This Handbook Is Dedicated
TO OUR GIFTED CHILDREN

At last,
We are beginning to understand you,
We realize your beauty,
your ability
your potential....

A lifetime
of excitement,
joy, involvement, creativity and passion awaits you....
But first we must nurture you....

We must give you the opportunity
  to accept and value
    your strengths
    and your differences....
  to accept and value
    the strengths
    and differences of others....

The opportunity
  to actively pursue your passions,
your areas of adventure,
  and your dreams....
  to help make our world
    a better place in which to live....
  where, as you choose,
    you may become
  the explorers,
  the inventors,
  the artists,
  the poets,
  the leaders of tomorrow....

But, most importantly,
  we must help you to become
    your true "selves,"
    to withstand the pressure
      from outside,
  and to listen closely to
    your hearts
  so that you may
    develop your potential,
    and become what
    you truly can be,
    what you truly are....

George T. Betts
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FOREWORD

This manual was carefully revised to reflect Gifted/Talented policies and program in light of the state’s guidelines, the vision of Humble ISD, and the philosophy and goals of the program for students who are identified gifted/talented. The results are the policy statements in this manual which capitalize on the effective, successful ideas of the original vision of the program which also reflect recent research and trends in gifted education.

Copies of this policy and procedures manual are given to assistant superintendents, principals, and counselors, as a written resource of information. A copy is also sent to each school’s library for access by parents and community members and is available on line at http://www.humbleisd.net/2232104291096567/site/default.asp.

The intent of the policies and procedures in this manual is to:

- Inform the public about HISD’s gifted education programs
- Maintain a student-centered program
- Provide continuity
- Assure internal consistency
- Reflect HISD’s compliance with the Texas state plan for gifted education
- Provide a framework for accountability and program improvement
Humble ISD Mission and Vision

MISSION STATEMENT:
Our purpose, in partnership with families and community, is to develop each child intellectually, artistically, emotionally, physically, and socially so that all students are life-long learners, complex thinkers, responsible global citizens and effective communicators.

VISION STATEMENT:
We envision schools where students and staff are enthusiastically engaged in learning within local and virtual environments. We see schools that encourage collaboration and cultivate a sense of belonging. We see learning standards that are rigorous and relevant. We see learning standards that inspire creativity and problem solving. Ultimately, we see schools that prepare students for many paths and that empower them with skills to successfully live in a rapidly changing world.
PHILOSOPHY OF THE GIFTED/TALENTED PROGRAM

Gifted and Talented Mission Statement

Through the collaborative efforts of educators, students, and community, Humble ISD will provide a program for gifted and talented students that meet their unique emotional, social, and intellectual needs for life-long success.

Belief Statement

1. We believe that gifted and talented students must be provided with a program that meets their unique social, emotional, and educational needs.
2. We believe that gifted and talented students should engage in a multi-faceted, differentiated curriculum that focuses on challenging, real-world issues to create life-long learners.
3. We believe that gifted education is a collaborative effort involving parents, educators, mentors, community members, and gifted students.
4. We believe that the contributions of gifted and talented students are vital to our future.

Goals of the Gifted and Talented Program

1. Gifted and talented students will work in an environment that promotes development of self-directed learning.
2. Gifted and talented students will interact with their teachers, and fellow students in a collaborative, person-centered setting to meet their social, emotional, and intellectual needs.
3. Gifted and talented students will, through a differentiated curriculum, demonstrate an understanding of advanced content and connections using creative and critical thinking skills.
4. Gifted and talented students will utilize school and community resources to produce and present authentic advanced products.
DEFINITION

Texas State Goal for Services of 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.

According to Section 29.123 of the Texas Education Code, the Texas State Plan forms the basis of G/T services and accountability. The plan offers an outline for services without prohibitive regulation. Districts are accountable for services as described in the "in compliance" column of the State Plan where performance measures are included for five aspects of G/T service design. These standards reflect actions required in state law and/or SBOE rule. Many districts, in collaboration with their communities, will provide more comprehensive services incorporating research-based best practices for G/T learners.

Chapter 89 of the Texas Administrative Code espouses the philosophy that school districts provide an array of learning opportunities for gifted/talented students in kindergarten through grade 12 and shall inform parents of the opportunities. Options must include:

- instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently;
- a continuum of learning experiences that leads to the development of advanced-level products and performances;
- in-school and, when possible, out-of-school options relevant to the student's area of strength that are available during the entire school year; and
- opportunities to accelerate in areas of strength.

The Texas Education Code 29.123 specifies that "gifted and talented students" mean a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

- Exhibits high performance capability in an intellectual, creative, or artistic area
- Possesses an unusual capacity for leadership
- Exceels in a specific academic field

This definition is based on the Texas Education Code as passed by the 74th Legislature of the State of Texas effective September, 2009.
GOALS AND OBJECTIVES

Goals of the SPICE K-2

The SPICE K-2 in Humble ISD provides additional educational support and stimulation to those who show the potential for excelling. For those students who are selected through a professionally designed screening and identification process, the program provides freedom for individual growth through enriching and extending experiences. The differentiated curriculum speaks to the developmental and affective needs of young learners as well as to appropriate cognitive goals:

- Students will develop an understanding of self and others, develop self-confidence, and recognize the worth of others.
- Students will develop their ability in creative thinking and their capacities for fluency, flexibility, originality, and elaboration.
- Students will develop their ability to use higher level thinking skills.
- The students will have the opportunity to develop and maximize their cognitive and creative abilities to the fullest, within the framework of each task.

Objectives of the SPICE K-2

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

Goals of the Gifted/Talented 3-12 Program

The Humble ISD is committed to an educational program which recognizes the unique value, needs, and talents of the individual student. A program for academically excellent students in grades 3-12 is an integral part of this commitment. The G/T program in Humble ISD exists for the students who are capable and ready to learn at the levels of depth and complexity necessary to master the Texas Essential Knowledge and Skills for their appropriate grade levels. Its guiding characteristic is the provision of differentiated and independent studies which meet both cognitive and affective needs. The ultimate goal of the program is to provide experiences whereby the students will be challenged academically, socially, and emotionally to achieve their greatest potential to manage change and to have a sense of responsibility for self, school, community, and society.

- The students are empowered to perform at a high level of achievement and to develop exceptional abilities.
GOALS AND OBJECTIVES (Continued)

- The students will apply basic skills to advanced learning activities and workplace competencies.
- The students will acquire high-status knowledge – those academic studies and experiences deemed important by society.
- The students will develop behaviors and skills necessary for self-selected and life-long learning, for exploration of new ideas, and for individual responsibility.
- The students will expand thinking capacities: creative, critical, logical reasoning, metacognitive, and conceptual.
- The students will broaden perspectives of world reality.

Objectives of the Gifted/Talented 3-12 Program

- The students will develop an understanding of their own needs and talents in order to select and to apply learning to new situations, to pace learning experiences, to evaluate their progress, and to show growth in individual responsibility, self management, and social ability.
- The students will show ability in logical reasoning and in critical thinking skills of observing, inferring, collecting data, classifying, analyzing, synthesizing, evaluating, and problem solving.
- The students will show creativity in their capacities for fluency, flexibility, originality, elaboration, and transformation.
- The students will demonstrate advanced levels of competency in communication skills which reflect appropriate modes of expressing the results of investigative and creative work and of managing diverse interests and challenges.
- The students will show leadership skills and decision-making ability by assuming responsibilities related to their school work, to the activities of the other students, and to the school.
- The students will demonstrate understanding of the various types of research and knowledge of the skills and products appropriate for each type.
TEXAS EDUCATION AGENCY
STUDENT ELIGIBILITY AND ACCESS
IDENTIFICATION AND SELECTION PROCEDURES

Identifying students for SPICE (Special People in a Creative Environment) and G/T (Gifted/Talented) is accomplished through a comprehensive identification processes, consisting of three steps (nomination, screening, and selection). This process is conducted by a committee through the use of multiple, specific, subjective, and objective criteria.

This criteria abides by several principles of identification listed in the National Report on Identification:

1. **Defensibility** – Procedures are based on the best available research and recommendations.
2. **Advocacy** – Identification is designed in the best interest of all students.
3. **Equality**
   - Procedures are designed to assure that no one is overlooked.
   - The civil rights of students are protected.
   - Strategies are specified for identifying the disadvantaged gifted.
4. **Comprehensiveness** – As many gifted learners as possible are identified and served.
5. **Pragmatism** – Whenever possible, procedures allow for use of tools and resources on hand.

### SPICE

#### A. Nomination

ALL kindergartners are screened for SPICE. No student may be denied access to SPICE on the basis of race, creed, or handicapping conditions.

#### B. Screening

ALL kindergartners are screened during the second and third quarter of school. In addition, all new-to-district first and second grade students are screened the first 9 weeks of the school year. Rescreening of first graders will be available based on parent or teacher nominations during the spring of their first grade school year. Screening consists of:

1. An assessment to reveal how well they can create new ideas or transform objects into new ideas.
2. An inventory by their teachers which documents their critical thinking, advanced level of skills, and originality of perspective.

3. Naglieri Nonverbal Abilities Test – an age-normed test that uses visual analogies to provide information about students-information processing abilities.

4. An evaluation of work samples by their teachers.

The Building Selection Committee comprised of the principal (or designee), the counselor, a kindergarten teacher, and/or a first grade teacher, trained in six hours of “Nature and Needs of the Gifted Students,” reviews the profile created for each student from the screening process.

C. Selection/Building Selection Committee

The Building Selection Committee determines the selection of SPICE students using a preponderance of evidence. These committees are comprised of principals, counselors, and/or teachers who have received training in “The Nature and Needs of Gifted Students.” (At least three members must be present for placement decisions.) Letters are mailed to the parents of all students who are screened regarding placement/non-placement. Permission forms are requested from parents prior to admittance into the SPICE Program.

To appeal Building Selection Committee decisions:

1. The parent/guardian submits a written appeal to the counselor within 5 working days of receiving placement information.

2. The counselor holds a conference with parent/guardian regarding the appeal.

3. After the meeting with the counselor, if the parent wants to continue with the appeal, the parent must complete a written appeal as to what the appeal is based on and return it to the counselor within 5 working days.

4. The counselor will put together a packet of data and information on the student and will send it to the District Selection Committee.

5. The District Selection Committee considers each case and, in writing, notifies parent(s) of a decision about placement within two weeks of receiving the written appeal.

G/T – GRADES 3-12

A. Nomination

Students may be nominated by parent(s), peers, teacher(s), other professional personnel, and/or themselves. Notification of nomination is distributed to all parents and/or guardians of students nominated. Written parental permission is required before screening/testing is begun. No
student may be denied access to G/T Program on the basis of race, creed, or handicapping conditions.

B. Screening

The screening tools listed below have been chosen as ways to portray as accurately as possible a picture of each nominee’s “gifts” in leadership, creativity, specific academic ability, and general intellectual ability.

1. The Otis-Lennon School Abilities Test (OLSAT) indicates the student’s ability to succeed in school subjects.
2. The Naglieri Nonverbal Ability Test (NNAT), an age-normed test that uses visual analogies to provide information about students’ information processing abilities.
3. The Woodcock-Munoz is an ability test administered to the bilingual population.
4. The Stanford Achievement Test, a nationally-normed standardized test of student achievement in Reading, Mathematics, Language Arts, Science and Social Studies.
5. The Aprenda is an achievement test given to the bilingual population.
6. A teacher checklist rates academic ability and task commitment.
7. A parent survey, which is designed to provide specific examples of the students’ unique characteristics, including task commitment, special interests, skills, and/or abilities.

C. Selection/Building Selection Committee

The Building Selection Committee selects students for the GT program based on whether the students meets certain criteria. These committees are comprised of principals, counselors, department chairs, and/or level leaders who have received training in “The Nature and Needs of Gifted Students.” (At least three members must be present for placement decisions). Letters are mailed to the parents of all students who are screened regarding placement/non-placement. Permission forms are requested from parents prior to admittance into the G/T Program.

D. Other Guidelines

1. Building Selection Committees shall consider the data from the OLSAT, NNAT, Woodcock, SAT-10 and/or the Aprenda, teacher checklist, and the parent survey, and other information brought to the committee’s attention. Additional information from the parent, teachers, and the child may be used to give a holistic assessment and strengthen placement decisions.
2. Grade norms will be used for all standardized tests except the Naglieri Nonverbal
Abilities Test (NNAT) which is age-normed.

3. Students continuously enrolled in HISD may be nominated/screened only once each calendar year. New-to-the-district students are screened during the fall or spring district-wide screening.

4. The checklist for teachers should be completed by the student’s core subject teachers only.

5. A parent’s failure to return the survey will not impact the Building Selection Committee’s placement decision.

6. The counselor should file a copy of NNAT results for new-to-the-district first and second graders screened for SPICE. If first or second grade students are nominated for G/T in the spring, the NNAT score from the test administered in the fall shall be used. The NNAT can only be administered once in a 12 month period.

To appeal Building Selection Committee decisions:

6. The parent/guardian submits a written appeal to the counselor within 5 working days of receiving placement information.

7. The counselor holds a conference with parent/guardian regarding the appeal.

8. After the meeting with the counselor, if the parent wants to continue with the appeal, the parent must complete a written appeal as to what the appeal is based on and return it to the counselor within 5 working days.

9. The counselor will put together a packet of data and information on the student and will send it to the District Selection Committee.

10. The District Selection Committee considers each case and, in writing, notifies parent(s) of a decision about placement within two weeks of receiving the written appeal.

Alternative Identification Procedures for LEP* Students for G/T

SPICE K-2

1. An adapted Kingore Observation Inventory will be used.

2. The creativity assessment will be used.

3. An appropriate measure of mental ability may be used when determined to be appropriate by the building counselor or the gifted/talented coordinator.

4. NNAT will be used.

5. The Building Selection Committee will determine eligibility or ineligibility after reviewing all data from the screening process.

6. Parents will be notified about placement or non-placement.
Translations of the Parent Survey in various languages are available. HISD personnel will be contacted to translate the completed surveys into English. ELL* students will participate in HISD’s testing program as appropriate.

1. If an ESL** teacher, monitoring teacher, bilingual teacher or counselor thinks that a LEP student might qualify for the gifted/talented program, the counselor will send the parents a request for further testing.

2. The nominated student’s teachers will complete the checklist.

3. Parents will be notified of their student’s placement or non-placement in G/T.

Exceptionality Policy for Gifted/Talented Identification

Procedures have been established to ensure equal access to Humble ISD’s Gifted/Talented Program for those students who may be environmentally disadvantaged or may have other disadvantages:

The Building Selection Committee’s decisions concerning the eligibility or ineligibility for the gifted/talented program will be based on data from the screening instruments as well as from pertinent information from as many of the following sources as necessary:

- The student’s cumulative folder
- Professional performance evaluation (homeroom teachers, academic competition coaches, counselors, principals)
- Other district tests
- Parents
- ARD (Admission, Review, Dismissal) Committee and LPAC (Language Proficiency Assessment Committee)
- Interviews with the student
- Migrant tracking records
- Reports from other school’s programs for gifted/talented
- Research on multiple intelligences

* Although the exceptionality policy was written with the disadvantaged student(s) in mind, there may be instances when the Building Selection Committee may find these procedures helpful in making professional decisions about appropriate educational placement for any other student(s).
Exceptionality Procedures for Gifted/Talented Identification

G/T – GRADES 3-12

1. The District Selection Committee will implement the identification instruments for all students who are nominated.

2. For those students who are environmentally disadvantaged, underachieving, handicapped, and who are nominated for G/T, a different individual ability and achievement test may be used if the student cannot appropriately be tested using the tests that Humble ISD administers.

3. A profile will be completed for each student involved in the screening process.

4. The Building Selection Committee may consider nominating students for placement whose profiles do not clearly define them as program eligible but who do show potential for success in G/T, a program for academically gifted students. All of these decisions will be made on the district level.

5. The District Selection Committee will determine eligibility or ineligibility for the program, based on the evidence and the building counselor will notify the student’s parents.

6. Parents will be notified in writing of the District Selection Committee’s decisions.

SPICE K-2

1. All students will be screened according to the guidelines of the K-2 Identification Process or the Alternative Identification Procedures for LEP students through the use of the following:

   • Kingore Observation Inventory
   • Creativity Assessment
   • Product Assessment

2. NNAT will be administered as a final screening device. As in all testing situations, the practitioner needs to determine whether the individual has sufficient English skills to follow the directions. Directions may be translated as needed.
3. The Building Selection Committee will determine eligibility or ineligibility for the program, based on preponderance of evidence, and the building counselor will notify the student’s parents.

4. If the anecdotal record reviewed at the end of kindergarten or at the end of the first grade shows conclusively that the student is inappropriately placed, the Building Selection Committee may exit him/her from the program.

5. Appropriate documentation will be completed for placement, for review, for continuance in program, or for exit and will be placed in the student’s cumulative folder. A copy is filed in the coordinator’s office.

6. Parents will be notified in writing of the Building Selection Committee’s decisions.

**TRANSITION**

**Furloughs**

Gifted/Talented students may be furloughed from the program because of personal, health or achievement reasons. To consider a furlough, a Building Selection Committee must find a preponderance of evidence to show the advisability of this strategy. Parents should be included in making this decision. The length of the furlough is one year. The counselor should monitor the student’s re-admission to the appropriate class after the furlough.

**Transfers**

Gifted/Talented students who transfer within the district should immediately be placed in the gifted/talented program at the receiving school. The counselor at the sending school should include any gifted/talented documentation with the student’s cumulative folder when it is sent to the receiving school.

**New-to-the-District**

New-to-the-district students may be screened for placement in the program for gifted and talented students during the annual fall or spring identification period. The Building Selection Committee will decide on the immediacy of testing.

School group-administered, nationally normed achievement and ability tests may be accepted from other schools as substitutes for HISD’s prescribed tests if the tests have been given within the previous eighteen months and are comparable.

Test scores will not be automatically accepted from private sources, e.g. psychologists, learning centers; however, data from such testing may be used in informing the decisions of the Building Selection Committee.
Students who come to the district without other acceptable testing data will receive the same testing as other G/T nominees.

**Exit Criteria for the Gifted/Talented Program Through Grade 5**

State guidelines specify that NO SINGLE criterion may be used to determine exit from the gifted/talented program. These recommendations also require that the decisions regarding exit should be made by the Building Selection Committee based on psychological, educational, and personal reasons, such as academic performance in regular or G/T Cluster classes, personal or social stress, or behaviors.

The primary focus of the gifted/talented program’s exit policy is “What can be done to help the student?” Therefore, a number of conferences are scheduled when a problem is detected. The school may be notified of this problem by program or non-program teachers, the counselor, or administrator, and the parent or the student. All types of support services…tutoring, nurse, Core Team, Teachers as Facilitators (TAF), grade level counselor…can be utilized. If the issue is not resolved by these conferences and support services, the Building Selection Committee, parents, and student design a plan with a timeline to assist the student in demonstrating successful coping strategies. Anecdotal records will be kept during this time period. The committee may decide on a probationary period.

G/T identified students maintaining enrollment in any one of the four core area classes for gifted students will retain active status in the program. Exiting a student is considered only when all the above strategies fail to make a significant difference in the student's success.

If a student is exited from the program by a Building Selection Committee, a parent, or himself/herself, the student may apply for readmittance no earlier than one year from his/her exit date.

**Exit Criteria for English G/T, Math, Science, Social Studies Pre-AP/AP (Grades 6-12)**

Although a single criterion may not cause a student to be exited from the program, students who make 80 or below at the end of the first semester or trimester may be assigned to an on-level class.

A G/T identified student enrolled in any one or more of the G/T designated classes remains a G/T student. However, if at any time a student elects to furlough the G/T program, he/she should give the grade level counselor a parent-signed letter stating her/his decision. This letter will be placed in the student’s cumulative folder.

If a student opts to waive all G/T courses for more than one year, he/she should consider exiting from the program.

For reinstatement into the G/T program, a student must satisfy the district’s policy for entry into
honors classes and undergo a review by the Building Selection Committee. Eligibility for reinstatement may occur no earlier than one year from the student’s exit date.

**IMPLEMENTATION**

**Humble ISD’s Philosophy Is to Follow the Principles of Differentiated Curriculum for the Gifted/Talented**

1. Present content that is related to broad-based issues, themes, or problems.
2. Integrate multiple disciplines into the area of study.
3. Present comprehensive, related, and mutually reinforcing experiences within an area of study.
4. Allow for the in-depth learning of a self-selected topic within the area of study.
5. Develop independent or self-directed study skills.
6. Develop productive, complex, abstract, and/or higher level thinking skills.
7. Focus on open-ended tasks.
8. Develop research skills and methods.
9. Integrate basic skills and higher level thinking skills into the curriculum.
10. Encourage the development of products that challenge existing ideas and produce “new” ideas.
11. Encourage the development of products that use new techniques, materials, and forms.
12. Encourage the development of self-understanding, i.e., recognizing and using one’s abilities, becoming self-directed, appreciating likenesses and differences between oneself and others.
13. Evaluate student outcomes by using appropriate and self-criteria through self-appraisal, criterion referenced and/or standardized instruments.
Program Configuration

Description of Program Configurations

Students identified as gifted/talented require differentiated educational programs and services beyond those normally provided by the regular school program in order to realize their potential as individuals and as contributors to society.

Humble ISD has chosen to develop a combination of program configurations to meet the unique needs of students who are identified as gifted and talented.

Elementary

K-2 – SPICE (Special People in a Creative Environment)

Each year all kindergartners are screened for inclusion in what serves the needs of students who show the potential for creative and critical thinking. These students must be identified by March 1 which is the beginning of the program. In kindergarten, after students are identified for SPICE, there is no change in their classroom assignment. Teachers are aware of those placed in the program and make sure that their instruction is differentiated.

In first and second grade, SPICE students are grouped (no more than 10 in a group) in regular classrooms. First grade SPICE students receive differentiated instruction designed for gifted learners. At each school, the extended learning teacher (ELT) may provide a portion of this instruction. Much of this time is spent in the SPICE classroom with ALL of the students; however, the ELT may “pull” SPICERS to work on other appropriate activities.

Grades 3-5 G/T Cluster

In grades 3-5 G/T students are provided differentiated curriculum. This instruction is accomplished in numerous ways under the direction of the Extended Learning Teacher, who is a G/T specialist along with the classroom teacher. A classroom teacher that has a “cluster” of GT students has had 30 hours of professional development on meeting the needs of the gifted. Each year, the teacher must receive 12 additional hours of GT training. G/T students are clustered within the classroom setting, and the certified classroom teacher may co-teach and/or plan curriculum with the ELT.
Middle School

Middle school students who are currently identified as Gifted and Talented have the option of registering for a wide range of classes designed to meet their unique educational needs. These Gifted and Talented courses differentiate a curriculum which emphasizes content, independent studies, and products to enrich and extend the students’ thinking process. A student will maintain his/her GT classification if enrolled in one or more of the following classes:

6th grade: Math Honors, Science Honors and/or Reading/English/ Language Arts Pre-AP, Contemporary World Cultures Honors.

7th grade: Math Honors, Science Honors and/or Reading/English/Language Arts Pre-AP, Texas History Honors.

8th grade: Algebra I, Science Honors and/or Reading/English/Language Arts Pre-AP, US History Honors.

A GT student enrolled in honors/Pre-AP classes or Algebra I should follow recommendations for successful course selection. The course description section of this book contains further details.

Gifted and Talented Courses (Gifted & Talented/Pre AP and AP)

Students who have been identified for GT programming receive a wide range of instructional options. These Gifted and Talented/Pre AP and AP courses differentiate an accelerated curriculum that emphasizes content, independent studies, and products to enrich and extend the students’ thinking process.

Students electing to take level courses rather than Gifted and Talented/Pre AP or AP, pre B and IB courses should give the counselor the furlough form signed by a parent. Eligibility for reinstatement may occur at the beginning of any school year.

GT students are served via the following courses:

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<th>Social Studies</th>
<th>Science</th>
<th>Mathematics</th>
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<tr>
<td>English I GT</td>
<td>World Geography Honors</td>
<td>Biology Honors/PreAP</td>
<td>Geometry Honors/PreAP</td>
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<tr>
<td>English II GT</td>
<td>World History pre AP/PreB</td>
<td>Chemistry Honors/PreB</td>
<td>Algebra II Honors/PreB</td>
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<td>English III GT</td>
<td>AP U.S. History</td>
<td>Pre-Calculus</td>
<td>Honors/PreB</td>
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<td>English IV GT</td>
<td>U.S. Government Honors</td>
<td>Physics Honors</td>
<td>IB Mathematics</td>
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<td>AP U.S. Government</td>
<td>AP Biology</td>
<td>AP Calculus AB</td>
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<td>PB English II</td>
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<td>AP Chemistry</td>
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<td>Economics Honors</td>
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Other Academic Opportunities:

- **Correspondence courses (Grades 1-12)**
  Some classes may be taken through the University of Texas or Texas Tech University with supervision by an HISD counselor.

- **Summer School**
  Students may complete high school courses offered by the district in its summer sessions for acceleration or enrichment.

- **Credit-by-Examination**
  Students who have failed a course, who have proof of prior instruction, and who fulfill all departmental requirements may apply to take a test for credit.

- **Credit for High School Courses Taken in Grades 7-8.**
  Students who satisfactorily completed high school courses in grades seven and eight shall receive credit for those courses. These credits shall apply to satisfy both state graduation requirements and unit requirements in subject areas. Grade points shall not be awarded for high school courses taken in grades seven and eight. These courses will not be considered in determining class rank and in designating the valedictorian and salutatorian. Approved honors courses completed in grades seven and eight will receive honors designation but not grade points.

- **Fine Arts Program**
  Humble ISD offers a full complement of Fine Arts classes for middle and high school students:

  - art
  - band
  - theater
  - orchestra
  - choir
  - dance

**Grades 3-12 Academic Competitions**

Various academic competitions support campus and/or district level may include but are not limited to:

- **Destination Imagination** – A contest which emphasizes team efforts in problem solving and creativity
- **Duke University Talent Search** (Grade 7) – A program which uses ACT/SAT scores to discriminate the abilities of very bright seventh graders
- **Knowledge Master** (Grade 8) – A computerized contest involving general knowledge
- **Newsbowl** – A contest which develops current events expertise and leadership
- **WORDMASTERS** (Grades 3-8) – An analogies contest
- **Math Olympiads** (Grades 4-5) on a math contest
- **Science Fairs** (Grades K-8, district and campus)
FAMILY/COMMUNITY INVOLVEMENT

Humble I.S.D's Parents for Gifted and Talented (PFGT), a G/T parent support and advocacy group, recognizes gifted and talented children as those who perform, or who show promise of performing, at high levels compared to their age based peers. Those identified show need because of such advanced and accelerated development, that they require services or activities not ordinarily provided by regular education classes. We will work with the school district on examining the results of the annual evaluation and making recommendations for improvement. We shadow our district's mission "... to develop each child intellectually, artistically, emotionally, physically, and socially so that all students are life-long learners, complex thinkers, responsible global citizens and effective communicators."

An Executive Committee exists to transact necessary business in the intervals between organizational meetings.

Student-Parent-School Communications

Good communication is one of the keys for success in any organization, and the teachers in the G/T programs are interested in keeping the lines of communication open between themselves, the students, and the parents at all times. Below is a list of some of the ways in which communication can be achieved.

Letters
- Permission to screen for G/T placement
- Notification of placement/non-placement
- Introduction-to-the-class letters
- Permission for placement in SPICE/G/T
- Parent Surveys translated into several languages

 Orientations
- Elementary schools hold orientations for parents at the beginning of the school years.

Newsletters
- HISD schools publish newsletters which frequently contain information about G/T
- HISD PFGT publishes a quarterly newsletter.
- HISD PFGT publishes a quarterly newsletter, which will be distributed by each school campus.

Conferences
- Yearly conferences are held between classroom teacher and parents and possibly ELT.
- Parents may schedule a conference with their child’s teacher by contacting the school or by calling the phone number furnished in the teacher’s first-of-the-year letter of introduction.
- Parents may conference with building counselors about placement issues.
- Parents may be asked to attend conferences to create a Student Improvement Plan.
Commendations
• The program coordinator submits commendations for G/T teachers, other individuals who have outstanding achievements to the Board of Trustees. These commendations are given to the recipients.

Workshops
• Parents are encouraged to attend workshops featuring parental issues which are provided by the PFGT (Parents for Gifted and Talented).
• Parents are also encouraged to attend the annual Texas Association for Gifted and Talented Convention as well as the parent workshops. Go to www.txgifted.org for more info.

Web Site
• Humble ISD’s web page includes information on the district’s program for gifted students.
PROGRAM EVALUATION

An evaluation of Humble Independent School District’s Program for Gifted and Talented Students will be conducted annually. It will be both qualitative and quantitative and will be used to plan improvements.

Purpose:

• To keep Humble ISD’s program for gifted and talented students at its optimum level of providing services to meet and challenge students’ potential

• To provide data to assure that all components are appropriately implemented and are internally consistent

• To give direction for implementing changes and modifications

• To provide assessment of the program’s successes

Major Evaluation Questions:

• Do the identification procedures, curricula, and program design reflect the goals and philosophy of the program and the district?

• What evidence is there that students have equal access to the program?

• Does the program provide positive stimuli for student growth in academic achievements, in involvement in activities which challenge their potential, in the production of creative and exemplary projects, and independent studies?

• Do the screening procedures identify students who are academically gifted with evidence of creativity and leadership?

• Does participation in the program encourage a positive spill-over to students’ other studies and enhance later educational and professional opportunities?

• Are stakeholders appropriately informed about program policies, guidelines, procedure, and goals?

• Does the program solicit and maintain family and community support?

Procedures:

• Quantitative evaluation will be accomplished through a random sampling of students currently in the program, parents, principals/assistant principals, counselors, program teachers, non-program teachers, students who have graduated, and students who have
withdrawn from the program.

Responses from the random sampling questionnaire will be aggregated, and feedback will be featured in an annual report.

- Qualitative evaluation may take different forms:
  - Parent surveys
  - Communication from parents and others
  - On-going teacher and student self-reflection

- A Task Force committee will review information from these sources and compile a list of issues to be addressed in the following school year.

**COMPLIANCE STATEMENT**

It is the policy of Humble Independent School District to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be discriminated against on the basis of sex, disability, race, color, age, or national origin in its educational and vocational programs, activities, or employment as required by Title IX, Title VI, and Section 504 of the Rehabilitation Act of 1973.
ADDENDUM

THE BRIGHT/GIFTED CHILD

**BRIGHT CHILD**
- Knows the answers
- Is interested
- Is attentive
- Has good ideas
- Works hard
- Answers the Questions
- Top group
- Listens with interest
- Learns with ease
- 6-8 repetitions for mastery
- Understands ideas
- Enjoys peers
- Grasps the meaning
- Completes assignments
- Is receptive
- Copies accurately
- Enjoys school
- Absorbs school
- Technician
- Good memorizer
- Enjoys straightforward, sequential presentation
- Is alert
- Is pleased with own learning

**GIFTED LEARNER**
- Asks the questions
- Is highly curious
- Is mentally and physically involved
- Has wild, silly ideas
- Plays around, yet tests well
- Discusses in detail, elaborates
- Beyond the group
- Shows strong feelings and opinions
- Already knows
- 1-2 repetitions for mastery
- Constructs abstractions
- Prefers adults
- Draws inferences
- Initiates projects
- Is intense
- Creates a new design
- Enjoys learning
- Manipulates information
- Inventor
- Good guesser
- Thrives on complexity
- Is keenly observant
- Is highly self-critical
EVIDENCES OF GIFTEDNESS IN PRIMARY CHILDREN

Unusual Curiosity
• Asks questions repeatedly
• Takes objects apart
• Repeats activities to do them differently

Usual Sensitivity
• Notices things that other children do not

Advanced Conceptualization
• Ability to think abstractly, do analogies, use more attributes

Unusual Ability to Comprehend and Utilize Various Symbol Systems
• Speaks more than one language
• Reads early
• Understand numeral, letter, or musical systems

Unusual Memory and Avid Interest in a Variety of Topics
• Becomes expert in a single topic before moving on

Unusual Degree of Independence in Thought or Action
• Wants to do things on his/her own without help

Unusual Task Commitment or Persistence – A Drive to Be Perfect
• Stays with an activity for a long time
• Satisfied only with own standards

Unusual Leadership Ability
• Organizes and leads activities
• Prefers company of adults

Unusual Sense of Humor
• Sees humor in situations that others do not
• Enjoys puns and riddles and play on words

By Dr. Bertie Kingore
Hardin-Simmons University
Characteristics of G/T Students in the Four Core Areas

The new state plan requires that students be served in the four core academic areas; therefore, G/T teachers thought it would be helpful to include characteristics in each subject area. These characteristics are primarily from the Purdue Academic Rating Scales (1989). For more information regarding these scales, you might want to contact Dr. Mike Sayler at the University of North Texas or Dr. John Feldhusen at Purdue University. Please use these lists to help parents decide on course selection for middle school. Remind parents that the vast majority of gifted students have pockets of normalcy, and that it is time to make choices. Students may choose only one core area for a gifted class and still retain their gifted label. The exception, of course, is the “blocked” classes, which have only one curriculum.

**English/Language Arts**

- interested in words, definitions, derivations
- has an extensive vocabulary
- organizes ideas and sequences in preparation for speaking and writing
- has a good sense of humor; uses and understands satire, puns
- reads widely in a variety of types of literature
- recognizes author’s or speaker’s point of view, mood, or intention
- elaborates well when speaking or writing, using vivid expressions
- visualizes and translates images into written or spoken forms
- motivated to write even when writing is not assigned
- sees details, is a good observer, sees relationships, makes connections
- original in writing or speaking
- exhibits effective reading strategies
  - rereading, analyzing structure, predicting, evaluating, relating to content areas, making inferences
- many ways of acquiring knowledge
- flexibility and originality
- abstract thinking
- varying degrees of motivation
- varying modes of writing
- faster pace
- making words work for them
  - spontaneous language
- high risk-takers
- emotionally expressive and inquisitive
- sensitive to literature and value systems
- problem solvers
- prefers open-ended tasks
- inhibited by rote and highly structured learning environment (bored)
- knowledge is worth pursuing
Mathematics

- organizes data to discover patterns or relationships
- analyzes problems carefully
- seeks a variety of ways to solving problems
- interested in numbers and quantitative relationships
- learns math concepts and processes faster than others
- reasons effectively
- likes puzzles and logic problems
- is an intuitive problem solver; can’t explain how or why
- identifies critical elements in solving problems
- can create visual images of problems
- uses original methods in solutions
- curtailment of reasoning (math intuition)
  - skipping steps
  - solves problems mentally
- intrigued by numbers, numerical relationships, patterns
- creative/flexible ways to solve problems
- high ability to think/work abstractly and logically
- less teacher directed/more flexible pacing
- benefits from discovery learning
- views world from mathematical eye
- ability to transfer learning to new untaught mathematical situations
- ability to explain/breakdown complex problems for others
- inexhaustible energy to do mathematical challenges

Science

- interested in science books and television programs
- has science hobbies
- sees relationships of scientific concepts to the real world
- has a knowledge base in science or in a special area
- able to see complex patterns in ideas or dates
- studies examples in detail
- initiates good questions or ideas for experiments
- organizes experiments, is able to separate and control variables
- good exploring and questioning
- interested in numerical analysis
- prefers science related classes and careers
- becomes bored more quickly by mundane presentations
  - does not need as much lecture
- asks probing questions
- needs challenge and the time to reflect on their experiences and thoughts
• needs the time to explore a subject to a depth that meets their own personal needs

**Science (continued)**
• quick to understand abstract concepts and able to organize them into complex, efficient schemes
• uses unorthodox ways of solving problems
• have their own ideas
• tend to carry on activity farther, with greater variation and more creativity
• intrigued by puzzles, discrepant events, or interesting questions
• may have trouble leaving an activity before it reaches a conclusion that satisfies them
• able to stretch themselves and grab information that is over their heads – synthesizes
• sensitive to ethical and moral issues
• can design a group of experiments – innovative
• able to take a discussion several steps further to resolve issues
• some are single and others are multi gifted

**Social Studies**
• interested in social issues from books, magazines, TV or newspapers
• becomes absorbed in the investigation of topics
• asks philosophical or open-ended questions
• has a wide vocabulary which is used precisely
• enjoys verbal communication
• sensitive to social issues
• sees ethical and moral questions
• recalls details about social science topics
• interested in social themes, complex public issues, explanations, and theories of causation
• curious about many things
• engages in intellectual play such as puns and other language games
• leadership potential
• concerned and empathetic citizens
• applies knowledge and solves problems
• independent learner, curious and passionate
• intuitively insightful
• sees patterns
• conceptualizes
• makes connections
• predictions
• analogies
• creators rather than consumers
• good communicators
• read, write, thinking, verbalizing
• good knowledge base
• risk takers
• thinkers
• lateral
• whole brained

Social Studies (continued)
• fluent
• creative
• critical
• flexible
• open-ended
• divergent

Leadership

I. Emotional Intelligence
• Emotional stability
• Positive self-esteem
• Perform under pressure
• Empathy
• Compassion
• Accept criticism
• Problem solver
• Collaborative
• Team player

II. Communication Skills
• Persuasive
• Effective speaker
• Active listener
• Compromiser
• Negotiator

III. Personality Traits
• Sense of humor
• Genuine, authentic
• Clear sense of values, integrity
• Confidence
• Self motivator
• Sociability
• Openness
• Responsibility
• Trustworthy
• Insightful
• Creative
• Flexible
• Curious
• Risk-taker
• Goal oriented
• Set realistic goals
• Demonstrates beliefs

Leadership (continued)
• Can focus when needed
• Energy and drive to lead
• Uses time and resources wisely

IV. Others
• Perceives self as being in control
• Chance, availability of leadership opportunities
• Environmental support
• Gains satisfaction from leading

Creativity
• Fluency, flexibility, originality, elaboration
  
  driven by

• Passionate labor of love, humor, burning desire for discovery, attraction to resolvable disorder
  
  creating

• Extensive chunking in train of thought, need to search for inherent patterns, logic and meaning
  
  resulting in

• Diversity of experiences, focused self-image, challenge, persistence, high energy, purpose of life, love of one’s work, sense of mission
  
  therefore

• The most difficult to measure

Fine Arts
• Passion/high interest
• Communicating – self expression
• Divergent thinker/unique view point
• Innate ability
• Fine tuned sensory awareness
• Creative interpretation
• Perfectionism/drive for excellence
• Sensitivity to meaning
• Cognitive complexity
It is the policy of Humble Independent School District to comply fully with the nondiscrimination provisions of all Federal and State laws and regulations by assuring that no person shall be discriminated against on the basis of sex, disability, race, color, age or national origin in its educational and vocational programs, activities, or employment as required by Title IX, Title VI, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act.

This notice is provided as required by Title II of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Questions, complaints, or requests for additional information regarding the ADA and Section 504 may be forwarded to the designated ADA and Section 504 compliance coordinator.