

Seminole ISD

GIFTED AND TALENTED PROGRAM

ADMINISTRATIVE GUIDELINES

REVISED APRIL, 2017

**Seminole ISD
Administrative Guidelines
for the G/T Program**

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I. Philosophy

The needs, interests, and abilities of students should be the controlling factors in determining the curriculum activities and policies of the school. It is the duty and privilege of the faculty and community, in cooperation with the students, to find and develop the best in each individual; to lead them through a normal growth and development which will instill in them the fundamental knowledge, skills, and tools with which to continue their education throughout adult life in a world of continuous change; to guide them in establishing personal relationships that are satisfying both to themselves and their associates; and enable them to understand and appreciate the privileges and assume the responsibilities of the democratic way of life.

Gifted and talented students come from all ethnic and socioeconomic groups. Seminole Independent School District has the duty to develop the capabilities of these students by providing staff, materials, and an instructional program. A wide variety of instructional alternatives should be available for extending the instruction of pupils with special abilities.

II. Definition of Gifted and Talented Students

Gifted and Talented students possess a unique combination of abilities enabling them to demonstrate high achievement and/or potential in general intellectual ability. Generally, between 3% to 5% of the population is considered gifted. This is equivalent to approximately 1 out of 30.

III. Identification of Program Participants

Data and procedures assure that all populations of the district have access to assessment and, if identified, services that are offered as part of the program for G/T students.

The identification and selection of students for participation in the program is determined by a three-step process: (1) nomination/application; (2) planned experiences in screening assessment activities; and (3) testing/selection. The final selection for placement in the program is made by committees composed of the G/T coordinator, an administrator, classroom teachers, and a parent of a student currently in the program. The parent may be an employee of SISD.

A. Identification Procedure

Prior to initiating the process, the staff and parents are made aware of the procedure. Parents are made aware of the procedure in a number of ways including announcements on the local radio station, announcements on the local cable channel, announcements on the local school cable channel, announcements in the local newspaper, announcements on the school web site, and referrals and appropriate forms made available to parents through the school.

Instructional and support staff should be made aware of the program and their role in its implementation including the identification procedure. Some ways of accomplishing involvement are staff meetings, grade level discussions, and written communiqués.

1. Nominations/Application

Parents, teachers, and other certified staff members may nominate students exhibiting gifted characteristics by completing the appropriate nomination form.

Nominations are made by any of the following persons who are familiar with the student's abilities, potential performance, and past records.

- Teachers who have had the student in class
- Parents who nominate their own child
- Counselors who know of the student
- Administrators who know of the student
- Professionals who have relevant data to contribute regarding a particular student

Persons nominating students must complete the appropriate Nomination Form and submit it to the Campus Principal. Parent permission to collect screening data will be solicited at the time of nomination.

Students whose scores fall at or above the cutoff scores will continue on to the second step in the identification process. Nominations may be made at any time based on a variety of criteria. However, the testing of students will be conducted only once a year.

2. Planned Experiences/Classroom Performance Products

All students are tested upon receiving an adult nomination.

Data included is as follows.

- Parent nomination checklist
- Teacher nomination checklist
- Parent permission for screening
- Planned experiences for nominated students

A separate folder for collecting selection data is established for each student referred and is maintained by the G/T coordinator. This list is considered confidential, but is also made available to those who need to utilize the information for diagnostic/prescriptive instruction.

3. Testing/Selection

During this step, data will be reviewed by the selection committee on those students who meet the referral criteria. Students selected for the program should consist of about 3-5% of the grade level population. Students' rankings will be based on the results of a matrix which charts the previously mentioned data. No single instrument or measure may be the only criterion upon which selection decisions are made.

Selection decisions are never made by a single individual. Final selection decisions are made by the district's selection committees, one from K-5 and one from 6-12, consisting of at least five teachers, one administrator, and the G/T coordinator. The G/T coordinator does not vote.

Decisions are made by each building's selection committee based upon the criteria listed on the Student Summary Profile.

Tests used are the Sages 2, the Matrix Analogies Test, and the Torrance Creativity Test in addition to additional data scores.

All students recommended by the Selection Committee are placed on monitored status in the program. The student's status in the program will be reviewed the following year by the Selection Committee.

Parents of all students selected for program participation are informed as to the results of the identification process. It is preferable to pair the written notification with a personal contact to explain the results of the process to parents. Parents and teachers should cooperatively plan to inform the students of the results. Participation in the program is voluntary and requires a Placement Permission Form. Parents will be notified that continued placement is contingent upon classroom performance. Teachers should explain the program to parents and participants.

Parents of students not qualifying for placement may be contacted through written notification or personal contact. It is especially important to discuss non-placement with parents of students who initiated the process.

B. Appeals Process

When questions arise as to a selection committee's decision and/or if more information is requested by the parents, the following procedure is recommended.

1. The teacher of the gifted makes the first contact and confers with the parent(s). The purpose of this conference is to share and clarify information.

2. If a parent is still not satisfied, he/she may confer with the principal. The principal may decide to have the selection committee meet to review the case or to maintain the initial decision of the selection committee.

3. If, after meeting with the principal, the parents are not satisfied, the principal may refer the appeal to the District Appeals Committee. Parents are asked to complete an Appeals Request. The principal submits this form to the Director of Instruction. The District Appeals Committee convenes to review the case. Parents present their view to the District Appeals Committee. The committee will include the Director of Instruction, the Coordinator of Gifted Programs, a principal, and a teacher. The committee will submit a written summary of the meeting and its recommendations to the Superintendent. Parents are notified of the results by the Superintendent's office.

IV. Continuing Placement in the Program

A. Annual Review of Monitored Status Students

The Selection Committees will review the progress of students on monitored status during the placement meeting. The committee will determine, based on the G/T teacher's recommendations and classroom teachers' evaluations, the following.

- Continue on monitored status
- Change to full status
- Furlough
- Exit the program

B. Performance Review

Students in K-5th grade must maintain no lower than an 80 average in regular classroom performance. Once the student's average drops below 80 for a six weeks, he/she is placed on a six week's probation. After the six weeks, if the grade point average is above 80, the student may reenter the program. If the grade point average is below 80, the student will be exited.

Students in grade 6 must maintain no lower than a 70 in each subject area and no lower than an 80 in the G/T class. If the average in any subject drops below 70, and/or below 80 in the G/T class, the student is placed on a one time six weeks probation period. The student will remain in the G/T program during the probation period. At the end of the six weeks probation period, if the grade is

above 70 in regular classroom performance and above 80 in the G/T class, then the student will be removed from probation. If the grade is below 70 in any regular classroom performance or below 80 in the G/T class, the student will then be exited from the G/T class. Students may be on probation only one time during a given school year. The student will be exited the second six weeks he/she does not meet the stated requirements.

Students in grades 7-12 will be evaluated according to AP and Pre-AP guidelines which suggest an 80 average in each Pre-AP, AP, and advanced course, but give final discretion to the teacher based upon the effort displayed by the student in the advanced level courses. In the event a G/T student is no longer enrolled in any Pre-AP, AP, or advanced fine art course, furlough would be suggested by the Performance Review Committee for that year.

C. Transferring Students

Students new to the district who were identified in their prior district as G/T are placed in the G/T program on a monitored status. Their progress is then reviewed in the annual review of monitored students.

V. **Exiting Procedure**

Recommendations to consider discontinuing program participation may be made by teachers, counselors, parents, or the student. However, any such request must be supported by data such as observed behavior changes, changes in performance, indications of stress, etc. Parents should be involved and informed from the beginning of the process. The Performance Review Committee, consisting of the principal, counselor, parent, student, and G/T coordinator, will convene to determine if a student's placement should be terminated.

A. Furlough

A student, parent, teacher, or counselor may suggest a furlough of six weeks or more for a student who needs time out from the program. This will be mutually agreed to by the student, parent, and teachers by completing the Request for Furlough form.

B. Exit

Prior to formal exit from the program, these steps will be followed.

- Review of student progress in classroom
- Documentation of progress

- Conferences with student, parent, professional
- Completion of Request for Exit form
- Meeting of Performance Review Committee
- Notification of parents and student by Notification of Exit form

VI. The Instructional Program

A. Description

The instructional program for gifted students must be congruent with the characteristics that identify them as a special population. This shall include opportunities in as many of the following ways as is practical.

- Accelerated or advanced content
- Higher degree of complexity of content
- Content beyond prescribed curriculum
- Self-selection of content according to interest
- Adjusted learning schedule (pacing)
- Use of outside lay experts (volunteers/mentors)
- Development of high-level cognitive and affective processes
- Participation in academic contests

B. Grade K-6

Kindergarten through sixth grade students are served daily through a core subject class taught by a G/T certified teacher. The G/T teachers has received 30 hours of specific G/T training initially. They also take 6 hours annually to renew their G/T certification.

The instruction presented to the G/T students are TEKS based and are designed to provide additional instruction and challenge beyond the regular classroom and also designed to cause the students to think in more in-depth and complex ways.

C. Pre-AP, AP, and Advanced Classes (7-12)

Pre-AP math, science, literature/language arts, and social studies classes are offered in seventh and eighth grades. The teachers in these Pre-AP classes have received College Board training, as well as specific G/T training, for a total of 30 hours. They also take 6 hours annually to renew their G/T certification.

Ninth-twelfth graders are offered a program at Seminole High School that is designed to deliver services to gifted/talented students through AP, Pre-AP, and advanced courses with content from the four core areas of language arts,

mathematics, science, and social studies as well as fine arts and computer science. Students participate in any of these classes which address their particular strengths or talents.

The program enables students to work together as a group, work with other students, and work independently during the school day through a continuum of learning experiences that lead to the development of advanced-level products and/or performances. In addition, G/T students are provided the opportunity to participate in activities outside the regular school day that are relevant to the students' areas of strength.

At the end of each school year, the Placement and Review Committee will assess G/T status by reviewing teacher evaluations of the G/T students' products and/or performances. The products/performances will not receive a G/T grade, but a grade will be given for the class.

VII. Personnel Roles

The duties performed by the following personnel assure a successful program.

A. Gifted and Talented Coordinator

- Possess the 30 hour certification for gifted education.
- Obtain and maintain all screening data on each referred student.
- Serve on the building's screening/selection committee.
- Communicate the grade level's program to the parents.
- Maintain parental contact, including securing all parental permissions and conferencing on the student's program and progress.
- Work cooperatively with the building teachers.
- Assume other duties with G/T students as assigned by the building principal.
- Attend annual 6-hour staff development to maintain the G/T certification.

B. Grade K-5 G/T Teachers, High School and Junior High School Advanced Placement, Pre-AP, and Advanced Class Teachers

- Acquire 30 hours of staff development in College Board Advanced Placement courses and/or G/T training.
- Attend annual 6-hour staff development to maintain the G/T certification.
- Serve on the building's screening/selection committee in rotation.

C. Counselors

- Administer IQ tests as requested by the G/T Coordinator.

- Support the G/T teacher and classroom teacher with problems relating to G/T student (counseling, communication, materials, etc.).
- Assist classroom teachers with nomination procedures, i.e., checklists. (Note: It is the teacher's responsibility to observe and complete these items on their students).

VIII. Parental Participation

Parents/community should not merely be informed, but also involved. Each building staff should work to include parents/community in the program. Some of the ways this might be accomplished are to:

- Plan parent/teacher conferences.
- Hold grade level meetings for parents.
- Provide building level meetings for parents of program participants.
- Publish school newsletters.
- Offer seminars/programs to the parents.
- Recruit a parent to locate mentors and resource persons from the school area.
- Encourage parents to carry out special activities with their children.

These activities should be planned throughout the year so parents can learn the objectives and the results of the program.

IX. Academic Competitions

Program teachers should be alert to opportunities to involve program participants in activities to highlight their academic skills. Teachers should encourage involvement in existing UIL and Texas Math/Science Coaches Association competitions. Teachers also can arrange for academic competitions between groups of students in their own grade levels or with another school. The teacher of the gifted will assist with arrangements for the competitions, while both teachers cooperatively plan the activities. Competitions such as Science Fair and Spelling Bees are appropriate for students lower grades.

X. Auditing the Program

The coordinator of the gifted program will develop and maintain auditable records of pertinent steps and time requirements as outlined in these guidelines to ensure implementation of the program.

**Seminole ISD
Gifted/Talented
Student Summary Profile**

Student ID# _____	Average	Above	Superior	VS			
Grade _____							
School _____							
Birthdate _____	3	4	5	6	7	8	9
Age: Yr & Month _____							
Ethnic Code: A H B O							

Otis Lennon:
Verbal
Nonverbal
Total

Torrance Creativity Test:
Fluency
Flexibility
Originality
Total

Matrix Analogies Test:

District Line

Comments:

Place: _____

Non-Placement: _____

**Seminole ISD
Gifted and Talented
Student Summary Profile**

	Average	Above	Superior	VS
Student ID # _____				
Grade _____				
School _____				
Birthdate _____	3	4	5	6
Age: Yr & Month _____				
Ethnic Code: A H B O				
TAKS				
Standardized Tests				
Inventories:				
Williams Scale - parent		45	60	65
GATES - teacher		50	60	90-110
Intellectual Ability				111-119
Academic Skills				120
Creativity				
Leadership				
Artistic Talent				
SAGES 2:				
Math/Science	70	80	95	110
Language Arts/Social Studies				120
Reasoning				130
Torrance Creativity:				
Fluency	50	65	70	85
Originality				85
Assessment Average				100
Creativity index				120
Matrix Analogies Test				
	35	55	70	80

District Standard

Comments: _____

Place: _____

Non-Placement: _____

**Gifted/Talented
Selection Committee Recommendation Form**

The following members of the Gifted/Talented Selection Committee have analyzed and considered the available data and have recommended the following for **Student ID#** _____.

Non-Placement: _____

Placement on Monitored Status: _____

Placement on Full Status: _____

Date: _____

Comments: _____

Selection Committee Signatures:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Seminole ISD
Gifted/Talented
Monitored Student Review Form**

After reviewing _____ performance in G/T and the regular classroom, the Screening Committee recommends:

_____ Continue in the G/T program on **Monitored Status**

_____ Be placed on **Full Status**

_____ Be place on **Furlough**

_____ Be removed from the G/T program (**Exit**)

Selection Committee Signatures:
(States agreement with the decision)

**Seminole ISD
Gifted/Talented
Transfer Student Form**

Student Name _____

Date of entry _____

- Verbal verification (per phone conversation) with prior school district of service in G/T program.
- G/T recorded on permanent records.

Signature of G/T Coordinator _____

**Seminole ISD
Gifted/Talented
Furlough Form**

The following individuals have discussed and recommended, in accordance with the Seminole ISD furlough policy, and have agreed that _____ should be furloughed from the gifted/talented program for a period of _____.

Campus Principal _____

Parent/Guardian _____

Student _____

G/T Coordinator _____

G/T Teacher _____

Teacher _____

**Seminole ISD
Gifted/Talented
Notification of Exit Form**

The following individuals have discussed and recommended, in accordance with the Seminole ISD exit policy, and have agreed that _____ should be exited from the gifted/talented program.

Campus Principal _____

Parent/Guardian _____

Student _____

G/T Coordinator _____

G/T Teacher _____

Teacher _____

**Seminole ISD
Gifted/Talented
Basic Understanding for Parents of Gifted/Talented Students**

1. The G/T classroom is a support program to enrich the learning opportunities for students of above-average intellectual ability and in no way replaces basic classroom instruction.
2. Students in first through sixth grade are served daily through a core subject class taught by a G/T certified teacher.

Pre-AP math, science, literature/language arts, and social studies classes are offered in seventh and eighth grades. The teachers in these Pre-AP classes have received College Board training, as well as specific G/T training, for a total of 30 hours. They also take 6 hours annually to renew their G/T certification.

Ninth-twelfth graders are offered a program at Seminole High School that is designed to deliver services to gifted/talented students through AP, Pre-AP, and advanced courses with content from the four core areas of language arts, mathematics, science, and social studies as well as fine arts and computer science. Students participate in any of these classes that address their particular strengths or talents.

3. Each participant will be expected to maintain adequate records of his/her studies in the G/T room and will constantly be evaluated upon his/her individual performance in AP, Pre-AP, or advanced course.
4. The G/T curriculum requires and provides for certain learning trips outside the classroom and away from the school. Parent permission is required for this type of instruction.
5. At times, we may need your participation as parents to chaperone or sponsor certain activities or field trips.

I/We, the parent(s)/guardian(s) of _____, agree to support the G/T program in the basic areas outlined above. We give permission for our child to be transported to sites other than the school when instruction calls for such visits.

Date: _____

Signature: _____

**Seminole ISD
Gifted/Talented
Parent Nomination Form for the Gifted//Talented Program**

Name of Student _____ Birthdate _____ Grade _____
 Address _____ School _____ Teacher _____
 Parent's Name _____ Date _____

A. What special talents or skills does your child have? _____

Give examples of behavior that illustrate this _____

B. Check the following items as best describes your child as you see him or her.

	Little	Some	A Great Deal
1. Is alert beyond his/her years; has advanced vocabulary			
2. Likes school			
3. Has interests of other children or of adults in games & reading			
4. Is observant			
5. Is aware of problems others often do not see			
6. Wants to know how and why			
7. Asks a lot of questions about a variety of subjects			
8. Is able to plan and organize activities			
9. Often finds and corrects own mistakes			
10. Has a wide range of interests			
11. Sets high standards for self			
12. Chooses difficult problems over simple ones			
13. Has lots of ideas to share			
14. Has many different ways of solving problems			
15. Uses unique and unusual ways of solving problems			
16. Likes to pretend			
17. Is not concerned with details			
18. Makes up stories and has ideas that are unique			
19. Is able to laugh at himself/herself (if necessary)			
20. Other children call him/her to initiate play activities			
21. Others seem to enjoy his/her company			
22. Gets other children to do what he/she wants			
23. Likes to play organized games and is good at them			
24. Is able and willing to work with others			
25. Likes to do many things and participates whole-heartedly			
26. Likes to have his/her ideas known			
27. Sticks to a project once it is begun			
28. Enjoys and responds to beauty through art, nature, etc.			
29. Has above average coordination & ability in organized games			

**Seminole ISD
Gifted/Talented
Parent Nomination Form for the Gifted//Talented Program (continued)**

C. Reading interests (favorite type of books and/or titles of favorite books)

D. Favorite school subject: _____

E. General attitude toward school _____

F. Hobbies and special interests (collections, dancing, making models, swimming, singing, painting, cooking, sewing, drama, etc.) _____

G. What special lessons, training or learning opportunities does your child have outside of school?

H. What are some influences at home or at school that may negatively influence your child's performance in school? _____

I. Schools attended: Please list city and state and dates attended

J. Brothers and sisters names and ages

K. Describe early indication of superior ability:

**Seminole ISD
Gifted/Talented
Teacher Nomination Form for the Gifted//Talented Program**

Student Name: _____ Teacher Name: _____

Relationship to child:

- Current teacher - Grade: _____
- Former teacher - Estimated grade now: _____
- Other professional - Estimated grade now: _____
- Friend (to the child, not the parents) - Estimated grade now: _____
- Relative (Specify: _____) - Estimated grade now: _____
- Other - _____ - Estimated grade now: _____

Please check all of the following that apply:

- _____ **Articulate** - has unusually advanced vocabulary for age; can communicate well
- _____ **Knowledgeable** - asks many questions in class; may read independently on interests rather than complete work assignment
- _____ **Good memory** - acquires basic skills rapidly, if not stimulated, may become discipline problem; absorbs difficult material quickly
- _____ **Inquisitive** - enjoys discussions which examine the whys and hows; may challenge teacher statements; can solve unique problems
- _____ **Conceptual Understanding** - reasons things out; may not see the need to master skills and prefers to spend time thinking; enjoys challenging problems
- _____ **Perceptive** - understands purposes; keen and alert observer; frustrated with unaware peers
- _____ **Reading Maturity** - Reads well and can comprehend at a higher level than peers; may show preference for biography, encyclopedias, etc.
- _____ **Analytical Reasoning** - Comprehends advanced abstract ideas and concepts easily; impatient with drill activities; enjoys intellectual challenge
- _____ **Task Commitment** - Spends much longer periods of time on topics than peers; sometimes difficult to get him/her to move on to another topic
- _____ **Self-Motivated** - Seems to be a self-starter; questions in order to learn more; may resist work that is not considered exciting
- _____ **Perfectionist** - Attention to detail and refining products; frustrated with his/her work; may tend to give up if success is too late in coming
- _____ **Self-Direction** - Prefers to work independently; may resist group activities; takes time alone to think through problems
- _____ **Maturity of Interests** - Aware of current events and their effect; may have own uniqueness which leads to feelings of loneliness
- _____ **Methodical** - Likes to organize and bring structure to things, people and situations; may be domineering or "bossy"
- _____ **Curious** - Displays a great deal of curiosity about many things; constantly asking questions
- _____ **Fluent** - Generates a large number of ideas or solutions to problems and questions; offers unusually clever responses
- _____ **High Risk Taker** - Is adventurous and speculative; sometimes gets into a "bind" because of this
- _____ **Imaginative** - Displays a good deal of intellectual playfulness; fantasizes; concerned with adapting, improving & modifying objects, etc.; "I wonder . . ."
- _____ **Sense of Humor** - Displays a keen sense of humor in situations that may not appear humorous to others; laughs at jokes peers do not understand
- _____ **Sensitive** - Unusually aware of his own impulses; sensitive to emotions and beauty; attends to aesthetic characteristics
- _____ **Individualistic** - Nonconforming; accepts disorder; not interested in detail; does not fear being different
- _____ **Critical** - criticizes constructively; unwilling to accept authoritarian situations without critical examination; sometimes seems obnoxious

**Seminole ISD
Gifted/Talented
Appeals Request for the Gifted//Talented Program**

Appeals Process

When questions arise as to a selection committee's decision and/or if more information is requested by the parents, the following procedure is recommended.

1. The teacher of the gifted makes the first contact and confers with the parent(s). The purpose of this conference is to share and clarify information.
2. If a parent is still not satisfied, he/she may confer with the principal. The principal may decide to have the selection committee meet to review the case or to maintain the initial decision of the selection committee.
3. If, after meeting with the principal, the parents are not satisfied, the principal may refer the appeal to the District Appeals Committee. Parents are asked to complete an Appeals Request. The principal submits this form to the Director of Instruction. The District Appeals Committee convenes to review the case. Parents present their view to the District Appeals Committee. The committee will include the Director of Instruction, the Coordinator of Gifted Programs, a principal, and a teacher. The committee will submit a written summary of the meeting and its recommendations to the Superintendent. Parents are notified of the results by the Superintendent's office.

Date of request: _____

Student Name: _____

Grade: _____

As parent/guardian of the above student, I/we request an appeal of the decision made by the G/T Selection Committee.

Parent Name (printed): _____

Parent Signature: _____

Phone Number: _____

**Seminole ISD
Gifted/Talented
Furlough/Exit for the Gifted//Talented Program**

Exiting Procedure

Recommendations to consider discontinuing program participation may be made by teachers, counselors, parents, or the student. However, any such request must be supported by data such as observed behavior changes, changes in performance, indications of stress, etc. Parents should be involved and informed from the beginning of the process. The Performance Review Committee, consisting of the principal, counselor, parent, student, and G/T coordinator, will convene to determine if a student's placement should be terminated.

A. Furlough

A student, parent, teacher, or counselor may suggest a furlough of six weeks or more for a student who needs time out from the program. This will be mutually agreed to by the student, parent, and teachers by completing the Request for Furlough form.

B. Exit

Prior to formal exit from the program, these steps will be followed.

- Review of student progress in classroom and pullout programs
- Documentation of progress
- Conferences with student, parent, professional
- Completion of Request for Exit form
- Meeting of Performance Review Committee
- Notification of parents and student by Notification of Exit form

Date of request: _____

Student Name: _____

Grade: _____

As parent/guardian of the above student, I/we request:

- furlough (specify length of furlough: _____)
- exit (specify beginning date of exit: _____)

from the G/T program.

Reason for request: _____

Parent Name (printed): _____

Parent Signature: _____

Phone Number: _____

