

CANTON INDEPENDENT SCHOOL DISTRICT

GIFTED AND TALENTED PROGRAM MANUAL

Board Approved Updates

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CANTON INDEPENDENT SCHOOL DISTRICT

INTRODUCTION

PART 1. RATIONALE FOR GIFTED AND TALENTED CURRICULUM DIFFERENTIATION

In 1977 the Texas Legislature passed its first legislation concerning the education of gifted students. In 1979, state funds for providing services to gifted children were made available, but providing such services was optional for school districts. In 1987, The Texas Legislature mandated that all school districts must identify and serve gifted students at all grade levels. In 1990, The Texas State Plan for the Education of Gifted/Talented Students was adopted, and in 1999 the Texas Performance Standards Project for Gifted and Talented Students was created. Today, Texas educators are committed to meeting the unique needs of gifted and talented students and to expanding the ways we do so.

PART II. STATE DEFINITION OF GIFTED/TALENTED STUDENTS

A gifted and talented student is a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

- (1) exhibits high performance capability in an intellectual, creative, or artistic area;
- (2) possesses an unusual capacity for leadership; or
- (3) excels in a specific academic field. (TEC §29.121)

Academically gifted and talented students are those who consistently excel or show the potential to excel in critical and productive thinking. Their superior intellectual abilities allow them to achieve excellence in specific subject areas at a significantly higher level and faster pace than that of their peers.

PART III: STATE GOAL FOR SERVICES FOR GIFTED STUDENTS

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

PART IV. CHARACTERISTICS OF GIFTED/TALENTED STUDENTS

Although no two students are alike, GT students as a group generally exhibit similar characteristics. In her book, *Differentiating Instruction in the Regular Classroom*, Dr. Diane Heacox compiled a list of typical characteristics of gifted learners.

- High levels of retention with an extraordinary amount of information
- An accelerated pace of learning
- Advanced comprehension, deep understanding
- Usually varied interests and curiosity
- An advanced vocabulary
- Flexibility of thinking
- An ability to generate original ideas and solutions
- An ability to think in abstract terms and sense consequences
- Evaluative, judgmental thinking
- Persistent goal-directed behavior

This is a list of characteristics that may help distinguish "Bright Children" from "Gifted Learners" as stated by *Janice Szabos...*

BRIGHT CHILD	GIFTED LEARNER
Knows the answers	Asks the question
Is interested	Is highly curious
Is attentive	Is mentally & physically involved
Has good ideas	Has wild, silly ideas
Works hard	Plays around yet tests well
Answers the questions	Discusses in detail; elaborates
Top group	Beyond the top group
Listens with interest	Shows strong feelings & opinions
Learns with ease	Already knows
6-8 repetitions for mastery	Understands ideas
Understands ideas	Constructs abstractions
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good memory	Good guesser
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical
Enjoys straightforward, sequential, presentations	Thrives on complexity

PART V: DISTRICT PHILOSOPHY REGARDING GIFTED EDUCATION

The Canton Independent School District recognizes that a differentiated curriculum is necessary to meet the needs of gifted and talented students. The district seeks to provide a GT program that will enable the gifted learner to demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individual creativity and are advanced in relation to students of similar age, experience, or environment.

CANTON INDEPENDENT SCHOOL DISTRICT

PROGRAM ORGANIZATION

Regardless of the program design used to deliver services to gifted/talented students, content modifications of the Texas Essential Knowledge and Skills (TEKS) will be offered in the four core areas of language arts, mathematics, science, and social studies. An array of learning opportunities will allow students to do advanced work reflecting the depth and complexity of the general school curriculum. Learning opportunities may include any of the following, alone or in combination.

- Interdisciplinary projects
- Special units or projects from each of the core areas
- Differentiation of curriculum in each of the core areas within the regular classroom
- Acceleration in an area of particular strength
- Advanced Placement (AP) classes with appropriate GT modifications
- Pre-AP classes with appropriate GT modifications
- Dual/concurrent college enrollment
- Field trips
- Enrichment opportunities
- Education Service Center (ESC) seminars

Identification of students is conducted to locate students who can best benefit from the program. To allow for students development and for new enrollees, identification for the Canton ISD Gifted and Talented program will occur annually.

Since students grow and change intellectually, a review is necessary to determine those students whose academic needs warrant program placement. Students who have been identified for the Canton ISD Gifted and Talented program will remain in the program through the twelfth grade unless they are exited or furloughed from the program through the Board approved exiting procedures.

ELEMENTARY PROGRAM (Grades K-2)

Students are clustered with a GT certified teacher in the regular classroom. The regular curriculum is differentiated and extended in Language Arts, Math, Social Studies, and Science. Teacher directed extension projects are also part of the elementary GT program.

INTERMEDIATE PROGRAM (Grades 3-5)

Grades 3-5: GT students are served within a pull-out instructional model with a GT-certified teacher. Approximately 1.5 hrs per week is devoted to differentiation and extension of the regular curriculum in Language Arts, Math, Social Studies, and Science.

GT field trips provide a motivational environment that serves to extend and enrich the students' learning and life experiences.

JUNIOR HIGH PROGRAM (Grades 6-8)

Students are served through a Pre-Advanced Placement program with Pre-AP courses offered in English, Math, Social Studies, and Science. In addition, 6th and 7th grade GT students are required to participate in the specially designed GT Reading program when available. 8th grade GT students are placed in a GT Tutorial class.

GT field trips provide a motivational environment that serves to extend and enrich the students' learning and life experiences.

HIGH SCHOOL PROGRAM (Grades 9-10)

Students are served through an Advanced Placement program with AP courses offered in English, Math, Social Studies, and Science, and Art. Dual credit college classes are offered for English IV, Calculus, Statistics, Pre-calculus, Economics and Government. The Distinguished Achievement graduation program allows students to demonstrate advanced skills by completing four advanced measures including original products, advanced test scores, and college credits.

CANTON INDEPENDENT SCHOOL DISTRICT

GT IDENTIFICATION PROCESS

I. Campus Committee

Each campus will have a gifted/talented committee consisting of the following persons:

- Building Principal
- G/T, AP, or dual credit classroom teacher(s)
- Campus Counselor

Instructional and support staff are made aware of the program and of their role in its implementation, including the identification procedure. Awareness sessions may be conducted through staff meetings, lead teacher meetings, grade level discussions and/or written communiqués.

The duties of this committee will be to:

- Publically Announce Nomination Process
- Collect Nomination forms
- Assign students to the G/T program – both new and transferring
- Place students on probation or furlough
- Exit students

II. Screening

- Nominations: Teacher, parent, and self-nominations will be accepted at all grade levels, K-12
- Kindergarten students will be screened in January – February of each year
- Students in grades 1 – 12 will be screened and identified at the end of each school year
- Transfer students will be screened according to local criteria within eight weeks enrollment in Canton ISD

III. Assessment

Students will be assessed using the following selection instruments:

- Intelligence test (K-12)
- Achievement test (K-12)
- Student products (K-2)
- Teacher inventory (K-12)
- Educational ability scores including report card grades for 3 semesters (2-12)
- State assessment test scores
- Review of Parent Inventory (3-12)

Students with Limited English Proficiency (LEP) will be assessed in their native language using one or more of the following selection instruments:

- Oral Language Proficiency Tests in Spanish
- Reading and Writing Proficiency Tests in Spanish
- Standardized Achievement Test in Spanish
- Student Products
- Teacher Inventory
- Report Card Grades
- Parent Inventory in Native Language

IV. Identification and Profile Scores

The committee will review the data collected on each student. No single instrument or measure may be the only criterion upon which selection decisions are made.

The selection committee should ensure that careful consideration has been given to the exceptional student: the culturally different; economically disadvantages, learning disabilities, or handicapped. The committee may waive the usual criteria in order to meet the needs of students with unusual needs and/or conditions.

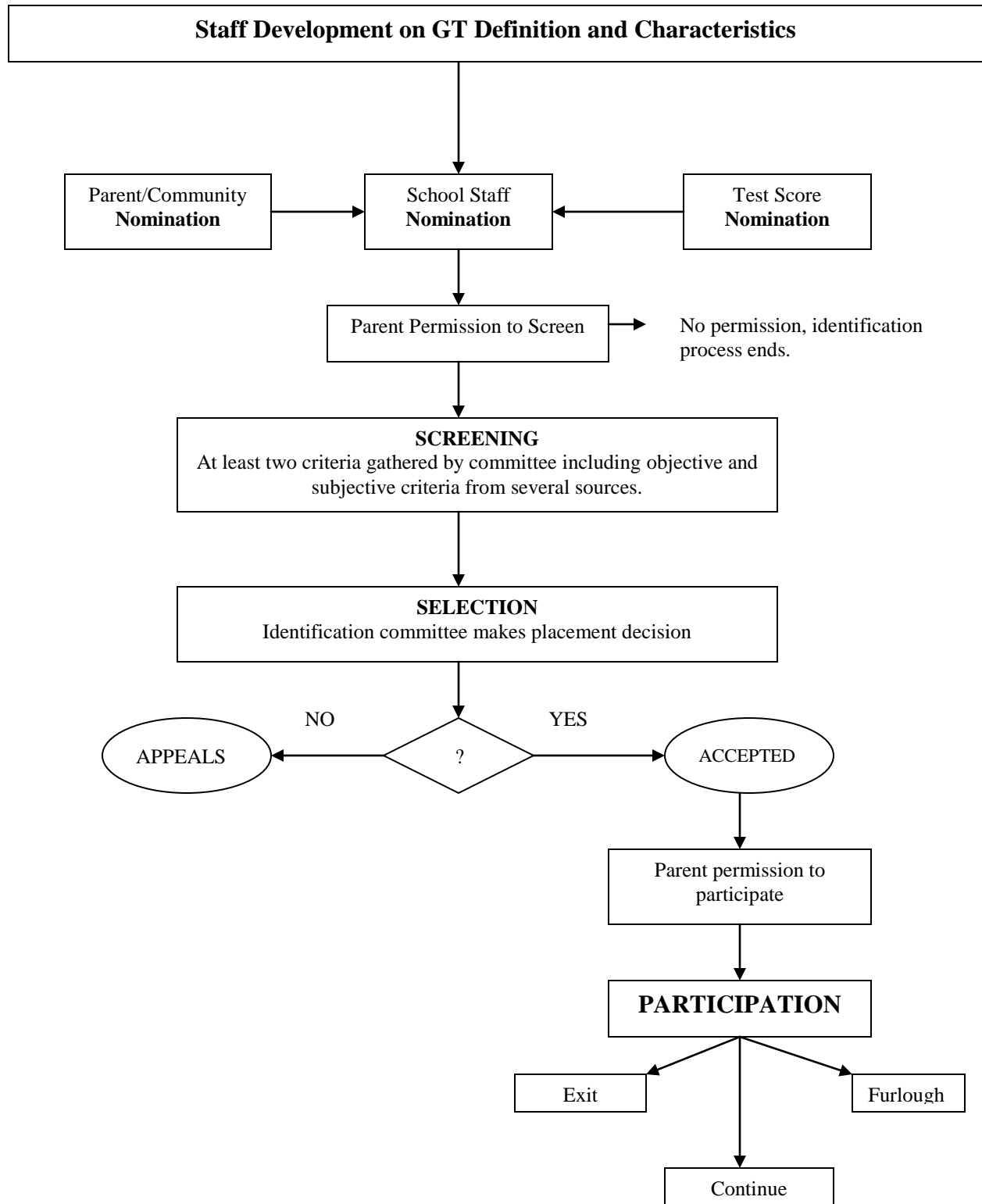
- Selection instruments' scores will be entered on the appropriate student profile.
- Students must score a minimum of 16 points to be placed in the Canton ISD G/T program.
- The campus G/T committee may place a Limited English Proficient (LEP) student with a score less than 16 points, if the committee determines the student's ability (based on classroom performance) well exceeds matrix results.

V. Placement

Once a student is identified and placed in the Canton ISD Gifted & Talented program, it is not necessary for the student to be re-identified in order to continue in the program. If program placement does not offer the best instructional setting for the student, continued placement will be reviewed and the appropriate procedures will be followed for exiting or furloughing the student.

Parents of all students selected for program participation are informed as to the results of the identification process. Participation in the program is voluntary and requires a permission form signed by the parent or guardian. Teachers, counselors, and/or administrators should explain the program to parents and participants, and an orientation meeting may be held at the appropriate campus and/or district level. Parents of students not qualifying for placement may be informed through written notification or personal contact. It is especially important to discuss non-placement with parents or students who initiated the process.

GT IDENTIFICATION PROCEDURES FLOWCHART



CANTON INDEPENDENT SCHOOL DISTRICT
GT IDENTIFICATION PROCESS FOR TRANSFER STUDENTS

When a student enters the Canton ISD G/T program and states that he/she has been enrolled in an accredited Gifted/Talented program in another school district the following guidelines will be followed:

1. Parent or teacher will complete a nomination form.
2. G/T, AP, or dual credit teacher will review the student file to verify previous placement in G/T program.
3. If placement from the transferring district is verified, the student will be “**temporarily**” placed in the Canton ISD G/T program.
4. The student will then be considered for permanent placement in the Canton ISD G/T program within eight weeks of the transferring student’s enrollment. He/she must satisfy local criteria including CISD grading, behavioral, and state assessment success expectations.

Participation in a gifted and talented program in a previously enrolled district does not automatically ensure placement in the Canton ISD Gifted and Talented Program. (See 1.3A – Texas State Plan)

Note: Transfer students *not* previously identified as being part of an accredited G/T program will be tested at the next regularly screening, *if* the student has been nominated.

CANTON INDEPENDENT SCHOOL DISTRICT
CONTINUING ELIGIBILITY/EXIT/RE-ENTRY PROCESS

Continuing Eligibility

Students who have been identified for the Canton ISD Gifted and Talented program will remain in the program through the twelfth grade unless they are exited or furloughed from the program through the Board approved exiting procedures.

Exit Procedure

Recommendations to consider exiting a student from the program may be made by teachers, counselors, administrators, parents, or the student. Exiting a student from the G/T program must be based on multiple criteria relating to the student's performance in the program, including participation in all campus GT curricular requirements. This criteria should include data such as observed behavior changes, changes in performance, indication of stress, or for other reasons in the best interest of the student. Non-participation in the gifted program curricular requirements negates the ability to review multiple criteria and shall be cause for removal from the gifted and talented program.

The exit procedure is a three-step process as outlined below:

- Step 1.** Conference with student (parent will be notified)
- Step 2.** Conference with student and parent
- Step 3.** Exit conference involving campus G/T committee.
Parent and student will be invited to attend.

The following occurrences will move a student into Step 1 of the exit procedure:

- Failure to submit at least 90% of all assigned work in a successful or satisfactory manner in the G/T program.
- Failure to comply with behavioral expectations listed in the district's Student Code of Conduct
- Failure to achieve minimum passing standards on state assessments.
- Failure to successfully complete (pass) any of the four core subjects areas during any two or more six-weeks grading periods.

Re-Entry Procedure

If a student has been exited by the school through the exit procedure as outlined above, or he/she may re-enter by qualifying in the identification process no earlier than the beginning of the next school year and only after the student has been out of the program for at least one complete semester. In some cases, this may mean that a student will re-enter the program at the beginning of the second semester of the following school year.

If a student decides to exit himself from the G/T program, or if removal is based on a parental request, the student may re-enter the program no earlier than the beginning of the next school year by re-qualifying in the identification process.

If a student has a scheduling conflict which *forces* him/her to choose between a G/T and AP or dual credit college course and another subject, the student will be placed on “furlough” and may continue in the G/T program as soon as his/her schedule will allow, without going through the identification process.

Students who *choose* not to participate in the gifted and talented program requirements are effectively exiting themselves from the gifted program.

CANTON INDEPENDENT SCHOOL DISTRICT

GT PROGRAM APPEALS PROCESS

The following procedure will be followed for GT program appeals:

1. The parent will request and complete an “Appeal Form” from the campus principal or counselor and return it to the same person.
Note: In cases of student non-selection or dismissal from the G/T program, the notice of appeal must be submitted within seven school days.
2. Within ten school days of submission of the appeals form, a date shall be set for the parent/guardian to meet with the campus G/T committee.
3. During the scheduled appeals meeting, a further review of selection criteria and student data will be conducted by the campus G/T committee.
4. Within seven school days following the appeals meeting, the campus G/T committee will make a majority decision regarding the appeal and notify the appellant.
5. If the appeals decision is not satisfactory to the appellant, another appeal may be made to the superintendent of schools **or designee** within seven school days of the campus committee’s decision.
6. If the decision of the Superintendent, Assistant Superintendent, or designee is not satisfactory to the appellant, a final appeal may be made to the Canton ISD Board of Trustees, in accordance with local board policy. The notification of request to appeal the decision to the Board of Trustees must be submitted to the Superintendent in writing within ten days of the date of notice of the Superintendent’s decision.

NON-DISCRIMINATION STATEMENT

Canton ISD prohibits discrimination in all its programs and activities on the basis of race, color, national origin, age, disability, and where applicable, sex, marital status, familial status, parental status, religion, sexual orientation, genetic information, political beliefs, reprisal, or because all or part of an individual's income is derived from any public assistance program.

CANTON INDEPENDENT SCHOOL DISTRICT

GT PARENT PERMISSION TO TEST

Student: _____ Birth date: _____
School: _____ Grade: _____
Teacher: _____ Program: Gifted and Talented

Dear Parent(s) or Guardians(s),

Canton Independent School District is in the process of screening students for the CISD Gifted and Talented Program. It is necessary to analyze different types of information when deciding on the best program placement for any student. In order to determine the best educational setting for your child, additional tests may need to be administered.

In order for the district to proceed with further testing, your permission is needed. The testing will take place during the school day, and the test(s) will be administered by the school counselor or other appropriate personnel. Please complete the following information and return it to the person and location listed below.

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

_____ Yes, I give my permission for diagnostic testing.

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

Signature of Parent/Guardian Date

Address of Parent/Guardian

Telephone Numbers: Home: _____

Work: _____

CANTON INDEPENDENT SCHOOL DISTRICT

TEACHER RATING SCALE

Student Name _____

Teacher Name _____

Subject Area _____

Date _____

Circle the following items as best describes the student as you see him/her.

	Non Existent	Slightly	Moderately	Frequently	Consistently
Demonstrates unusual fluency and flexibility in thinking, speaking, and problem solving	0	1	2	3	4
Learns skills independently and makes connections without formal instruction	0	1	2	3	4
Displays persistent/intense focus on one or more topics; Becomes absorbed in what interest him/her	0	1	2	3	4
Highly curious; Figures out the “why” of things	0	1	2	3	4
Sees several different ideas when others see only one; may draw several pictures though expected to draw only one.	0	1	2	3	4
Remembers facts and details; Exhibits exceptional memory	0	1	2	3	4
Demonstrates highly developed reasoning; Employs complex problem-solving strategies.	0	1	2	3	4
Thinks of unusual uses for objects rather than the usual ones; Does not conform to typical ways of thinking and perceiving.	0	1	2	3	4
Enjoys doing things differently from the way others do them	0	1	2	3	4
Adds lines, colors, and details to own drawings or to existing pictures; Perceives and manipulates patterns, colors and/or symbols	0	1	2	3	4
Gives vivid descriptions when telling stories; Fantasizes and uses imagination	0	1	2	3	4
Makes advanced connections and transfers learning to other subjects / situations / cultures.	0	1	2	3	4
Total					
Comments	Grand Total=				

**Canton ISD Gifted/Talented Education Program
Kindergarten Student Identification Profile**

Date: _____ Student Name: _____ Grade: _____

Current Campus: _____ ID# _____ Age: _____ Ethnicity _____

Assessments	5 points	4 points	3 points	2 points	1 point	0 points	
Total							
NNAT2 (Percentile Rank)	<u>99-96%</u>	<u>95-92%</u>	<u>91-88%</u>	<u>87-84%</u>	<u>83-80%</u>	<u>Below 80%</u>	
Achievement Reading Total	<u>99-98</u>	<u>97-96</u>	<u>95-94</u>	<u>93-92</u>	<u>91-90</u>	<u>89-Below</u>	
Achievement Math Total	<u>99-98</u>	<u>97-96</u>	<u>95-94</u>	<u>93-92</u>	<u>91-90</u>	<u>89-Below</u>	
Parent Observation Jot Down	<u>36-29</u>	<u>28-23</u>	<u>22-17</u>	<u>16-11</u>	<u>10-6</u>	<u>5-1</u>	
Teacher Rating Scale	<u>48-45</u>	<u>44-42</u>	<u>41-29</u>	<u>28-16</u>	<u>15-13</u>	<u>2-Below</u>	
CISD Profile Total Points							

A student must score a minimum of 90%/22 points to qualify for the Canton ISD gifted program. Nationally-normed tests are used to assess each student's performance in the intellectual and academic areas. The appropriate educational program will be provided based on this process. Each score is placed in the profile and then totaled.

Total Score _____ Qualified _____ (date) Did not qualify _____ (date)

Parents contacted _____ (date) Teachers contacted _____ (date)

Teacher

Principal

Counselor

**Canton ISD Gifted/Talented Education Program
1-12th Grade Student Identification Profile**

Date: _____ Student Name: _____ Grade: _____

Current Campus: _____ ID# _____ Age: _____ Ethnicity _____

Assessments	5 points	4 points	3 points	2 points	1 point	0 points	
Total							
NNAT2 (Percentile Rank)	<u>99-96%</u>	<u>95-92%</u>	<u>91-88%</u>	<u>87-84%</u>	<u>83-80%</u>	<u>Below 80%</u>	
Stanford Achievement Reading Total	<u>99-98</u>	<u>97-96</u>	<u>95-94</u>	<u>93-92</u>	<u>91-90</u>	<u>89-Below</u>	
Stanford Achievement Math Total	<u>99-98</u>	<u>97-96</u>	<u>95-94</u>	<u>93-92</u>	<u>91-90</u>	<u>89-Below</u>	
Academic Grades Reading	<u>100-97</u>	<u>96-93</u>	<u>92-89</u>	<u>88-85</u>	<u>84-81</u>	<u>80 - Below</u>	
Academic Grades Math	<u>100-97</u>	<u>96-93</u>	<u>92-89</u>	<u>88-85</u>	<u>84-81</u>	<u>80-Below</u>	
Parent Observation Jot Down	<u>36-29</u>	<u>28-23</u>	<u>22-17</u>	<u>16-11</u>	<u>10-6</u>	<u>5-1</u>	
Teacher Rating Scale	<u>48-45</u>	<u>44-42</u>	<u>41-29</u>	<u>28-16</u>	<u>15-13</u>	<u>2-Below</u>	
CISD Profile Total Points							

A student must score a minimum of 90%/32 points to qualify for the Canton ISD gifted program. Nationally-normed tests are used to assess each student's performance in the intellectual and academic areas. The appropriate educational program will be provided based on this process. Each score is placed in the profile and then totaled.

Total Score _____ Qualified _____ (date) Did not qualify _____ (date)

Parents contacted _____ (date) Teachers contacted _____ (date)

Teacher

Principal

Counselor

CANTON INDEPENDENT SCHOOL DISTRICT

INTO-DISTRICT TRANSFER FORM

Date: _____

Student Name: _____

School: _____

I certify that the above-named student was served by the Gifted and Talented Program in _____ . I understand that the following guidelines must be followed (Previous District)

in order for him/her to participate in the Canton ISD GT program.

- Parent or teacher must complete a nomination form.
- GT or AP teacher must review student files to verify previous GT placement
- If placement is verified, the student will be “temporarily” placed in the Canton ISD GT program
- The student will be considered for permanent placement in the Canton ISD GT program within six weeks of the transferring student’s enrollment.

Principal Signature: _____

Date: _____

Parent Signature: _____

Date: _____

Please sign and return to the school counselor’s office. Thank you.

CANTON INDEPENDENT SCHOOL DISTRICT

OUT-OF-DISTRICT TRANSFER FORM

Date: _____

Student Name: _____

School: _____

_____ has been served in the Canton Independent School District Gifted and Talented program. Students are selected on the basis of test data, student performance, and teacher/parent input. If you need further information on this student, please contact us.

Available test data and/or comments:

GT Teacher or Facilitator

CANTON INDEPENDENT SCHOOL DISTRICT

EXIT FORM

Name _____ **Grade** _____ **Date** _____

The Placement Committee at Canton _____ School has considered all data relevant to _____'s exit from the Canton ISD Gifted/Talented Program. Because of the reasons listed below, this committee believes that it would be a more appropriate educational match at this time for the student to remain in the regular classroom setting.

Reasons for Recommendation _____

The recommendation for exit originated with:

_____ Student _____ Parent _____ Regular Classroom Teacher
_____ G/T Teacher _____ Other

Signatures of Placement Committee:

Date: _____

Parent Approval

I/We agree that the most appropriate educational setting for _____ at this time is in the regular classroom without participation in the Gifted/Talented Program. If, at a later date, I/We wish to resume participation in the Gifted/Talented Program, I/We understand that it will be necessary to follow the established entry procedures for new students.

Parent's Signature
Date: _____

CANTON INDEPENDENT SCHOOL DISTRICT

NOTIFICATION OF EXIT FROM GT PROGRAM

Date

Student Name

School

The request for _____ to be exited from the Canton ISD Gifted and Talented Program has been approved. Please encourage your child to continue pursuing high academic standards. We will be glad to assist in any way possible.

Principal Signature

Date

1 copy: GT Teacher
1 copy: Cumulative Folder
1 copy: Principal
1 copy: Counselor

CANTON INDEPENDENT SCHOOL DISTRICT

GT SCREENING COMMITTEE FORM

Student Name: _____ Student's Student Profile Score: _____

Current Grade: _____

Current School Year: _____ - _____

Date of Selection Committee Meeting: _____

Criteria Met? _____ Yes _____ No

Recommended for Program Placement? _____ Yes _____ No

Comments: _____

Screening/Selection Committee Signatures:

_____	_____
_____	_____
_____	_____
_____	_____

Signed Parent Permission on file ? _____ Yes _____ No

CANTON INDEPENDENT SCHOOL DISTRICT

APPEAL FORM

Student _____ **Grade** _____

Parent/Guardian _____

Address _____

Phone Number (Home) _____

Phone Number (Work) _____

Please briefly state below the reason (s) for your appeal of the decision made by the campus G/T committee concerning your child.

Parent/Guardian Signature _____

Date _____

<p>For Office use Only: Appointment scheduled for: Date: _____ Time: _____ Place: _____</p>
--

CANTON INDEPENDENT SCHOOL DISTRICT

FURLOUGH RECOMMENDATION FORM

Name _____ **Grade** _____ **Date** _____

The G/T Selection Committee in Canton Independent School District has considered all data relevant to granting a furlough from the gifted/talented program for _____. This committee believes that it would be in the best interests of the student to allow for him/her to be granted a furlough from G/T services.

Reasons for Recommendation:

The furlough will be granted for the following amount of time:

_____ weeks _____ months _____ other (specify)

The recommendation for furlough originated with:

_____ Student _____ Parent _____ School Personnel _____ Other

Signatures of Selection Committee:

Parent/Guardian Approval

I/We agree that _____ should be placed on furlough from the district's gifted/talented program. I/We understand that _____ will be reinstated into the program at the end of the furlough without having to go through the identification process again.

Signature of parent/guardian

Date

CANTON INDEPENDENT SCHOOL DISTRICT
REQUEST FOR RE-ENTRY FROM FURLOUGH

Date

Student Name

Campus

I request that consideration be given to re-enter the Canton ISD Gifted and Talented Program on the basis of the following reasons:

Request made by (please circle one): student parent teacher other_____

Requestor Signature

The GT Selection Committee recommends that _____ be granted/denied re-entry to the Canton ISD Gifted and Talented Program for the following reasons:

Principal Signature

GT Teacher

Parent Signature

Other

Date

1 copy: GT Teacher
1 copy: Cumulative Folder
1 copy: Principal
1 copy: Counselor

CANTON INDEPENDENT SCHOOL DISTRICT

ENTRY PARENT PERMISSION FORM

Student Name

Current Campus

Home Room Teacher

Grade Level

I grant permission for my child _____ to participate in the Canton ISD Gifted and Talented Program. I understand and agree that it is the responsibility of my child to participate in all campus GT requirements and participate actively in class with a positive, cooperative attitude in order to remain in this program. I understand that GT activities will include both in-class and independent study opportunities for curriculum enrichment. I further understand the grade that my child must successfully complete the four core academic areas each six weeks. Failure to do so may result in probationary status and/or or removal from the program.

Parent/Guardian Signature

Date

Address

City, State

Home Phone

Work Phone

I **DO NOT** grant permission for my child _____ to participate in the CISD Gifted and Talented Program.

Parent/Guardian Signature

Date

Homeroom Teacher

Grade Level

Please complete the top OR bottom of this form and return to the campus counselor.

APPENDIX A

GT FIELD TRIP GUIDELINES

GT FIELD TRIP GUIDELINES

The following guidelines shall be followed when planning and accompanying students on a GT Field Trip.

- The field trip must receive prior approval from the campus principal AND District GT Coordinator (Curriculum Director).
- A district form (attached) must be used to request approval for GT field trips.
- The field trip destination shall have an educational focus related to the four core areas of instruction- math, science, social studies, or English language arts.
- Field trips shall be directly related to GT instruction as evidenced by GT lesson plans.
- Each campus is limited to one GT field trip per grade level per year. Grades may be combined for each trip, but the total number of trips shall not exceed the total number of grade levels on the campus.
- All student travel is governed by local board policy FMG.

GT FIELD TRIP REQUEST FORM

GT Teacher: _____

Grade(s): _____

Field Trip Destination: _____

Approximate Mileage to Destination: _____

Name(s) of Adult Sponsors for the Trip: _____

How does this trip relate to core area curriculum and instruction? (*Attach lesson plan*)

Principal Approval

Date

GT Coordinator Approval

Date