

HUDSON ISD GIFTED & TALENTED PROGRAM HANDBOOK

*Updated Spring
2016*

“Gifted and talented student” means 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.*

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Foreword

The Board of Trustees of the Hudson Independent School District accepts as its guiding principal the welfare and total development of the student. Further, the Board believes that schools in the district should help each student to develop his or her personal knowledge, skills and competence according to his or her individual abilities.

The Board of Trustees of the Hudson Independent School District believes in the unique valued needs and talent of each individual, and thus, recognizes the specific needs of the gifted/talented students within the Hudson Independent School District. It is the intent of the Board to provide programs to meet these needs.

Providing a program for gifted/talented students is required by law. The program as outlined in this handbook meets the requirements set forth by the Texas Education Agency. It also meets all requirements in local governing policies of the Hudson Independent School District. All aspects of the program are under continuous review by teachers and administrators involved in the program so that changes and revisions may be made as needed.

Board policies regarding the gifted/talented will be reviewed regularly and adjustments made as necessary. The process for this is described in the section of this document related to program evaluation.

Plans for Implementation of Program Handbook

The plans outlined in this handbook as guidelines for the gifted/talented program in the Hudson Independent School District are ambitious, but achievable.

All facets of this program will be reviewed and evaluated on a continuous basis. Revisions will be made necessary.

Materials advertising this program will be published in both English and in Spanish.

DEFINITION/LEGAL REQUIREMENT
For GIFTED/TALENTED PROGRAMS

DEFINITION OF GIFTED/TALENTED

In subchapter B of the Texas Education Code, the Texas Legislature has approved a definition for gifted/talented. Section 29.121 of this subchapter reads as follows:

In this subchapter, "gifted and talented student" means 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.***

Texas Education Code, effective May 30, 1995

**OVERVIEW OF
HISD GIFTED/TALENTED PROGRAM**

HUDSON INDEPENDENT SCHOOL DISTRICT

Advanced Academic Services

Philosophy

It is the philosophy of the Board of Trustees and Administration of the Hudson Independent School District that advanced students are a special population with unique needs and gifts. The purpose of the program is to fulfill those needs and foster, promote, and extend each child's talents. This program will provide a wide variety of opportunities to meet and expand each student's unique creative and academic potentials in order to help prepare the student for a successful life in the community of tomorrow.

Definition

The State of Texas defines an advanced student as one 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, or excels in a specific academic field. Hudson defines giftedness in the same manner as the State of Texas. All students enrolled in Hudson will have equal access to be identified under this definition.

Identification

Consistent with Texas Education codes, Hudson ISD has developed a written policy which includes the definition of a gifted student, provisions for screening and selection of nominated students based on acceptable matrices of equally weighted criteria that represent both qualitative and quantitative assessments; provisions regarding exiting of students from the program, provisions for transfer students, furloughs, and appeals of district decisions. Hudson ISD will undertake to identify students, beginning with kindergarten students, who are gifted and talented according to the adopted definition.

The final selection process will be made by a committee of at least three local district educators who have received training in the nature and needs of gifted students. Data and procedures used in the selection process will assure that all populations of the district have access to assessment and, if identified, services offered as part of the program for gifted students.

Beginning in kindergarten, students will be screened for the gifted program. Any student in grades beyond kindergarten have the potential for nomination at other grade levels. New nominees will be screened in the spring using the district selection process.

The identification process will consist of three stages: the nomination phase, the screening phase, and the selection phase. The instruments and time lines reflected in this document will be used with those students who are nominated and screened for the Advanced Academic Program.

Nomination Stage

Nominations for the Advanced Academic Program will be opened every year for grades K - 11 during the fall semester (August - December). Parents of nominated students will be asked to sign a permission form to test before further considerations will be made.

Teachers will receive information on giftedness, which will include behaviors and other acceptable characteristics. Teachers will be instructed to distinguish properly between the truly gifted child and the bright child. They will be supplied with information concerning behaviors that may not be positive but that can still characterize a gifted child.

Screening Stage

Screening of nominated students in grades K-11 will be made during the spring semester (January – April). The screening instruments will consist of the following qualitative and quantitative instruments:

1. Ability Test(s)
2. Achievement Test(s)
3. Interview
4. Portfolio

A blind profile for each nominated student will be submitted to the screening/selection committee, which will be comprised of the school counselors and the Advanced Academic Committee Chairperson.

Profile scores must fall within the superior to excellent (high) range in order for a student to be identified as gifted.

Timeline

August-December	Nominations accepted Grades K – 11
September	District Parent Awareness Meeting Held
January-April	Screening of Nominated Students
April	All Screening Complete
May	Parents of Qualifying Students Notified in Writing
May	Complete Surveys for Evaluation

Transfer Policy

Gifted/talented students from in-state or out-of-state gifted programs will submit their applications to the Gifted Program representative at their campus. When a student identified as gifted by a previous school district transfers in the District, the student's records shall be reviewed by the selection committee to determine if placement in the District's program for gifted/talented students is appropriate. If the Hudson ISD eligibility criteria are met the student will be placed in the program.

When the incoming information does not meet the Hudson ISD criteria, the students will be tested in the spring and follow the normal Hudson ISD screening process.

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.

Appeals

Students or parents who wish to appeal the committee's decision should write a letter requesting review of the process. The student or parents will be asked to present additional data not previously evaluated to the committee for review during an interview. The new data, along with data previously collected, will be examined by the committee for reassessment. The student will be notified of the committee's decision and may appeal to the superintendent if desired.

Exit Procedures

Parents may withdraw students from the program at any time by contacting the school principal and submitting written notification. If a child consistently has difficulty in the program, the teacher, the student, the parent or the school administrator may request strategies for improvement. A Growth Contract will be written specifying areas of concern and improvements required. If, after a specified period of time, the student has not complied

with the terms of the contract, the student may be exited from the program. Students who are exited will be eligible to be nominated each subsequent year for identification for Advanced Academic Placement.

Furlough

Students who wish to be withdrawn for a temporary period of one year may request “furlough status”. They or their parents should present to the placement committee in writing their reasons for wishing to be furloughed and their educational plans for the intervening period. The placement committee would then make arrangements through the school counselor to monitor that student’s progress in the regular program and make him/her aware of activities appropriate to his/her needs. The placement committee will document the furlough. Students who do not reenter the program at the end of the furlough period may reenter at a later date through standard identification process.

Students who are unable to maintain satisfactory performance within the structure of the gifted and talented program may be placed on furlough by the selection committee. The purpose of such a furlough is to provide the student an opportunity to attain performance goals established by the selection committee. A student may be furloughed for a period of time deemed appropriate by the selection committee. At the end of the furlough, the student’s progress shall be reassessed, and the student may re-enter the gifted program, be removed from the program, or be placed on another furlough.

Program Model

Hudson ISD provides two programs to service academically advanced students. The Academy Classes operate in grades 1-5, while the Advanced Program operates in grades 6-12. These programs are compatible with the district’s philosophy, goals, and objectives that promote differentiated learning experiences for its academically advanced population as previously defined. The programs are compatible with other programs in the district, yet are designed to meet the needs of the advanced learner. A program of this nature strengthens, develops, and expands the talents and abilities in which students excel or have potential to excel.

It is the responsibility of the campus administrators, with input from their faculties, the assistant superintendent, and the superintendent, to arrange schedules, provide facilities, budget for materials and supplies, and generally promote the success of the Advanced Academic Program.

Identified students in grades K-5 are served through a self-contained setting in our Academy Classes. Students are grouped by grade level to work on projects and independent research activities. Students are served in the four core subject areas in the program. They have the opportunity to work independently and with other academically advanced students in this setting. Identified students work with other students during their regular classes.

Students who are identified academically advanced in grades 6-12 are served through regular education and advanced classes. Students have the opportunity to work independently, work with other advanced learners, and work with their peers through our Advanced Program.

Curriculum Development

Hudson ISD will develop appropriate challenging learning experiences in grades K-12 in language arts, math, science, and social studies based on Texas Essential Knowledge and Skills (TEKS) standards. Focus will be on creative thinking, critical thinking, analysis, research, and advanced-level products and/or performances. Opportunities will be provided to accelerate in areas of strength. The school district will inform parents of available opportunities.

Professional Development

Under the state rules and the state plan, administrative and supervisory staff support for advanced academic education is ongoing in the district. Hudson ISD provides leadership and effective resources for both the designated Advanced Academic teachers and administrators, as well as the regular education and support personnel.

Additionally, ongoing coordinated professional development should be planned for all district personnel based on data collected, program evaluations, and appraisals of teachers of the academically advanced.

In accordance with the state plan, Texas State plan for the Education of Gifted/Talented Students, Hudson ISD will provide appropriate learning experiences regarding the characteristics and needs of academically advanced students for district personnel in various roles. Teachers of the academically advanced will be required to show evidence of thirty hours of professional development in Gifted Education in the following areas: Nature and needs of gifted students, addressing students' needs, and curriculum and instruction for gifted students. In addition, teachers are required to receive six hours of professional development in Gifted Education annually. Administrators and counselors should receive six hours of instruction in the nature and needs of gifted students. Teachers will be encouraged to obtain a Gifted and Talented endorsement, but such endorsement is not required under the current state directives.

Professional development for other personnel will include characteristics and needs of gifted learners and the needs required under state mandates. This training must be provided to members of the screening/selection committee prior to any placement decisions.

Parent and Community Involvement

Extensive and positive parent and community involvement distinguishes successful Advanced Academic Programs from those that fail. Parents need to be involved in the evaluation and planning for gifted programs, as well as in providing support for the programs by serving as community resource people. Parent membership is solicited for the Campus Improvement Team and the District Improvement Team in order for them to be involved in the planning process. The district will take every opportunity to encourage parental involvement in gifted education. Hudson ISD will foster opportunities for parents and community members to support the district's Advanced Academic Program.

Parents are involved in evaluating the effectiveness of the program annually. Additionally, parents will be provided with awareness information about the identification of academically advanced students and the education needs of these students.

Evaluation

Hudson ISD recognizes the value of continual assessment and evaluation of programs in increasing the effectiveness and quality of those programs. Consequently, Hudson ISD will undertake to evaluate all aspects of the Advanced Academic Program. Evaluations will be conducted in April of each school year. Staff members, students placed in the program, and parents of placed students will complete surveys to evaluate the Advanced Academic Program at Hudson ISD. Results of the evaluations will be used to improve/modify the program for the following school year.

CRITERIA FOR IDENTIFICATION OF STUDENTS

GRADES K – 5

Gifted Identification Process – Grades K-5

The Identification procedures reflect the district’s philosophy and position in regards to meeting individual needs of students. The procedures are based on objective and subjective criteria that reflect the Texas State and U.S.D.E. gifted definition. *These procedures concentrate on the specific area Hudson Independent School District has decided to address, i.e. general intellectual ability.*

The Selection Committee will perform the screening of nominees. Standardized and district instruments are included in the Selection criteria. The screening process is ongoing and includes data and procedures designed to ensure that students from all populations in the district have access to the services designed to identify gifted students. The criteria include:

School Ability (IQ):

- OLSAT or SAGES-2 Reasoning (K-8) or CogAT or NNAT or other School Ability test as appropriate

Achievement Scores (percentiles)

- SAGES-2 Math/Science (K-8) of ITBS or MAT8 or other achievement test as appropriate
- SAGES-2 ELA/SS (K-8) of ITBS or MAT8 or other achievement test as appropriate

Divergent Thinking:

- Torrance Test of Creative Thinking

Elementary Teacher Rating Scales (Gates, standard scores):

- Intellectual Ability
- Academic Skills
- Creativity
- Leadership
- Artistic Talent

Secondary Teacher Rating Scales (Purdue):

- Math
- Science
- ELA
- Social Studies

Other Qualitative Data:

- Student Product

CRITERIA FOR IDENTIFICATION OF STUDENTS

GRADES 6 – 12

CRITERIA FOR IDENTIFICATION OF GIFTED GRADES 6 – 12

Procedures for identification of gifted students in grades 6 -12 reflect the philosophy of the Hudson Independent School District as it related to meeting the individual needs of students. These procedures are based upon objective and subjective criteria that focus upon the state definition of gifted/talented. Criteria as outlined here are varied, thus enduring the fair assessment of all students.

In compliance with the Board policies of the Hudson Independent School District, the identification and screening process is implemented by a screening committee composed of at least three professional educators who have received training in the nature and the needs of gifted students. Multiple measures, both objective and subjective, shall be used. These measures/criteria include:

School Ability (IQ):

- OLSAT or SAGES-2 Reasoning (K-8) or CogAT or NNAT or other School Ability test as appropriate

Achievement Scores (percentiles)

- SAGES-2 Math/Science (K-8) of ITBS or MAT8 or other achievement test as appropriate
- SAGES-2 ELA/SS (K-8) of ITBS or MAT8 or other achievement test as appropriate

Divergent Thinking:

- Torrance Test of Creative Thinking

Elementary Teacher Rating Scales (Gates, standard scores):

- Intellectual Ability
- Academic Skills
- Creativity
- Leadership
- Artistic Talent

Secondary Teacher Rating Scales (Purdue):

- Math
- Science
- ELA
- Social Studies

Other Qualitative Data:

- Student Product

PROGRAM DESIGN for GRADES K – 12

GIFTED AND TALENTED PROGRAM

Peavy Primary/Bonner Elementary

The primary and elementary gifted and talented (G/T) program is offered in Grades K – 5. The program provides experiences which serve students who have been identified as generally intellectually able and whose assessment has shown them to have creative and productive thinking abilities. The students must be formally identified and placed in the G/T program by a committee of district/campus personnel. Individual students may be nominated by district personnel, parents, community members, or by their portfolio work. Students are then screened with a variety of tests and other screening instruments administered by trained personnel.

Students identified as G/T are served on their own campus by a teacher who has received specialized training.

The program stresses the development of skills and abilities appropriate for G/T students. The course pace is faster than that of regular classes. Students are challenged to work with large quantities of abstract and complex information and resources. They are given responsibilities to direct their own learning. Methods to be used can include the following:

- 1) Student selected projects and products;
- 2) Individualized instruction;
- 3) Guest speakers.

Hudson Independent School District recognizes that there are many patterns of learning, therefore specific characteristics in different combinations must be used in a program for gifted students. Of importance to our philosophy is the information on the gifted that research has provided.

- 1) It is important that learning takes place with like people.
- 2) It is important that some experiences be with unlike people.
- 3) It is important that the student have some time alone.
- 4) The type of program provided is not as important as the quality.

The individual students who possess a special talent or giftedness achieve goals easier, faster, and at a greater depth than most other students. Provisions should be made to insure that these individuals are allowed to progress and develop to his or her maximum potential.

Hudson Independent School District's Gifted/Talented Program considers the importance of content, process, and product. The content and process can fit all children, only the degree of the product will vary. The regular curriculum and its basic skills are necessary in the Hudson Independent School District Gifted/Talented Program. The product will be involved in multidiscipline: Critical, creative, divergent, logical thinking, and research methodology.

GIFTED AND TALENTED PROGRAM

Hudson Middle School

The Hudson Middle School gifted and talented (G/T) program will serve and meet the needs of all identified G/T students, grades 6 – 8, by providing educational opportunities and experiences that are comprehensive, structured, sequenced and appropriately challenging. Emphasis will be placed on the development and integration of higher level thinking and problem solving skills throughout the core academic areas served.

Students will be encouraged to develop and expand their leadership qualities, abstract reasoning abilities, self-directed research and study skills, as well as individual strengths, talents, and abilities through the use of flexible grouping patterns and interactions with peers, mentors, instructors and community members. Methods to be used can include the following:

- 1) Student selected projects and products;
- 2) Individualized instruction;
- 3) Guest Speakers
- 4) Opportunity to take courses offered at higher grade levels (i.e. Algebra 1 in Middle School or other online courses for high school credit);
- 5) Credit by exam without prior instruction.

Hudson Middle School G/T students will be served by a teacher who has received specialized training in the areas of G/T education.

GIFTED AND TALENTED PROGRAM

Hudson High School

The G/T program at Hudson High School will provide services that are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) core academic areas as well as arts, leadership and creativity. These goals will be accomplished through the use of a rotating schedule using flexible grouping and flexible pacing. Methods to be used can include the following:

- 1) Student selected projects and products;
- 2) Individualized instruction;
- 3) Guest speakers;
- 4) Student organization of special program. i.e. annual Veteran's Day assembly; and
- 5) Credit by exam without prior instruction;
- 6) Concurrent credit
- 7) Online instruction.

GENERAL GUIDELINES FOR GIFTED PROGRAM

HUDSON ISD

PROBATION/EXIT POLICY

Gifted and talented student will be expected to:

- 1.) Maintain attendance based on state and local district guidelines.
- 2.) Maintain report card grades of at least 80 or above.
- 3.) Comply with all of the district's student code of conduct guidelines. One example of noncompliance would be a student has been placed in "in school" suspension two or more times, suspended and/or expelled.
- 4.) Maintain residence in the district or meet transfer in guidelines of the district.
- 5.) Maintain proper behavior, high performance, and gifted/talented level products.
- 6.) Show no evidence of personal or social stresses which prevent self-satisfying student performance.
- 7.) Maintain a good attitude and work ethic in the gifted and regular classrooms.

Students who fail to meet any two of the gifted/talented student exceptions will have their progress reviewed for possible probation or exit implementation.

Students who exit from the gifted/talented program and later desire to re-enter the program will apply through the next gifted program selection process. It will be necessary for the student to go through the complete identification process to re-enter any Hudson ISD gifted education program.

Requests for termination of a student from the gifted/talented program will be reviewed by the selection committee.

PROBATION / EXIT CRITERIA

All students who qualify for the gifted/talented program placement in grades kindergarten through twelve will continue in the program. All efforts will be by parents, teachers and principals to assist each student's desire to fulfill his/her full potential. If the student is unsuccessful in fulfilling the program's standards, has been on probation and meets the minimum exit policy criteria, then the campus selection/exit team will initiate the exit process.

According to the Hudson ISD gifted program guidelines, all parents will be annually informed of the following exit criteria. Documentation of at least two of the following areas will be required when implementing the exit policy.

- 1.) The student moves from the district. No committee action will be taken, but a letter will be sent with the student.
- 2.) The G/T teacher recommendation based on observation of student behavior, performance, physical changes, and products.
- 3.) Student request for withdrawal from the program.
- 4.) The parent or legal guardian of identified gifted/talented student requests an exit from the program.
- 5.) Evidence of personal or social stresses which prevent self-satisfying student performance.
- 6.) The student is failing at the end of any 9 week period.
- 7.) The student has exceeded the state and/or local guidelines of unexcused absences during any semester.
- 8.) The student has been in "school suspension" two or more times or expelled from school during any school year.
- 9.) Poor attitude/effort of the student.

PROBATION / EXIT PROCEDURES

STEP 1:

Annually, the student exceptions and probation/exit policy and procedures will be presented to all gifted/talented program parents, identified students, and gifted program professional staffs.

STEP 2:

When a student's declining report card performance or failure to meet any two of the other student expectations requires a G/T Student Review, the principal and teacher will notify the parents in writing with G/T Form I and initiate the probationary procedures.

STEP 3:

When a student's progress returns to a satisfactory level, the student will be removed from probationary status.

STEP 4:

When a gifted/talented student's progress requires a G/T Student Review during any 9 weeks grading period, then the student will be placed on probationary status. If the student is not making satisfactory progress by the end of the reporting period, the student will be exited from the program.

APPEALS

Parents or students may appeal any final decision of the selection committee regarding selection for or removal from the gifted program. Appeal shall be made first to the selection committee. The appeal should be made in writing.

TRANSFER POLICY

Gifted/talented students from in-state or out-of-state gifted programs will submit their applications to the Gifted Program representative at their campus. When a student identified as gifted by a previous school district transfers in the District, the student's records shall be reviewed by the selection committee to determine if placement in the District's program for gifted/talented students is appropriate. **If the Hudson ISD eligibility criteria are met the student will be placed in the program. When the incoming information does not meet the Hudson ISD criteria, the students will be tested in the spring and follow the normal Hudson ISD screening process when applicable.**

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.

GENERAL FORMS FOR USE IN GIFTED PROGRAM

HUDSON ISD

**REQUEST for FURLOUGH
From the HUDSON ISD
GIFTED/TALENTED PROGRAM**

Name _____ Student Number _____

Date of Request _____ Phone # _____

Address _____

Grade _____ Campus _____ G/T Teacher _____

Reason for Furlough Request:

Anticipated Academic Program In lieu of G/T Services:

I, _____, understand that in order to remain eligible for the G/T program in Hudson ISD, my son or daughter must re-enter the program on a full-time basis prior to one / two years from the date of this furlough, that being _____. Admittance after that date will require evaluation according to district procedures.

Signatures _____
Parent or Guardian Date Student Date

Committee Response: Circle one as appropriate and explain.

Furlough is accepted / rejected / tabled – pending further information

Notification of Student and Parents/Guardian _____(date)

Notification of Counselor _____(date)

(Placed in cumulative folder)

Notification of Teacher _____(date)

HUDSON ISD GIFTED and TALENTED PROGRAM PROBATION / EXIT FORM I

Date: _____

This Student _____ in grade _____ at Hudson
_____ School will (*circle one*) exit or be on probation from the
Gifted/talented Program as of (*date*) _____.

Enclosed are the data that support this procedure according to the gifted/talented program
probation and exit policy and procedures.

Check all that apply to this student:

- ___ 1. The student moves from the district.
- ___ 2. Recommendation of the G/T teacher based on observation of student behavior,
performance, physical changes, and products.
- ___ 3. Student request for withdrawal from the program.
- ___ 4. The parent of legal guardian of identified gifted and talented student requests and
exit from the program.
- ___ 5. Evidence of personal or social stresses which prevent self-satisfying student
performance.
- ___ 6. The student has exceeded the state and/or local guidelines of unexcused absences.
- ___ 7. The student has been in "in-school" suspension, suspended, or expelled from school
during the period of (date/year) _____ to
(date/year) _____ and (date/year) _____
to (date/year) _____.
- ___ 8. Poor attitude/effort of the student.

A parent, teacher and principal conference has been held on (date) _____
to inform the parent(s) or guardian of this probation and/or exit procedure.

Signatures required:

Parent/Guardian _____ Date _____

Teacher _____ Date _____

Principal _____ Date _____

**REQUEST for TRANSFER
To the HUDSON ISD
GIFTED/TALENTED PROGRAM**

Name _____ Student Number _____

Date of Request _____ Phone # _____

Address _____

Grade _____ Campus _____

Was this child identified and served in the Gifted/Talented Program in the previous school district? Yes/No

It is up to the parent/guardian to secure copies of previous selection criteria and G/T eligibility from the district of origin. Please attach copies of such to this form.

If documentation/information does not meet the Hudson ISD criteria, the student will be tested in the spring and follow the normal Hudson ISD screening process.

Signatures _____
Parent or Guardian Date Student Date

Committee Response: Circle one as appropriate and explain.

TRANSFER is accepted / rejected / tabled – pending further information

Notification of Student and Parents/Guardian _____(date)

Notification of Counselor _____(date)

(Placed in cumulative folder)

Notification of Teacher _____(date)

STUDENT INTERVIEW QUESTIONS

***EXAMPLES* of STUDENT INTERVIEW QUESTIONS**

GRADES K – 2

1. Draw a picture of your family or the people you live with.
 - A. Tell me about what make each one special.
 - B. Tell me about your favorite toy or what you most like to play with.

2. If you were going to take a trip (some place reasonable for the child in the city), how would you get there? What would you do there?

3. If you were going to make a present for a friend for his/her birthday, what would you make if you only had this piece of red paper, three crayons, this piece of string and two paper clips?
 - A. What would you think about as you made the present?
 - B. What would you want to say on the card? (You write it for the child.)

4. If you wanted a cookie and the cookie jar was on the top self of the cabinet and you could not reach it, what would you do?

***EXAMPLES* of STUDENT INTERVIEW QUESTIONS**

GRADES 3 – 12

1. In what ways are you a typical student, i.e. like everyone else in the class?
2. In what ways are you different from the other kind in your class?
3. What special experiences or activities have you had related to a special interest?
4. If you had a large block of free uninterrupted time to pursue an interest, what would you investigate and who would you like to bring in to help you conduct the investigation?
5. Of all the problems in the world, which one do you think should be addressed first and why?

PARENT NOMINATION

Gifted-Talented Program

I wish to nominate my child as a candidate for the Gifted-Talented Program. I request that Hudson ISD administer appropriate testing to my child in order to determine if he/she meets local criteria for participation in the HISD Gifted/Talented Program.

Student Name

Parent's Signature

Birthdate

Date

Grade Level

Teacher

FORMULARIO DE NOMINACION DE PADRES

Solicitud de nominación

Dotado – Talentoso

Deseo nominar a mi hijo (a) como candidato (a) para el programa Dotado y Talentoso y doy mi permiso para que los instrumentos de la investigación sean administrados.

Nombre del Estudiante

Firma de los Padres

Fecha de Nacimiento

Fecha

Nivel de Grado

Maestra/Profesor