

# HMPS Gifted and Talented Program Handbook 2021-2022

This handbook for Horizon Montessori Public Schools educators reflects the beliefs and mission of the Board Policy and follows the Texas State Plan for the Education of Gifted and Talented.

### **Horizon Montessori Public Schools**

### CHARTER HOLDER BOARD 2021-2022

Chairman: Alim U. Ansari

President: Hassan Ahmad, Ph. D.

Vice President: Randall Summers

Secretary: James O. Hayes CPA

Member: Patricia Quesada, Ph. D.

**Member:** Aurora Saenz

Member: Omar Al-Qudah, Ph. D

### **ADMINISTRATION**

Superintendent: Alim U. Ansari

**Chief Financial Officer: James O. Hayes** 

**District Dean of Instruction: Yolanda Cantu** 

It is a policy of the Horizon Montessori Public Schools not to discriminate on the basis of sex, handicap, race, color, or national origin in its educational and vocational programs, activities or employment as required by Title IX, Section 504 and Title VI, and will take steps to secure the lack of English language skills will not be a barrier to admission and participation in all education and vocational programs.

Es póliza política del Horizon Montessori Public Schools el no discriminar en base al sexo, discapacidad, raza, color o nacionalidad en ninguno de sus programas o actividades educativas o vocacionales, así como en cuestiones de empleo, tal y como se encuentra estipulado en el Título IX, Sección 504 y el Título VI; además el distrito tomará las medidas necesarias para asegurarse de que la falta de destrezas lingüísticas en el idioma inglés no sea un impedimento para la admisión y participación en todos sus programas educativos y vocacionales.

### **Gifted and Talented Program**

### Handbook

•	Beliefs	s and Mission Statement	page 5
•	Ration	ale, Texas State Goals, Objective and Definition of GT	page 6
•	Delive	ry Model and Service Design	page 7
•	Profes	sional Development	page 8
•	GT Stu	dent Progress Monitoring, TPSP and ILP	page 9
•	Identif	fication and Identification Procedures/Process	page 10
•	Dissen	nination Procedures, Nomination Process and Screening	page 11
•	Deterr	mination of Need for Services	page 11
•	HMPS	GT Process	page 12
•	Transf	er, Furlough, Exit and Appeal Policies	page 13
•	PEIMS	Identification and Cumulative records	page 14
•	Appen	dix I	page 15
	0	Board Policy	page 16
•	Appen	dix II	page 19
	0	Timeline	page 20
•	Appen	dix III - Forms	page 21
	0	Nomination Forms	page 22
	0	Permission to Test	page 24
	0	Parent Rating Scale	page 26
	0	Teacher Rating Scale	page 28
	0	Acceptance Letter	page 29
	0	Non-Acceptance Letter	page 31
	0	GT PEIMS Record Form	page 33
	0	GT Monitoring Documentation	page 34
	0	Furlough Procedures	page 35
	0	Steps for Review of Gifted Services	page 39

The District Ha	andbook for (	Gifted and '	Talented (0	GT) Program	Service was	approved by the	e district b	oard
of trustees on								

### **Beliefs**

Horizon Montessori Public Schools recognizes that all students have unique human potential. Students who are identified as gifted and talented have an aptitude or high capacity in one or more areas of intelligence and creativity, thereby requiring specialized support from professionals who are sensitive to their specific learning needs.

We believe that services for these students must focus on learning strengths in order to foster their ability to work successfully and develop their full potential. Education is a preparation for life and the GT program offers students the ability to identify and accomplish personal goals in collaboration with others.

GT students exhibit unique needs and have unusual abilities and talents which merit recognition and nurturing. We take care that the population identified proportionately reflects the balance and make-up of the demographics of our total student population.

#### **Mission Statement**

Horizon Montessori Public Schools offers students challenging learning opportunities through a differentiated learning plan that provides greater breadth, depth and complexity than found in the district's core curriculum. The differentiated plan moves at a pace of learning that is appropriate for the GT students.

#### Rationale:

Meet the needs of students who are academically gifted as identified by the multiple criteria for the services offered by Horizon Montessori Public Schools in conformity with the Texas Education Code requirements and the Texas State Plan for the Education of Gifted and Talented Students, 2019.

#### **Texas State Goal for GT Students:**

Students who participate in services designed for gifted/talented students will demonstrate skills in self-directed learning, thinking, research and communication as evidenced by the development of innovative products and performance that reflect individuality and creativity and are advanced in relation to students of similar age, experience or environment.

### Objectives:

GT students will:

- Develop critical thinking skills
- Develop research skills for in-depth knowledge and implementation of research into projects
- Demonstrate creative problem solving strategies
- Awareness of their world around them and the effects change can have in their relationships

#### Horizon Montessori Public School's Definition of GT Students:

Horizon Montessori Public Schools define a GT student as 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
- Excels in a specific academic field (Texas Education Code §29.121)

### **Delivery Model**

Trained GT teachers modify the academic content and the process by which students learn. Teachers enhance the district curriculum by using teaching strategies that amplify the content, depth and complexity of the core curriculum. Teachers also modify the district curriculum by adjusting the pace of the instructional timeline, allowing flexibility for research, which lead to the development of independent projects, products and/or performances.

### **Service Design**

Students who demonstrate a need for gifted services will receive differentiation in the regular classroom. The curriculum will be designed to meet the needs of the identified students using best practices within the classroom setting and with lessons that are differentiated for the students' needs and strengths.

Students will be ensured opportunities to work together as a group in the regular classroom. Students will work independently as they complete their TPSP projects as well as other times with their regular classmates. Collaboration and group work will include GT students.

The campus and district improvement plans shall include provisions to improve services to GT students, and will guide development of curriculum, and teacher professional development.

Student progress and performance is communicated to parents or guardians every grading period.

### **Professional Development**

Teachers will be required to obtain the minimum of the thirty clock hours of GT professional development through Region One Education Service Center and other credible service providers, which is required for those who provide services for identified students. Teachers without the required training who are assigned to provide instruction to identified students shall be required to complete the training within one semester of the current school year. Teachers who provide services as part of the district's plan shall receive a minimum of six hours annually of GT professional development through our Region One ESC along with administrators and counselors who have authority for service decisions. Administrators and Counselors will receive the required professional development delivered by Region One ESC in order to understand the nature and needs of the gifted students to inform appropriate program options and services. Evaluation of the professional development activities will be ongoing and will be reflected as part of the campus/district improvement plan.

### **GT Students Progress Monitoring**

Identified students will be monitored by the classroom teacher, with the support of campus administration every Six weeks.

### **Texas Performance Standards Project**

TPSP projects are open-ended and thematic, giving students just enough structure to guide them in their own inquiry as a self-selected topic. Parents and teachers are partners who assist the child in making plans to learn about the chosen topic, set specific goals, explore resources, and design the project. Depending on the student's interests, some activities are more easily accomplished at school, while other activities are more easily arranged by the family beyond the school hours and facilities. Projects will be presented in May at the Annual GT Showcase.

### **Individual Learning Plan**

The Texas Performance Standards Project is a primary resource for students and teachers in creating this learning plan. GT identified students will work with parents and teachers to create an Individual Learning Plan that specifies how the child's curriculum is being personalized in breadth, depth and complexity through self-selected activities, projects and learning goals. Time compacted from general curriculum instruction will be used for the student to work on the selected project(s) under the supervision of teachers and parents, but with a minimum of adult involvement in the process.

### Identification

Written policies that are listed in the Districts Handbook for Gifted and Talented for student identification that are approved by the district board of trustees will be disseminated to parents. As the Texas Education Code defines that all students in the K-8 shall be assessed for identification, children in the grades K-8 shall have the opportunity to be assessed once in Elementary (K-6<sup>th</sup>) and once in Middle School ( 7<sup>th</sup>-8<sup>th</sup>). GT identification screening will be scheduled on the school calendar and will be communicated to parents and the community through district communications generally and in specifically beginning thirty calendar days in advance of the nomination/referral periods. Communications shall include an orientation meeting for parents/community members to attend and learn about the program and the identification procedures.

A Multiple Criteria Matrix shall be used for identification. In grades K-8 the matrix shall include but is not limited to a non-verbal assessment of intelligence (NNAT 3), a parent behavior checklist, a teacher behavior checklist, and Iowa Test.

A committee shall be formed at the campus level to include a trained GT teacher, a school administrator and the school counselor. The committee shall be convened at least once before the referral period, once again after the Matrix data is collected to evaluate results and arrange for communications to parents, and additionally as needed for student transfers or appeals. The final determination of students' needs for GT services shall be determined by this committee after a review of the individual student data.

#### **Identification Procedures and Processes**

### K-8

Horizon Montessori Public Schools has board approved identification procedures and processes as indicated in the GT handbook, please see attachment 1, for students K-8 who require GT services. These procedures meet state requirements and have been designed to ensure the identification of any student who demonstrates educational need for the services of the program under the established guidelines.

#### **Dissemination Procedures**

Anyone may nominate a student for program services at the period(s) of annual referrals listed on the timeline given. Nomination forms are available in each campus office and/or on the district website. Nomination forms may be submitted to the campus office only during the time period of referral acceptance. Late nominations will be included in the next designated screening time period. The screening instruments will match the program's services.

Parents are informed of the identification policies through the district or campus handbook, and/or the district website, and/or by request for the written policy and procedures for GT program services. In addition, parent awareness sessions are held annually.

#### **Nomination Process**

Nominations can originate from teachers, parents, community members, or students during the nomination period. Students are nominated by completing a form available in the campus office or on the district website. Written parent or guardian permission is required to screen/assess a student. If a parent does not want his/her child to be screened, this information will be documented.

#### **Screening/ Assessment Process**

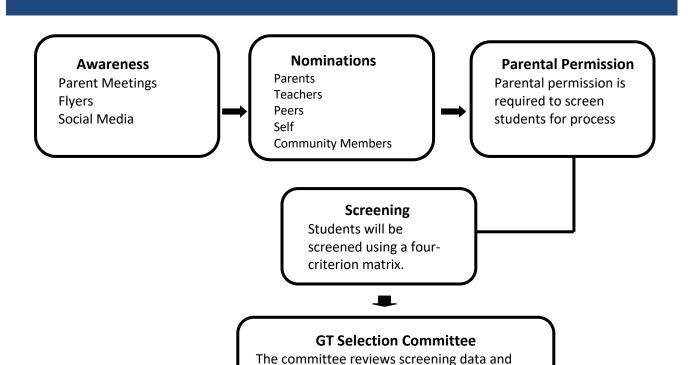
A student matrix will be used to identify those students who perform, or show the potential for performing, at remarkably high levels of accomplishment relative to their age, peers, experience, or environment. The matrix will reflect a preponderance of evidence used in assessment of the student. Evidence used will be a combination of scores on qualitative and quantitative instruments.

### **Determination of Need for Services**

The student profile identifies the student's learning strengths and needs. The percentiles and/or standard scores from the assessment instruments are placed on the student matrix.

All matrices are taken to the campus GT committee for final determination of need for services. A student clearly qualifies for GT program services if the majority of the evidence on the matrix falls within the highest range. The decision is based on the committee's observation of the preponderance of the evidence on the student's matrix.

The GT committee consists of a trained GT teacher, a school administrator and the school counselor. All committee members have received professional development in nature and needs of gifted students. The GT Committee makes professional judgment based on the recorded student matrix.





determines eligibility/ineligibility of students

## Appeals Parents may appeal as per board policy. If an appeal is granted, the child follows process. Otherwise the process ends.

### **Qualify**Parental permission required prior to participating in program.

Program entry date will be for the following school year.

Furloughs Transfers Exits

### **Transfer Policy**

All students who have participated in GT programs prior to coming to Horizon Montessori Public Schools may be considered for GT services. Once screening records are received from the student's previous district, the records will be examined for correlation to Horizon Montessori Public Schools criteria. If the transfer data is insufficient, Horizon Montessori Public Schools will assess students during the next testing window. A decision will be made regarding qualification within 30 school days of the student's enrollment in the district.

### **Furlough Policy**

A furlough may be utilized for a variety of extenuating circumstances to document a leave of absence from participation in the GT Program. The furlough will be determined on a case by case basis not to exceed one year. The aim of a furlough is to support student success.

A student may be granted a furlough from the program for various issues such as over-commitment, family concerns, serious illness, or any other circumstances which would inhibit or curtail the student's performance in program activities. At the end of the furlough, the student may reenter the GT program, be placed on another furlough, or be exited from the program. Parents must complete and submit required documentation.

### **Exit Policy**

Student needs for services shall be monitored. A student shall be exited from services at any time the GT committee determines it is in the student's best interest. Interventions that target the student's areas of concern will be provided to help ensure student success. If success is not achieved in the GT program, students will be exited from the GT program. If a parent requests their child be removed from services, the GT committee shall grant the request. Once a student is exited from services, he/she must adhere to the identification procedures and exhibit educational need to be readmitted.

### **Appeals Policy**

Once the assessment process is complete, parents/guardians are notified of the results via U.S. Mail. Parent/Guardian signature is needed for verification of receipt. The letter will be sent within 10 school days of the committee's decision. A parent or staff member may appeal an identification decision by writing an appeal letter to the GT committee after the committee has issued letters documenting its decisions. The appeal letter must be postmarked within 10 business days of receipt of the parent/guardian letter indicating the committee's initial decision. The GT committee will reconvene in order to consider the need for further assessment data or other information. Parents will be allowed to view the student's assessment results, if requested.

### **Process for Appeals**

- 1. All appeals are sent to: HMPS Curriculum Office at 2402 E. Business 83, Weslaco, Texas, 78596.
- 2. The Curriculum Department will notify the GT committee of the appeal.
- 3. The GT committee determines need for services and conveys findings to parent, guardian and/or teacher.

### **PEIMS Identification**

Upon identification the school counselor will submit a PEIMS identification form to the PEIMS clerk for each identified student. The student will be identified in PEIMS and will begin receiving GT services the following school year. Records for students who were nominated but not accepted as well as those accepted will be kept at their respective campuses. These records will follow the retention policy of five years.

### **Cumulative Records**

Upon identification, the counselor will file a copy of the student's profile form in the student's cumulative folder.

Copies of the student's profile may be requested upon withdrawal from the campus.

### Appendix - I

### HORIZON MONTESSORI PUBLIC SCHOOLS

### 108802

### **SPECIAL PROGRAMS**

### **GIFTED AND TALENTED STUDENTS (LOCAL)**

#### **NOMINATION**

Students may be nominated for the GT program by teachers, counselors, parents, and/other interested persons. Nominations will be accepted once a year. Conferences may be held with nominated students and their parent(s) to determine if the students are interested in the program.

### IDENTIFICATION CRITERIA

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

#### **PARENT CONSENT**

Written parental consent shall be obtained before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record.

#### **SELECTION**

A selection committee shall evaluate each nominated student according to the established criteria and shall select those students for whom gifted placement is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students and shall be established for the District.

### **ASSESSMENTS**

Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include but are not limited to the following:

- 1. Achievement tests;
- 2. Intelligence tests;
- 3. Creativity tests;
- 4. Student work products, if available
- 5. Teacher and/or parent checklists

#### **NOTIFICATION**

Parents and students shall be notified in writing upon selection of the student for the gifted program. Participation in any program or services provided for gifted students is voluntary. The District shall obtain written permission of the students and the parents before a student is placed in a gifted program.

#### REASSESSMENTS

TEA Assessment/Reassessment Policy 2.11 related to reassessment of GT students is based on performance in response to GT services and if reassessment occurs at all, it is no more than once in elementary grades, once in middle school grades, and once in high school grades.

#### STUDENT TRANSFER

When a student identified as gifted by a previous school district transfers into the District, the student's records shall be reviewed by the selection committee to determine if placement in the District's program for gifted and talented students is appropriate. Students from military families are automatically recognized if they had already been identified at the previous district.

The committee shall make its determination within 30 days of the student's enrollment in the District and shall base its decision on the transferred records, observation reports of District teachers who instruct the student, and student and parent conferences.

### **FURLOUGH**

A furlough may be utilized for a variety of extenuating circumstances to document a leave of absence from participation in the GT Program, the furlough will be determined on a case by case basis not to exceed one year. The aim of a furlough is to support student success.

A student may be granted a furlough from the program for various issues such as over-commitment, family concerns, serious illness, or any other circumstances which would inhibit or curtail the student's performance in program activities. At the end of the furlough, the student may reenter the gifted program, be placed on another furlough, or be exited from the program.

### **EXIT PROVISIONS**

Student performance in the program shall be monitored. A student shall be removed from the program at any time the selection committee determines it is in the student's best interest. If a student or parent requests removal from the program, the selection committee shall meet with the parent and student before honoring the request.

#### **APPEALS**

Parents or students may appeal any final decision of the selection committee regarding selection for or removal from the gifted program. Appeals shall be made first to the selection committee and followed by the local grievance policy.

### PROGRAM EVALUATION

The GT program shall be evaluated <u>annually</u> and evaluation information shall be used to modify and update District and campus improvement plans. Results are to be shared with Board members, administrators, teachers, counselors, students in GT program, and the community.

The GT program shall address effective use offunds for programs and services consistent with the standards in the state plan for GT students.

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

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

### COMMUNITY AWARENESS

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

### Appendix – II Timeline

### GT Program Timeline

### **Horizon Montessori Public Schools**

### **AUGUST**

### **SEPTEMBER**

- Parent Informational meeting
- Referral procedures published on district and social media websites
- Parent meeting for identified GT students

#### **OCTOBER**

• Referrals accepted for grades K-8th from parents, teachers and community members

### **NOVEMBER**

- Teacher and parent rating forms must be completed and submitted to the Counseling Office before Thanksgiving Break.
- Parental consent for testing will be obtained.

### **DECEMBER**

Counselors will process purchase orders for testing

### **JANUARY**

Parent meeting for identified GT students

### **FEBRUARY**

- Collect Teacher and Parent Rating scales
- Begin testing

### **MARCH**

Testing will be finalized prior to Spring Break Holiday

### **APRIL**

- Committee will meet to review and analyze testing results
- Submit all GT Identification Matrixes to District GT Coordinator for last approval signature.
- Student identification will occur for the beginning of the next fiscal school year.

•

### MAY

- Parent consent will be obtained for student participation in the program
- A finalized list of students will be submitted to the PEIMS department by May 30th along with the GT PEIMS record form. This form will be placed in the student Cumulative folder.

### Appendix – III

**Forms** 



### **Horizon Montessori Public Schools**

### GT Program Nomination Form

	Date:		
believe that	at nee School attending		
Name of student nomin	ee School attending		
Exhibits exceptional ability or the potenti	al to excel in one or more of the following areas:		
	Student: sperior academic strengths observed in the classroom es related to the persons gifts and talents.		
	Person Nominating (Please Print)		
	Signature of Person Nominating		
	Title or Relationship of Student		

Date



### **Horizon Montessori Public Schools**

### Programa de Talentosos y Dotados Forma de nominación

	Fecha	<b>:</b>
Yo creo queNombre del estudiante i	de	
Nombre del estudiante	nominado	Escuela asistiendo
exhibe una habilidad excepcional o el pote áreas:	ncial para sobresa	lir en una o más de las siguientes
Declaración Evidencia Observada en La declaración puede incluir puntos acadér observadas en el desempeño en la escuela dones y talentos de la persona.	micos fuertes que	
ī	Persona que Nom	ina (Por Favor Use Letra De Molde)
-		Firma De La Persona Que Nomina
		Titulo o Relación al Estudiante
		Fecha



## Horizon Montessori Public Schools GT Program PERMISSION TO TEST

	Date:
Dear Parent/ Guardian:	
	has been referred for educational screening
eligibility for education programming to l	process will allow school personnel to determine better meet your child academically. Students who ident population will be recommended for further
Gifted Teacher can answer questions con time needed to complete the assessment	vement, creativity, and student based projects. The occurring the nature and process of the assessment. The tis dependent upon a number of factors including, but red, established district-wide testing windows, etc.
Please check the appropriate permissior signature and return to child's teacher a	n statement below, provide the parent/guardian s soon as possible.
Yes, HMPS District personnel have p	permission to test my child as indicated above.
No, HMPS District personnel do not	have permission to test my child.
Comments:	
Signature: Parent/Guardian	Date

You will be notified regarding the outcome of the evaluation when all assessments are complete. If your child meets the eligibility requirements for the GT Program, a conference will be scheduled to discuss his/her potential educational program. If your child does not meet the eligibility criteria at this time, you will be notified when the assessment is complete.



## Horizon Montessori Public Schools Programa de Alumnos Súper Dotados PERMISO PARA EXAMINAR

Fecha:	
Querido Padre / Guardián:	
ha sido referido para un e	examen educaciona
para el programa de alumnos súper dotados. El proceso de examinar permit escuela determinar si es elegible para un programa educacional que le prove académicos para su beneficio. Los alumnos que obtengan resultados en el 5 a la población de alumnos de HMPS serán recomendados para más exámene elegibilidad.	eerá servicios o percentil superior
Los exámenes de elegibilidad pueden incluid académicos, creatividad y proy de los alumnos súper dotados puede contestar preguntas basadas en el procEl tiempo necesario para completar dichos exámenes depende de un numer incluyendo pero no limitado a, el numero de exámenes requeridos, el tiemp distrito, etc	ceso de la asesoría. o de factores,
Por favor seleccione la oración apropiada debajo, con la firma del padre/gra la maestra del alumno lo más pronto posible.	uardián y regréselo
Si, el personal del distrito HMPS tiene permiso de darle los exámenes a menciona anteriormente.	a mi hijo/a como se
No, el personal del distrito HMPS no tiene permiso de darle los exáme	nes a mi hijo/a.
Comentarios:	
Firma: Padre/Guardián	Fecha

Se le notificara con los resultados de la evaluación cuando todos los exámenes se hayan completado. Si su hijo/a es elegible para el programa de alumnos súper dotados, se agendará una cita para discutir su programa educacional. Si su hijo/a no es elegible para el programa, se le notificara con una carta cuando todos los exámenes se hayan completado.



Hace historias e ideas que son únicas.

### Horizon Montessori Public Schools GT Program Parent Rating Scale

STUDENT'S NAME:	D.O.B.	I.D.#	
Your child has been nominated as a possible participal is the completion of a parent questionnaire. Please of			•
teacher/counselor as soon as possible.			
Su hijo la ha sido nominado como posible participante en e Public Schools. Uno de los requisitos es completar esta cue hijo/a.			
5 1 60 60 1	L NEVED	00145711450	14007 05 7115 71145
For each of the following, mark (X) the column	NEVER	SOMETIMES	MOST OF THE TIME
that best describes your child.	NUNCA	OCASIONALMENTE	CASI SIEMPRE
Para cada una de las siguientes oraciones	(1)	(2)	(3)
marque (X) en la columna que mejor describe a			
su hijo/a.			
Is alert beyond years.			
Tiene su calificada más avanzada que su edad.			
Likes school.			
Le gusta la escuela.			
Prefers games/reading of higher grade/age level.			
Prefiere juegos/ lecturas de un nivel más alto a su			
grado/edad.			
Sticks to a project once it is started.			
Se concentra en un solo proyecto unas ves			
comenzado.			
Is observant.			
Es observador.			
Has lots of ideas to share.			
Tiene muchas ideas que compartir.			
Uses unique and unusual ways to solve problems.			
Usa métodos propios e inusuales para resolver			
problemas.			
Wants to know how and why.			
Desea saber cómo y por qué.			
Asks a lot of questions about a variety of subjects.			
Hace muchas preguntas de diversos temas.			
Is concerned with details.			
Le interesan los detalles.			
Enjoys and responds to beauty.			
Goza y responde a fa belleza.			
Is able to plan and organize activities.			
Puede planear y organizar actividades.			
Often finds and corrects own mistakes.			
Encuentra y corregir sus propios errores.			
Makes up stories and has ideas that are unique.			

Has a wide range of interests.		
Tiene una amplia gama de intereses.		
Sets high standards for self.		
Fija metas sobra alto estándares para sí mismo.		
Chooses challenging problems over simple ones.		
Elige problemas difíciles en lugar de simples.		
Shares his/her ideas with others.		
Comparte sus ideas con otros.		
Has advanced vocabulary for age or grade level.		
Tiene un vocabulario extensor para su dad o nivel.		
"Is interested in many adult issues such as religion,		
politics, race, etc."		
'Toma interés en temas de adulto, por ejemplo,		
religión, política, razas, etc.		



### **Horizon Montessori Public Schools**

### Gifted and Talented TEACHER RATINGS SCALE

	NACCT OF THE TIME (2)	OCCACIONIALIV (1)	DADELY
MARK (X) BACH NUMBERED CATEGORY BASED OF	N THE LISTED CHARACTERI	STICS BELOW DOES YO	JR STUDEN
TEACHER'S NAME:	GRADE:		-
STUDENT'S NAME:	D.O.B		<del></del>

MARK (X) BACH NUMBERED CATEGORY BASED O	N THE LISTED CHARACTER	ISTICS BELOW DOES YO	UR STUDENT:
	MOST OF THE TIME (2)	OCCASIONALLY (1)	RARELY (0)
1. Ask unusual questions?			
2. Make keen and alert observations?			
3. Have a rapid insight into cause-effect relationships?			
4. Comprehend advanced ideas, concepts, and implications?			
5. Work independently or require little direction?			
6. Go beyond what is required in class assignments?			
7. Have high expectations?			
8. Complete tasks?			
9. Take risks?			
10. Show confidence in areas where he/she may be different?			
11. Have original ideas in problem-solving?			
12. Invent and create new products?			
13. Have self-confidence?			
14. Carry out responsibilities well?			
15. Participate in school and community activities?			
16. Have good social skills?			
17. Have the ability to influence the behavior of other?			
18. Cooperate well with others?			
19. Respect authority/follow rules?			
20. Acquire basic skills rapidly?			
21. Read widely?			
22. Have unusual ability to brainstorm, role play, and tell stories?			
23. Have and unusual ability to memorize?			
24. Have an extensive vocabulary?			
25. Have a long attention span?			

. Have a long attention span?		
TEACHER'S SIGNATURE	DATE	



Parent Signature

## Horizon Montessori Public Schools GT Program Acceptance Letter

	Date:
Dear Parents/Guardian:	
Congratulations, your childour Gifted and Talented Program.	has qualified for placement in
Your child's progress in the Gifted and Talented Pro informed in writing should your child's placement in	
Please indicate below your decision concerning place by signing and returning this form to our office by	
Your child will begin receiving gifted education serv year. If you have questions regarding the program, forward to welcoming your child to our Gifted and	please do not hesitate to call me. I look
Sincerely,	
Principal	
Check One:	
I agree with the placement.	
I do not agree with the placement.	



### Horizon Montessori Public Schools Programa de Dotados y Talentosos Carta de Aceptación

	Fecha:
Queridos Padres/Guardianes:	-
Felicidades, su hijo/aestudiantes dotados y talentosos.	ha calificado para estar en el programa de
El avancé de su hijo en el programa de estudiantes dot informará por escrito, si acaso su hijo/a esta en riesgo estudiantes dotados y talentosos.	
Por favor indique su decisión sobre la participación de talentosos. Firme y regrese la hoja a la oficina antes de	
Su hijo/a empezará a recibir los servicios del programa del año escolar Si tiene alguna pregunta sob Espero poder recibir a su hijo/a en nuestro programa d	re el programa, por favor no dude en llamarme.
Sinceramente,	
Director(a) Escolar	
Escoja uno:	
Acepto con la participación de mi hijo/a en e	el programa de estudiantes dotados y talentosos.
No acepto con la participación de mi hijo/a e talentosos.	en el programa de estudiantes dotados y
Firma del Padre	Fecha



## Horizon Montessori Public Schools GT Program Non-Acceptance Letter

To the parents of.	1D #
Your child was nominated for the Horizon Montessori Public School Program, and you are to be commended. However, your child did for admittance into the program. Please be assured that although qualifications, the campus will be providing quality instruction to reeds.	not meet the district's criteria your child did not meet the
If you would like to appeal the decision, you have 10 days from the which to contact the campus counselor, in writing and request a reany questions regarding the committee's decision, please contact	eview of the data. If you have
Sincerely,	
Campus Principal	Date

All written requests for appeal must be submitted to HMPS Curriculum Office within (10) days of this notification. Please contact your child's counselor for more information.



### Horizon Montessori Public Schools Programa de Dotados y Talentosos Carta de no Aceptación

A los padres de:	ID #:
Su hijo/a fue nominado para el programa de estu hijo/a no cumplió con los requisitos de identificad escolar. Le aseguramos que su hijo/a continuará según las necesidades de él/ella.	ción del programa y el criterio del distrito
Si usted desea apelar esta decisión, tiene diez día apelación y solicitar la revisión de la evaluación d decisión del comité, favor de comunicarse conmi	el estudiante. Si tiene alguna pregunta sobre la
Sinceramente,	
Director(a) Escolar	Fecha

Todas las apelaciones deberán ser entregadas a la Oficina de Curricular de HMPS dentro de (10) días de esta notificación. Por favor contacte a la consejera de la escuela para más información.

### **GT PEIMS Record Form**

Student Name:				(H)
Student's Identif	fication Number:		Some 1998 OT	
Student was id	entified as Gifted and	Talented at:		
HMI	НМІІ	HMIII	HMIV	Other
Gifted and Talen	ted Domains			
General Inte	llectual Ability			
Specific Subj	ect Matter Aptitude			
Creative Pro	ductive Thinking			
Leadership A	Ability			
Committee Deci	sion:			
Accepted				
Did not qual	ify			
The committee h	nas reached a placement	decision based on the fol	lowing:	
Committee Men	nbers:			
School Administr	ration:			
Counselor:				
Teacher of Recor	rd:			
Date of Meeting	:			
			PEIMS In	itials:
			Date	•



## Horizon Montessori Public Schools GT Monitoring Documentation

·					
ident:					
1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks	6th Six Weeks
					•
	1st Six	1st Six 2nd Six	1st Six 2nd Six 3rd Six	1st Six 2nd Six 3rd Six 4th Six	1st Six 2nd Six 3rd Six 4th Six 5th Six



### Horizon Montessori Public Schools Furlough from GT class or Exit from GT Services

### **Step-by-Step Procedure**

Placement in gifted services may place inordinate amounts of stress on some students. District initiated furloughs or exits from services are initiated for the benefit of the student.

**FURLOUGH:** A temporary withdrawal is considered a furlough. Students may be furloughed for one semester or the entire academic year.

**EXIT:** Two furloughs will constitute an exit from HMPS's GT services in one or more areas of service. A withdrawal from all GT services is considered an exit. An exit from services requires a complete reassessment and GT committee review for appropriate placement should services be requested in the future.

Parents / Students: To request furlough or exit from services: Complete the Furlough/Exit Request form and submit it to the GT teacher or coordinator. The request will be considered as soon as possible by the GT committee.

### Teachers: To facilitate a district-initiated furlough or exit from services:

- Document communication with parents / guardians of student which alerts them of the possible inappropriate placement in a particular GT class or gifted service
- Document signs of frustration, anxiety, anger, etc.
  - If possible, have counselor interview student and submit notes for student's portfolio
  - Make note of incidents within class or outside of class for student's portfolio
- Document the child's inability to produce expected work.
  - Include a rubric for work expectation
  - Samples of class work
  - Tests
  - Record of incomplete homework or homework not submitted
  - Other (as appropriate for the types of services the student receives)

A Team meeting with parents/guardians should be scheduled after this information is gathered

- Minutes of the meeting to be kept in the student's portfolio. If removed from GT class (es);
- GT coordinator will continue to monitor the student's progress in the new placement.

If parents/guardians do not approve class transfer, the GT team may request a re-evaluation (to include updated testing) of the student by the campus GT committee.

### Horizon Montessori Public Schools Gifted and Talented Education Program Gifted and Talented Furlough Application

Return this form to the gifted and talented teacher at your campus.			
Student Name:	Date of Request:		
Campus:	Current Grade Level:		
Please explain the rationale for this reque circumstance that will temporarily inhibit	est for furlough, including a description of the performance:		
Parent/Guardian Signature:	Date:		



## Horizon Montessori Public Schools Despido Temporal o Salida del Programa de Estudiantes Dotados y Talentosos

### Procedimiento paso a paso

La colocación en programa de estudiantes dotados y talentosos puede poner cantidades de estrés en algunos estudiantes. Un despido temporal (furlough) iniciados por el distrito o la salida de programa de estudiantes dotados y talentosos será para el beneficio del estudiante.

**FURLOUGH (Despido temporal):** Un despido temporal del programa de estudiantes dotados y talentosos es cuando un estudiante puede tomar un retiro durante un semestre o todo el año académico.

**SALIDA:** Dos despidos temporales del programa de estudiantes dotados y talentosos constituirán la salida de los servicios dotados y talentosos de HMPS en una o más áreas de servicio. Un retiro de todos los servicios de dotados y talentosos se considera una salida. Una salida de los servicios requiere una reevaluación completa y una revisión del comité para la colocación adecuada en caso de que se soliciten servicios en el futuro.

**Padres / Estudiantes:** Para solicitar un despido temporal del programa de estudiantes dotados y talentosos: Completar una solicitación de despido temporal del programa de estudiantes dotados y talentosos o salida del programa. Solicitar formulario y enviarlo al profesor o coordinador de Programa de Estudiantes Dotados y Talentosos. La solicitud será examinada lo antes posible por el comité.

### Maestros: Para facilitar un despido temporal o salida del programa de estudiantes dotados y talentosos iniciado por el distrito

- Comunicación de documentación a los padres del estudiante que les alerta de la posible colocación inapropiada en el programa de estudiantes dotados y talentosos.
- Documenta signos de frustración, ansiedad, ira, etc.
  - Si es posible, pida al consejero entrevistar al estudiante y envíe notas para la cartera del estudiante
  - Tomar nota de incidentes dentro de la clase o fuera de clase para la cartera del estudiante
- Documente la incapacidad del niño para producir el trabajo esperado.
  - Incluir una rúbrica para la expectativa de trabajo
  - Muestras de trabajo de clase

- Pruebas
- Registro de tareas o deberes incompletos no presentados
- Otros (según corresponda para los tipos de servicios que recibe el estudiante)

Se debe programar una reunión con los padres/tutores después de recopilar esta información

- Actas de la reunión que se mantendrán en la cartera del estudiante. Si se elimina de las clases de programa de estudiantes dotados y talentosos;
- El coordinador(a) de programa de estudiantes dotados y talentosos continuará monitoreando el progreso del estudiante en la nueva colocación.

Si los padres/tutores no aprueban la transferencia de clase, el equipo de programa de estudiantes dotados y talentosos puede solicitar una reevaluación (para incluir pruebas actualizadas) del estudiante por el comité del campus.

### **Horizon Montessori Public Schools**

Aplicación de Despido Temporal del Programa de Estudiantes Dotados y Talentosos

### Devuelva este formulario al maestro(a) de su escuela.

Nombre de estudiante:	Fecha:
Escuela:	Grado:
Por favor, explique la razón de ser de esta sol circunstancia que inhibirá temporalmente el r	
Firma: Fecha:	·



### Horizon Montessori Public Schools Gifted and Talented PROGRAM

### STEPS FOR REVIEW OF GIFTED SERVICES

A student who is officially placed in the K-8 Gifted Education Program will continue to receive gifted programming services, provided the student meets the following continuation criteria:

The student maintains satisfactory performance in the regular and/or gifted classrooms, indicated by a (non-weighted) grade of at least 70.

In the event that the student does not meet the continuation criteria, the following steps will be taken to review the student's gifted services:

- A student who fails to maintain satisfactory academic performance in regular and/or gifted education classes will be referred to the RTI committee or GT committee for appropriate interventions. Parents will be notified in writing by the principal or designee that the student will be given a probationary period of a least one grading period. A student who is on probation will be provided with an Individual Academic Plan (IAP), which will be monitored by the gifted and/or regular education teacher who serves the student.
- 2. The student shall continue to receive gifted education services during probation, while receiving the services of the RTI/GT committee and attempting to achieve satisfactory performance status.
- 3. The individuals involved with the Student Support and GT committee will review the student's progress at the end of the probationary period and determine the student's further academic needs. The student's demonstrated academic strengths will direct the recommended course of study.
- 4. A student who fails to demonstrate satisfactory performances based upon the continuation criteria in regular and/or gifted education classes during the probationary period and for whom gifted services are no longer appropriate shall have a final review by the GT committee. The student, parent, gifted program teacher, and other teacher(s) involved will be invited to attend the review, before services are withdrawn. If a student is withdrawn the student may apply and re-test the following academic year.
- 5. A student can be reinstated as eligible for gifted services when evidence of satisfactory academic performance, as defined by the district's GT program guide