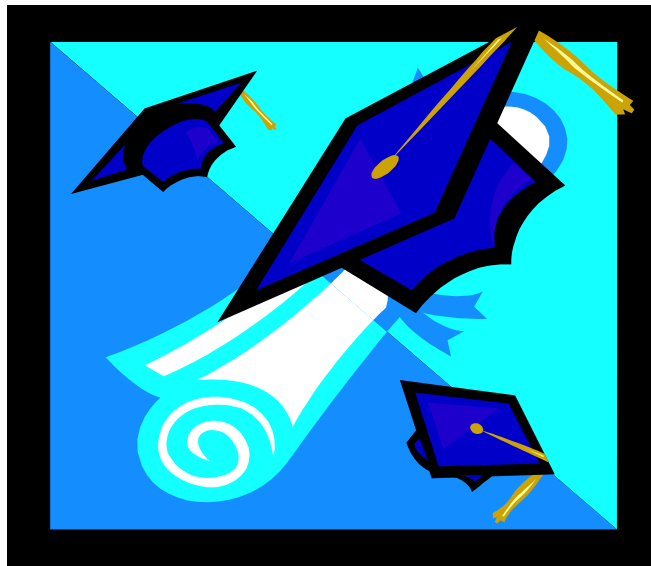




Wills Point Independent School District



A. C. E.

Academic Challenge in Education

Program Handbook
for
Gifted and Talented

A. C. E.
(Academic Challenge in Education)

Wills Point ISD Gifted and Talented Program

Table of Contents

Committee Members 1

A. C. E. WPISD Gifted and Talented Program 2

Mission Statement.....2
Definition2

WPISD Goals for Educating the Gifted 3

Guidelines for Gifted/Talented Program Principals and Criteria 4

Introduction.....4
Steps to Enter Gifted/Talented Program5
Nominations Procedures6
Assessment Procedures6
Selection Procedures7
Placement Procedures7
Student Transfers7
Continuance Procedures.....7
Exit Procedures8
Exit Guidelines for Specific Circumstances9
Furloughs10
Appeals Procedures.....10

Program Organization 11

Kindergarten: Talent Pool.....12
Grades 1-6: Cluster Group and Pull-Out12
Grade 7-1213

Curriculum Development.....14

Staff Development 16

Parent and Community Involvement.....17

Gifted and Talented Matrix18

Forms19

**WILLS POINT INDEPENDENT SCHOOL DISTRICT
338 W. North Commerce
Wills Point, TX 75169
(903) 873-3161**

BOARD OF TRUSTEES

Dyde Manning III
President

C.W. Wilson
Vice President
Brian Southard
Paul Sharp

Darlene Weesner
Secretary
Ray Thomason
Shane King

CENTRAL ADMINISTRATION

Suzanne Blasingame
Interim Superintendent

Susan Seale
Special Education Director

Mary G. Sanderson
Director of Finance

Updated 9/9/2011

COMMITTEE MEMBERS

DISTRICT-WIDE GIFTED AND TALENTED COMMITTEE

Suzanne Blasingame	Interim Superintendent
Megan Boyd	High School Counselor
Lana Moseley	High School Counselor
Molly Moore	Junior High Counselor
Shannon Clevenger	Middle School Counselor
Stefani Curtis	Intermediate School Counselor
David Moore	Primary School Counselor
Lona Hobbs	High School Teacher
Elizabeth Furrh	Junior High Teacher
Donna Miller	Middle School Teacher
Donna Alexander	Intermediate School Teacher
Glenna Williams	Primary School Teacher
Vickie Reed	Parent
Paul Sharp	Parent

A.C.E.

(Academic Challenge in Education)

WILLS POINT'S GIFTED AND TALENTED PROGRAM

MISSION STATEMENT

Validated research has determined that there are children in schools who are extremely bright and capable but who, historically, have been generally unchallenged. This has led to a recent emphasis on programs for gifted and talented students. The Wills Point Independent School District has students who possess exceptional ability in the areas of general intellectual ability, specific subject matter aptitude and in the areas of creativity and leadership.

In compliance with the school district's educational philosophy and in consideration of the United States Office of Education Commissioner's Report to Congress, The State Plan for the Education of Gifted and Talented and the Region X Education Service Center Plan, The **Wills Point Independent School District will provide a program for the educational development of students who are identified as gifted students, known as The A. C. E. Program.** The Wills Point Independent School District readily recognizes that students identified as gifted can come from all races, socioeconomic groups, geographical locals, and environments.

DEFINITION

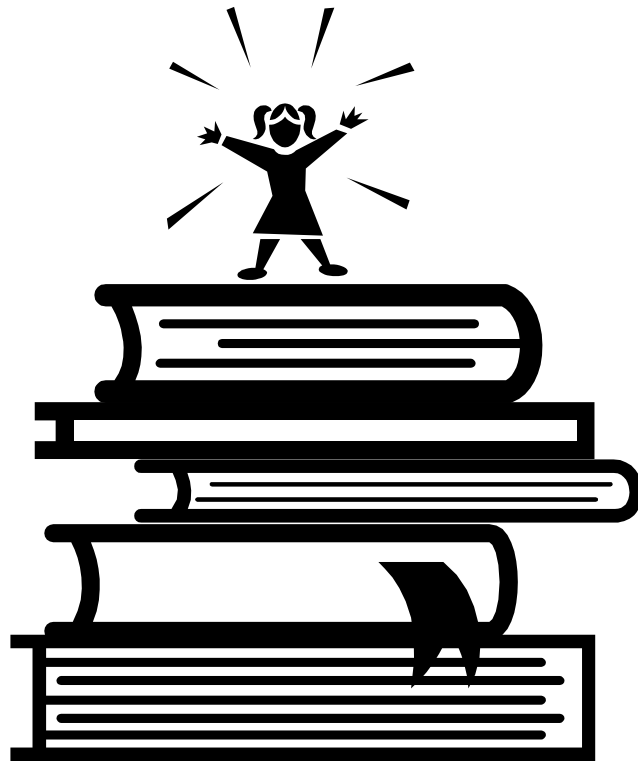
An examination of state and regional studies indicates that in a "normal" population of students there will be three to five percent of the students who can be identified as gifted and talented. It is felt that this constitutes a definite need for a program for gifted and talented students that is differentiated and comprehensive in scope. The Texas Education Code (Sec. 29.121) states that "gifted and talented student" means a child or youth who performs at or shows the potential for performing at a remarkable 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.

WPISD GOALS FOR EDUCATING THE GIFTED

The Wills Point Independent School District recognizes that an enormous individual and social cost exists when extraordinary talent and capability among the district's children and youth go unrecognized and un-fostered. **Therefore, the Wills Point Independent School District has developed a comprehensive gifted program to serve students in grades K-12.** The gifted and talented program known as The A. C. E. Program will determine that:

1. Students will be identified to assure that the population of the program for gifted students reflects the population of the total district.
2. Experiences will extend the regular education curriculum so that concepts, themes, and skills are explored in greater depth, complexity and scope.
3. Families of gifted/talented students are provided ongoing opportunities to learn about the unique needs of the gifted and strategies used in the school program.
4. WPISD educators will receive appropriate staff development in the area of gifted education.



GUIDELINES FOR GIFTED/TALENTED PROGRAMS

PRINCIPALS AND CRITERIA STUDENT IDENTIFICATION

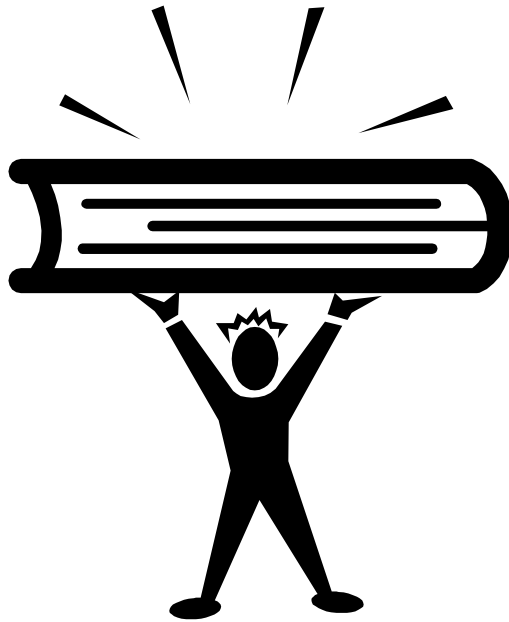
INTRODUCTION

The purpose of identification is to determine which students will benefit from the services provided in the program for gifted/talented students. For each student nominated for identification, the campus selection committee reviews the district's written, board-approved definition of giftedness, as well as the results of any data gathered about the student's ability, and then determines the student's appropriate education placement. Wills Point ISD mandates that the following procedures will ensure that students from all populations in the district have access to services designed for gifted students.

- Identification provides for ongoing screening and selection of nominated students based on a minimum of three criteria. These criteria must include both objective and subjective assessments.
- Under certain conditions subjective information is a more appropriate basis for identification than objective information. It may be necessary for the selection committee to make placement based on perceived educational need rather than a specific cut-off score.
- Consideration must be given to assure that the following groups have not been overlooked during the identification process:
 - gender or minority group students
 - culturally different
 - disabled students
 - economically disadvantaged
 - students who display various types of classroom behavior such as disruptiveness, extreme shyness, excessively high energy levels, and short attention span.

IDENTIFICATION

1. **NOMINATE STUDENTS.** Anyone can nominate a student for the Gifted and Talented Program. (parents, teachers, community member, family member, etc.)
2. **COMPLETE A MATRIX ON NOMINATED STUDENTS.** The matrix is a rating scale from “0” to “5”. Students receive points according to their score on the following 3 items.
 - A. Aptitude Test
 - B. State Assessment
 - C. Teacher Inventory



NOMINATION PROCEDURES

- Students may be nominated by any professional Wills Point ISD staff member, parent, family member, community member or self.
- Nominations should be in writing and given to the school counselor or principal.
- Nominations and identification are ongoing to allow for students to be placed in the program at any time it is determined to be the best placement for the student.

ASSESSMENT PROCEDURES

All nominated students will be assessed by each of the criteria on the Identification Matrix. Appropriate WPISD personnel will transfer actual score data to equally weighted point value using the Identification Matrix.

Subjective Assessment

- Classroom teacher or an appropriate staff member will complete the Teacher observation form: Learning Characteristics checklist for the appropriate grade level.
- Teacher Observation form must be returned to the campus contact.
- Examples of student performance or products may be used to assist the selection committee. (Examples include portfolios, student work, other appropriate samples)

Objective Assessment

- Objective assessments will be completed by campus personnel. Objective data may be standardized and/or criterion-referenced test results. This may include achievement, aptitude and/or intelligence measures as well as test of creativity, assessment in native language, non-verbal testing, and other normal data.

SELECTION PROCEDURES

This selection process is planned and conducted by a committee of professional educators involved in the program. The WPISD selection committee must include professional educators involved in the program. The WPISD selection committee must be composed of at least three persons, preferably an administrator, a teacher, and a counselor, who are knowledgeable of the needs and potential of gifted/talented students and familiar with the state guidelines. The campus selection committee must meet to determine placement or non-placement for each nominated and assessed student.

- Using the total score from the Identification Matrix, students shall be placed in the program as gifted.
- The campus selection committee will make professional decisions on student placement to ensure equality of opportunity for all students.
- Annual screening of non-gifted students.

PLACEMENT PROCEDURES

- When final placement decisions have been completed by the campus selection committee, parents shall be notified by letter of their child's placement or non-placement in the gifted and talented program.
- Participation in this program is voluntary on the part of the student and requires written permission of parents or legal guardians.

STUDENT TRANSFERS

Students who have been identified as gifted in another district should be accepted as an automatic nomination and assessed for services for the local program within a 6 weeks period. The campus selection committee will meet and review the information on the student. If appropriate assessment documentation cannot be obtained from the former school district, the transferring student will be assessed in the same manner as students presently enrolled in WPISD.

CONTINUANCE PROCEDURES

Students identified as gifted and placed in A. C. E. Program will be reviewed annually by the program teacher. These students will continue in the gifted and talented program in subsequent years without having to "re-qualify". However, if the teacher has determined upon examining the student's performance that the gifted and talented program is not meeting the educational needs of the student, the student will be reviewed according to EXIT procedures.

EXIT PROCEDURES

It is the goal of the WPISD Gifted and Talented Program to strive for the most appropriate educational placement for each identified gifted student. Should it be determined that participation in the WPISD Gifted and Talented Program is not the most appropriate educational placement for a student, exiting procedures are available. The following guidelines should be followed.

1. Just as no one criteria can be used to identify students for placement into the gifted and talented program, no single factor or criteria can be the determining factor for exiting a student from the program.
2. Factors that contribute to the decision to exit a student from the gifted and talented program may be based on educational, psychological, and/or personal reasons. There should be evidence that the factors contributing to the decision to exit a student have occurred over a reasonable period of time. The decision to exit a student should not be made arbitrarily or in haste.
3. The student will be given opportunities to correct the situation if it is possible for him/her to do so.
4. The campus staff should communicate with the student's parent about the problem. Parents must be included in the final decision about placement of the gifted and talented student. No student in grade K through 8 can remove themselves from the gifted and talented program without input from his/her parents.

In grades 9 through 12, the decisions of gifted and talented students made with regard to course selection affect services provided by the gifted and talented program. As long as the student's schedule allows him/her to be in an Advanced Placement (AP) or Pre-AP class, he remains in the gifted and talented program. When gifted and talented students select AP or Pre-AP classes, every effort is made at Wills Point High School to serve this student in these classes. Students not enrolled in AP or Pre-AP may participate in additional programs in their areas of strength. These activities will include both in school and out of school options if possible. If the student does not choose to participate in either the AP program or additional program options, exit procedures may be considered.

5. The WPISD Gifted and Talented Program screening committee for the appropriate grade level will be included in any decision to exit a student from the gifted and talented program.

EXIT GUIDELINES FOR SPECIFIC CIRCUMSTANCES

1. A student not performing on a satisfactory level in the gifted program will be placed on probation. The parents will be notified that the student's progress level must improve.

The student's progress will be checked after a three-week period to ascertain if improvement is occurring. If it is not, the parent should be contacted and reminded that the student has only until the end of the current grading period to raise the grade.

If the grades are brought up to the necessary standard and maintained at the acceptable level, the student will remain in the gifted and talented program on a probationary status based on grade maintenance.

If the student fails to maintain the required grade point average, or if the student habitually allows the grade to fall below the maintenance level, the screening committee will decide what is the best interest of the particular student and consider any extenuating circumstances. Parents will be included in this process.

For any subsequent grading period, if a second failing (below 70) grade is received on the report card, the student will be placed on furlough from the gifted and talented program for the remainder of the school year. The second grade does not have to be in the same content area as the first failing grade.

If grades warrant, the student may become eligible for replacement into the gifted and talented program at the beginning of the next school year. This is at the discretion of the campus committee.

2. In the event that a student and his parent find that he/she is not comfortable in the gifted and talented program, or that the gifted and talented program is not relevant to his/her needs at any particular point in time, the student and parent should indicate their feelings to the child's teacher, principal or counselor. The gifted and talented teacher or coordinator will arrange a conference with the student, parent(s) and the gifted and talented committee.

During the meeting, should the student still desire to leave the gifted and talented program, he will be allowed to do so. In this particular circumstance, the parents and child will make the ultimate decision. Once a student chooses to exit the gifted and talented program, he/she will not be re-admitted to the program during the same school year. The student may be re-admitted the following year to the program at the discretion of the campus gifted and talented committee.

3. Chronic absence from the gifted and talented classes requires a review by the campus gifted and talented committee concerning placement for this student. Adequate communications must occur with the parent to correct the chronic absences. Failure to attend gifted and talented classes regularly, after due process is followed with both the student and parent, will result in the student being exited from the gifted and talented program.
4. Consistent failure on the part of the student to do work required in either the gifted and talented or regular classroom could result in a review by the screening committee and subsequent exit from the gifted and talented program.

FURLOUGHS

Students who voluntarily leave the program temporarily due to scheduling conflicts or other reasons approved by the campus gifted and talented committee may be considered on “furlough”. The student may be able to re-enter the gifted and talented program at a later date with campus gifted and talented committee approval.

APPEALS PROCEDURES

It is the purpose of the WPISD Central Review Committee to hear appeals of the decisions made by campus gifted and talented selection committees concerning the results of the gifted and talented screening and identification procedures. The WPISD Central Review Committee is the only authority to allow deviation from the written criteria for gifted and talented entry or exit. The person initiating the appeal process may do so according to the following guidelines:

1. Within 10 school days after parents have received the letter informing them of the results of the WPISD gifted and talented identification procedure, an appointment should be made with the campus gifted and talented coordinator to review the results of the recent testing. After reviewing these scores, if an appeal is still desired, parents may proceed to the next step.
2. Within 10 school days after the parent has met with the WPISD campus gifted and talented coordinator to review his/her child’s scores, an appeal may be made by submitting a written request to the campus coordinator. This letter of appeal must include a statement of the problem with an explanation and information pertinent to the situation. The district’s central review committee will convene to consider the appeal. This committee is made up of the Assistant Superintendent for Curriculum (or designee), one principal, and at least one gifted and talented classroom teacher from another campus. The parent may choose to appear personally before this committee, or the appeal may be submitted in writing. If the parent wishes to appear before the committee, the letter should so state.
3. Once the written request for appeal has been received, the campus gifted and talented coordinator will notify members of the Central Review Committee and will request support materials and data from the campus principal.
4. The Central Review Committee will convene within 10 school days after the campus gifted and talented coordinator receives the written request for appeal.
5. Parents will be notified about the date and time of the meeting.
6. Within 10 school days after the appeal meeting, the Central Review Committee will respond in writing about the decision reached concerning the appeal.
7. After the above process has been exhausted, further questions regarding identification should be directed to the Superintendent of Wills Point ISD.

PROGRAM ORGANIZATION

It is the belief of the Wills Point Independent School District that The A.C.E. Program must be consistent with and become an outgrowth of other programs in the district. This must be kept in mind despite the fact that gifted/talented programs often rely on organizational or administrative patterns that are markedly different from those used in other district programs.

Selections of appropriate organizational patterns are an essential part of the gifted and talented program planning. These basic elements of enrichment are necessary in a comprehensive program: grouping, acceleration, and guidance. In compliance with **The Texas State Plan and Guidelines for the Education of Gifted/Talented** (TEA 2009) <http://www.tea.state.tx.us/index2.aspx?id=6420>, WPISD supports the following principles and criteria for program organizations:

- Program organizational patterns that are developed to serve gifted students are compatible with the district's philosophy, goals, and objectives as reflected in the district and campus improvement plans.
- Program organizational patterns that are developed promote differentiated learning experiences for gifted students.
- Program organizational patterns will include in-school and, when possible, out-of-school options relevant to the student's area of strength during the entire school year.

In summary, the program organization must meet the unique needs of the gifted/talented student and provide opportunities for the gifted students to work together as a group, to work with other students, and to work alone. In Wills Point ISD the chosen organizational patterns provide many opportunities for differentiated instruction in the gifted program.

The following listing provides information about different organizational patterns that are used to meet the needs of gifted students in Wills Point ISD.

KINDERGARTEN: TALENT POOL AND PULL OUT

WPISD will serve and assess a talent pool from August through February that includes all students in the kindergarten student body. Wills Point ISD supports the idea that it is important to correctly identify a child as gifted by waiting until the child's performance clearly indicates advance abilities. The talent pool will provide an environment that is conducive to exhibiting behaviors that is characteristic of gifted children.

- An enrichment curriculum that is compatible with the scope and sequence and student objectives of the district's program for gifted students is developed and used for assessment with kindergarten students.
- The August through February talent pool provides opportunities for students to exhibit potential with services provided by the classroom teacher.
- By March 1, students will be identified and served in a pull-out environment in accordance with 19 TAC, Chapter 89, Subchapter A.
- Students will be coded on PEIMS only when they are identified as gifted and not as a part of the talent pool.

GRADES 1-4: CLUSTER GROUP

Small groups of identified students will all be assigned to the same gifted and talented teacher for instruction. This type of arrangement implies that gifted students in a regular class will be working both individually and in a group with other gifted students during the class period.

- Teachers work with the students at various times in order to provide more advanced, in-depth instruction, plan group activities, develop student projects, and to determine student progress.
- Cluster grouping offers students the opportunity to develop differentiated products that can be shared with the entire class.

GRADES 5-6: PULL OUT

Students in grades 5 through 6 will meet daily to work with other identified gifted students in their school.

- This program will allow students to focus upon developing thematic units as well as benefit from experimental and innovative options.
- By having these gifted students work in a group or individually, services will be provided that are challenging, interesting, and motivating and will meet the exceptional ability of learners in the gifted and talented program.
- Students will work daily with non-gifted in other classroom work.

GRADES 7 TO 12

Wills Point Junior High and High School will provide services for the gifted/talented students through Pre-Advanced Placement and Advanced Placement classes. Students also have the opportunity to participate in special interest study groups as part of or separate from these classes.

Pre-AP and AP level teachers have received the thirty hours of training in gifted education.

Gifted students may enroll in area community colleges with the student receiving credit from both the high school and the college concurrently (19 TAC Sec. 74.25).

Students may take and receive credit on advanced placement examinations and credit by examination (TAC Sec. 74.25).

In order to facilitate both in school and out of school experiences, students will be able to participate in several additional programs in their areas of strength. These may include Region Ten Education Service Center's programs at different area universities, UIL Academic Competition, SAT and ACT preparation, product development for EXET Level, and selected field trips.



CURRICULUM for GIFTED LEARNERS

The curriculum used with gifted learners in Wills Point ISD focuses on three important elements: (1) the content to be learned, (2) the processes to facilitate learning, and (3) the products that result from learning. Since gifted/talented students possess characteristics and needs that make them different from other students, their curriculum is differentiated from other students.

This statement does not mean that gifted students cannot work and learn with other students. In fact it is very important that gifted students work together as a group, work with other students who are not gifted, and work alone. By varying the organization of the study groups and by varying the curriculum, the needs of all students can be met. The instruction should be modified to meet the gifted students' needs.

At times the curriculum for the gifted involves the use of four core content areas, methods, and materials beyond those practical for other students at the same age and grade level. Differentiating the curriculum involves differentiating student goals and objectives, instructional strategies, learning experiences, and evaluation.

Wills Point ISD makes several determinations when implementing its curriculum for gifted students.

- The curriculum for gifted students must be differentiated from the regular curriculum in complexity, depth, and range.
- The curriculum must include a continuum of learning experiences that leads to the development of advanced-level products and performances.
- The curriculum is designed to provide an array of learning activities for the gifted learners relevant to the student's area of strength.
- The curriculum includes objectives and a scope and sequence for all grades with identified gifted learners.

Teachers and staff who work with gifted children will emphasize these guiding principals of a differentiated curriculum:

- **Present content that is related to broad-based issues, themes or problems.** Students may work on one thematic unit throughout the year, such as power, change, patterns, commitment or conservation.
- **Integrate multiple disciplines into the area of study.** Students can study a theme in any subject or study more than one subject at a time in order to more fully explore a problem. Students could be developing a product for English as well as history, or microcomputer applications. The teacher can direct the course of study so that the activities selected integrate basis skills with higher level thinking skills.
- **Allow for the in-depth learning of a self-selected topic within the area of study.** If the class is studying the solar system, the gifted student may choose to select a topic on his own. For example, the gifted student may choose to investigate, through an analysis of current findings in scientific journals, the concept of a tenth planet and then share the findings in an oral presentation.
- **Develop independent or self-directed study skills.** It may be necessary for the gifted student to conduct more extensive guided or independent research in developing a higher level of understanding. If the student is preparing a visual presentation of the life of a famous person, the student may want to read as many original diaries and other original documents as possible. The student may benefit from a field trip or hands-on experience.
- **Focus on open-ended tasks.** Students should be given the opportunity to develop their talents more fully by allowing them to use higher level thinking skills such as comparison and evaluation rather than merely memorizing facts for a class test. Some students may want to develop research skills and methods and do long range experiments or studies.
- **Encouraging the development of self-understanding.** Gifted students, as well as all students, must learn to recognize and use their abilities, become self-directed, and appreciate likenesses and differences between themselves and others.

In summary, it must be stressed that the curriculum should meet the cognitive and affective needs of the gifted students. The activities selected, as well as the materials used, must show a specific scope and sequence.

STAFF DEVELOPMENT

Wills Point ISD is in the unique position of being able to identify the individual needs of professional educators as well as the needs for gifted/talented education in the district and to mesh these into a comprehensive plan for staff development. The need for quality staff development cannot be overemphasized. There are two major principles and criteria for staff development in the area of gifted education.

- Administrative and supervisory staff members support gifted/talented education through providing the leadership and resources for effective staff development. This training shall include six hours that addresses the nature of needs of gifted/talented students and program options.
- Wills Point ISD will ensure that all designated gifted/talented teachers have received a minimum of 30 hours of staff development in the area of gifted education, as well as six hours annually of professional development. This training shall address the nature and needs of gifted/talented students, accessing student needs, and curriculum instruction for gifted students.



PARENT AND COMMUNITY INVOLVEMENT

Wills Point ISD District-Wide Gifted and Talented Committee believe that the gifted/talented program is successful only if parents are included as partners in the education of their children. Parents must receive information related to program objectives and activities that support the school process. Wills Point ISD also relies on active community support for its programs. Community members can offer resources and assistance that contribute to the program's success.

Wills Point ISD supports the principles outlined in the TEA document, *The Texas State Plan and Guidelines for the Education of Gifted/Talented (2009)*. The plan may be found at: <http://www.tea.state.tx.us/index2.aspx?id=6420>.

1. School districts shall develop written policies on student identification that are approved by the local board of trustees and disseminated to parents. (19 TAC §89.1)
2. School districts shall provide an array of learning opportunities for gifted/talented students in kindergarten through grade twelve and shall inform parents of the opportunities. (19 TAC § 89.3)
3. The district evaluates the effectiveness of the program annually and used the data to modify and update district and campus improvement plans. Parents are included in the evaluation process. (19 TAC § 11.251 – 11.253)

Sources of information important to parents include publications and brochures about the district and its gifted programs. Parents are regularly informed of meetings, sent updates on information and asked to provide input. Families of gifted students are encouraged to provide information and suggestions about services that are planned for the gifted program.

Parents and community members are invited to be a part of Wills Point ISD site-based management committee. At the campus level it is important that a part of the campus improvement plan address the specific needs of the gifted student. Families and community members who have demonstrated interest in the gifted program may be included in these planning committees.

Parents are involved in every phase of the gifted program, including identification and selection. If a student transfers into the district, parents are informed in a timely manner that their child is to be assessed and placed in the program. If a student is to be exited, placed on probation, or furloughed, parents are actively involved in the decision making process. By the combined efforts of families, students, and staff, effective services can be offered to gifted/talented students in Wills Point ISD.

WILLS POINT ISD GIFTED & TALENTED MATRIX

Student Name: _____ Student ID: _____

Date: _____ Data from Grade: _____ Student Age: _____

INDICATORS	ACTUAL SCORES						TOTAL POINT VALUE
	5	4	3	2	1	0	
I. Q. TEST	135+	134-130	129-125	124-120	119-115	114 or less	
VERBAL							
QUANTATIVE							
NON VERBAL							
State Assessment	5	4	3	2	1	0	
<i>Number Incorrect</i>	<i>0-1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6 or more</i>	
READING							
WRITING							
MATH							
SCIENCE							
SOCIAL STUDIES							
TEACHER RATING SCALE							
LEARNING	32-30	29-27	26-24	23-20	19-16	15 or less	
MOTIVATION	36-34	33-30	29-26	25-22	21-18	17 or less	
CREATIVITY	40-38	37-35	34-31	30-26	25-20	19 or less	
LEADERSHIP	40-38	37-35	34-31	30-26	25-20	19 or less	
TOTAL POINT VALUE (NOT ACTUAL SCORE) OF ABOVE RATING SCALES = DIVIDED BY 4 =							
TOTAL MATRIX POINTS:							

Wills Point Independent School District

A. C. E. Forms

Form 1 – Characteristics of Gifted Children.....	18
Form 2 – Nomination/Referral	19
Form 3 – Parent Permission for Testing.....	20
Form 4 - Out-of-District Transfer Form	21
Form 5 - Request for Furlough Form	22
Form 6 - Request for Reentry from Furlough Form	23
Form 7 - Request for Exit Form	24
Form 8 - Notification of Exit Form.....	25
Form 9 - Parent Survey	26
Form 10 - New Student Information Form	27

**Wills Point Independent School District
A. C. E. Gifted and Talented Program**

Characteristics of Gifted Children

- Learns easily
- Is original, imaginative, creative
- Is widely informed
- Is persistent, resourceful, self-directed
- Has common sense – with uncommon understanding
- Is inquisitive, skeptical
- Is informed in unusual areas
- Has outstanding vocabulary, is verbally fluent
- Is an independent worker, shows unusual initiative
- Shows good judgment, is logical
- Is flexible, open
- Is versatile, has many interests
- Shows unusual insights
- Shows high level of sensitivity, empathy
- Has excellent sense of humor
- May have unusual mechanical aptitude
- Often shows leadership
- Can be the biggest nuisance
- Has parents who are most concerned about increasing educational enrichment
- Is the child the other children like best

**Wills Point Independent School District
A. C. E. Gifted and Talented Program**

Nomination/Referral Form

Please complete the following information and return to the student's local campus:

Student Name: _____ Date: _____

Campus: _____ Grade Level: _____

Teacher: _____

(Homeroom Teacher for Elementary Level/Specific Subject Area Teacher for Secondary Level)

Student ID Number: _____

(To be completed by the campus)

Nomination for (circle the appropriate program):

Primary Intermediate Middle School Junior High High School

Person Making Referral: _____

Relationship to Student: _____

Comments Concerning Nomination: _____

Wills Point Independent School District
A. C. E. Gifted and Talented Program

Parent Permission for Testing

Student: _____ Birth Date: _____

School: _____ Grade: _____

Teacher: _____ Program: _____

Dear Parent(s) or Guardian(s),

Wills Point Independent School District is in the process of screening students for the Wills Point A. C. E. Program. It is necessary to analyze different types of information when deciding on the best program placement for any student. In order to determine the best educational setting for your child, additional testing may need to be administered.

In order for the district to proceed with further testing, your permission is needed by the appropriate personnel. Please complete the following information and return it to the person and location listed below.

If you have any further questions, please contact the campus counselor.

Yes, I give my permission for diagnostic testing.

No, I do not give my permission for additional testing.

Signature of Parent or Guardian

Date

Address _____

Telephone Number(s): Home: _____

Work: _____

**Wills Point Independent School District
A. C. E. Gifted and Talented Program**

Out-of-District Transfer Form

Student Name

Date

School

_____ has been served in the Wills Point
A. C. E. Gifted and Talented Program. Students are selected on the basis of test data,
student performance, and teacher/parent input. If you need further information on this
student, please contact me.

Available test data and/or comments:

Teacher/Facilitator

School

Course (If Applicable)

Program

Wills Point Independent School District
A. C. E. Gifted and Talented Program

Request for Furlough Form

Name Date

School

I request that consideration be given to furlough _____
(name of student)

from the Wills Point ISD A. C. E. Program on the basis of the following reasons:

Request made by (please circle): Student Parent Teacher Other _____

Student Signature

Parent Signature

=====

The selection committee recommends that _____

be furloughed from the Wills Point A. C. E. Program for a period of _____

on the basis of the following reasons: _____

Principal

Gifted Teacher

Parent

Other

cc: Gifted Teacher
Cumulative Folder
Principal
Counselor

Date

Wills Point Independent School District
A. C. E. Gifted and Talented Program

Request for Reentry from Furlough Form

Student Name

Date

School

I request that consideration be given to reenter _____
in the Wills Point ISD A. C. E. Program on the basis of the following reasons:

Request made by (please circle): Student Parent Teacher Other _____

Student Signature

Parent Signature

=====

The selection committee recommends that _____
be granted/denied reentry to the Wills Point A. C. E. Program on the basis of the
following reasons:

Principal

Gifted Teacher

Parent

Other

CC: Gifted Teacher
 Cumulative Folder
 Principal
 Counselor

Date

Wills Point Independent School District
A. C. E. Gifted and Talented Program

Request for Exit Form

Name

Date

School

I request that consideration be given to exit _____

from the Wills Point ISD A. C. E. Program on the basis of the following reasons:

Request made by (please circle): Student Parent Teacher Other_____

Student Signature

Parent Signature

=====

The selection committee recommends that _____

be dismissed from the Wills Point A. C. E. Program on the basis of the following reasons:

Principal

Gifted Teacher

Parent

Other

cc: Gifted Teacher
Cumulative Folder
Principal
Counselor

Date

Wills Point Independent School District
A. C. E. Gifted and Talented Program

Notification of Exit Form

Student Name

Date

School

The request for _____ to be exited from the Wills Point A. C. E. Program has been approved. Please encourage your child to continue pursuing high academic standards. We will be glad to assist in any way we can.

Principal's Signature

Date

- cc: Gifted Teacher
- Cumulative Folder
- Principal
- Counselor

Wills Point Independent School District
A. C. E. Gifted and Talented Program

Parent Survey

Place your child's grade level in the appropriate blank. Your name is optional.

Read each statement carefully and place an X in the box that most represents your opinion.

Name (Optional)

Date

This school year my child has grown in his/her ability:

- 1. To think about big and important ideas presented in this class.
2. To deal effectively with complex activities
3. To deal effectively with his/her strengths and weaknesses.
4. To identify and solve various problems in school, at home, and in the community.
5. To think in creative ways.
6. To do independent research.
7. To work with others.
8. To value the work he/she produces along with the contributions of others.
9. The identification procedures were understandable.

Table with 5 columns: #, Strongly Agree, Agree, Disagree, Strongly Disagree. Rows 1-9.

Parental Input

- 10. There was opportunity for parents and/or community involvement.
11. Notification of student progress was received.
12. The A.C.E instructional program was effective.
13. The A.C.E. program was organized and understandable.
14. Curriculum was appropriate.

Table with 5 columns: #, Strongly Agree, Agree, Disagree, Strongly Disagree. Rows 10-14.

Please write any comments or suggestions on the back of this form.

**Wills Point Independent School District
A. C. E. Gifted and Talented Program**

Teacher Survey

Teachers will use the attached scales for rating the behavior characteristics of superior students. The following characteristics will be rated:

- Learning Characteristics
- Motivational Characteristics
- Creativity Characteristics
- Leadership Characteristics

**Wills Point Independent School District
A. C. E. Gifted and Talented Program**

New Student Information Form

Student Name

Date

School

School Address

City

_____ has recently enrolled in Wills Point ISD and
has indicated participation in your Gifted and Talented Program.

Please respond to the following:

The student was a participant in your G/T program. _____Yes _____No

If yes, please send all tests and other pertinent data relevant to the G/T program to:

Wills Point ISD
(Campus Name)
338 W. North Commerce
Wills Point, TX 75169

Parent

School

Teacher/Facilitator

Program