County ISD Gifted/Talented New Teacher Orientation Agenda**

1. Welcome
2. Overview of G/T District Plan
3. Referral and Assessment Procedures
4. Teacher of Record Responsibilities
  - a. Documentation of G/T training
    - i. Initial, mandatory thirty-hour training
    - ii. Annual six-hour update
  - b. Maintenance of G/T Documentation
5. District G/T Documentation Procedures
6. Texas Performance Standards Project (TPSP) Responsibilities
7. Questions, Concerns, or Comments



**SAMPLE**

**Calhoun County ISD**  
**Gifted/Talented Parent Awareness Meeting**  
**Agenda**  
*(Held prior to Assessment Window)*

1. Welcome
2. CCISD's Definition of Gifted/Talented
3. Characteristics of G/T Students According to CCISD
4. Program Design and Services
5. Assessment Process
  - a. Referral Period
  - b. Assessment Process
  - c. Determination of Need
  - d. Parent Notification
  - e. Student Served
6. Calhoun County ISD G/T Plan
  - a. Demonstrate how to access
  - b. Sign-up for a copy to send home
7. Parent Advisory Committee
8. Audience's Questions

**Contact Information:**

G/T Coordinator  
Campus Counselor  
Campus Principal



**SAMPLE**

**Calhoun County ISD  
Gifted/Talented Parent Orientation Meeting  
Agenda**

*(Held prior to students entering the program near the entry date.)*

1. Welcome
2. CCISD G/T Program Design
  - a. Texas Performance Standards Projects (TPSP)
  - b. Creative/Critical Thinking Activities
  - c. Higher Level Thinking
3. G/T Students' Expectations
4. Periodic Updates
  - a. Report Cards
  - b. Newsletters
5. Parent Association Information
6. Parent Advisory Committee
7. Annual Program Evaluation