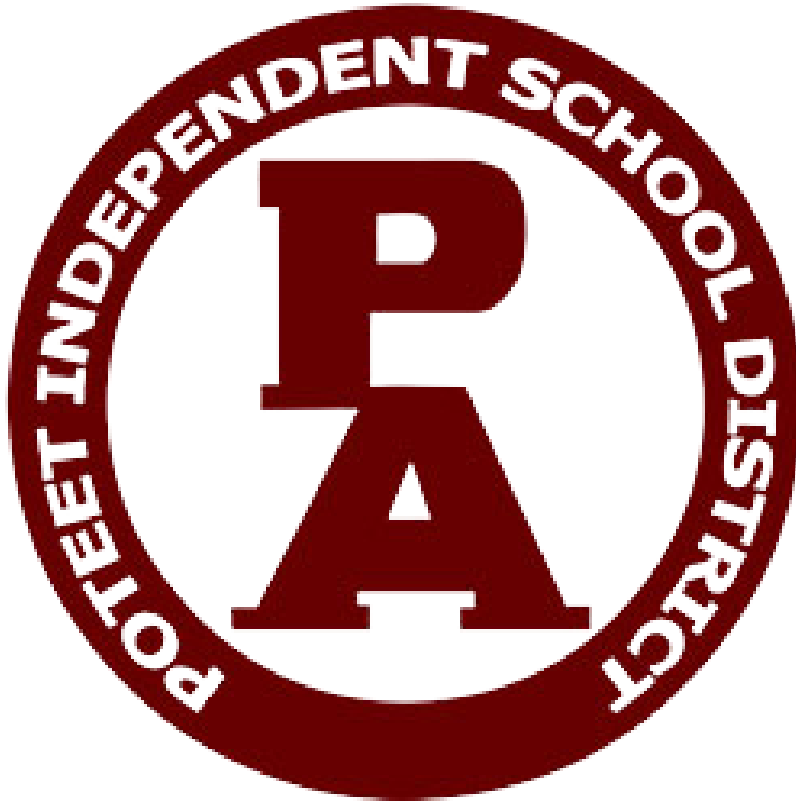


**Poteet Independent School District
Gifted and Talented
Program Guide**



Revised Fall 2022

Poteet ISD School District Gifted & Talented Team:

Superintendent: Charles Camarillo

Board President: Yvette Navarro

Board Vice President: Ronnie Ambriz

Board Secretary: Margie Martinez

Board Member: Rocky Wilson

Board Member: Albert Garza

Board Member : Jo Marie Cervantez

Board Member: Diego Puente

Director of Curriculum & Instruction: Sheryl Mills

Gifted & Talented Lead Coordinator: Joseph Grote

Gifted & Talented Coordinator Elementary: Laura Oliva

Gifted & Talented Coordinator Jr High: Hope Tellez

Gifted & Talented Coordinator High School: Virginia Rodriguez

NON-DISCRIMINATION STATEMENT:

This school district and its gifted and talented education program do not discriminate on the basis of sex, disability, race, color, age or national origin in its educational programs, activities, or employment as required by Title IX, Section 504 and Title VI.

Este distrito escolar y su programa educacional de gifted and talented no discriminan en base a sexo, discapacidad, raza, color, edad u origen nacional in sus programas educativos, actividades, o empleo como lo requiere el Título IX, Sección 504, y Título VI.

The intent of this manual is to:

- Ensure internal consistency in the Poteet ISD Gifted and Talented Program
- Provide continuity in Gifted and Talented services
- Inform newcomers and remind those responsible for the Gifted and Talented program of the rules and regulations in the program
- Reflect Poteet ISD's compliance with the Texas State Plan for Gifted Education
- Require a framework for accountability
- Advance progress in services to Gifted and Talented students
- Assist in the maintenance of a high standard of Gifted and Talented services in Poteet ISD

“Not every child has an equal talent or an equal ability or equal motivation, but children have the equal right to develop their talent, their ability, and their motivation, to make something of themselves.”

TEXAS STATE GOAL FOR SERVICES FOR GT STUDENTS:

Students who participate in services designed for gifted/talented students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and 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/talented students will have produced products and performances of professional quality as part of their program services. (Texas Education Agency, Texas State Plan for the Education of Gifted and Talented Students)

POTEET ISD GOAL FOR SERVICES FOR GIFTED STUDENTS:

Poteet ISD goal is to create a Gifted and Talented Program that is geared towards meeting the academic, intellectual, and Socioemotional needs of our **Gifted & Talented Students**.

POTEET ISD PHILOSOPHY STATEMENT FOR THE GIFTED AND TALENTED PROGRAM:

The Poteet Independent School District is dedicated to an educational philosophy that provides opportunities for individual students to make the most of their unique gifts and talents according to Texas curriculum standards.

POTEET ISD MISSION STATEMENT FOR THE GIFTED AND TALENTED PROGRAM:

Poteet ISD Gifted and Talented Program challenges and stimulates academically gifted and talented students to develop and accelerate skills in conceptual inquiry, flexibility, critical thinking and innovation. The curriculum in all grade levels is responsive to individual learning rates and styles. Facilitators and teachers work together to differentiate and specialize learning opportunities within regular classrooms and other appropriate settings.

The State Board of Education shall develop and periodically update a state plan for the education of gifted and talented students to guide school districts in establishing and improving programs for identified students. (Texas Education Code §29.123).

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TEXAS STATE PLAN FOR THE EDUCATION OF GIFTED STUDENTS:

Poteet ISD is committed to high-learning opportunities for its Gifted and Talented students and to improving its program constantly. These are the five parts of the Texas State Plan for the Education of Gifted Students from the Texas Education Agency required of Poteet ISD:

1. **STUDENT ASSESSMENT**

Gifted/talented identification procedures and progress monitoring allow students to demonstrate and develop their diverse talents and abilities.

2. **SERVICE DESIGN**

A flexible system of viable service options provides a research-based learning continuum that is developed and consistently implemented throughout the district to meet the needs and reinforce the strengths and interests of gifted/talented students.

3. **CURRICULUM AND INSTRUCTION**

Districts meet the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school.

4. **PROFESSIONAL DEVELOPMENT**

All personnel involved in the planning, creation, delivery and administration of services to gifted/talented students possess the knowledge required to develop and provide differentiated programs and services.

5. **FAMILY/COMMUNITY INVOLVEMENT**

The district involves family and community members in services designed for gifted/talented students throughout the school year.

OVERVIEW OF POTEET ISD GIFTED AND TALENTED SERVICES:

Poteet ISD is committed to meeting the needs of all students, including the gifted and talented population. The services quickly described below address the advanced academic needs of gifted and talented (G/T) students in the four core areas. Poteet ISD strives to place G/T students in classes that meet their needs academically, as well as nurture their gifts and talents in other areas.

POTEET ISD LEARNING EXPERIENCES FOR G/T STUDENTS:

Poteet ISD offers a variety of learning experiences and opportunities for Gifted/Talented students in grades K-12 that meet the mandates of the Texas Administrative Code. These services include, but are not limited to, integrating “depth and complexity” into the curriculum, requiring advanced level products and performances, and allowing identified Gifted/Talented students to work with other identified students.

“A continuum of learning experiences” is provided for the development of advanced level products and/or performances. Such services include differentiation of content, process and/or product in the regular or honors classrooms, a pullout program, participation in the Texas Performance Standards Projects, Dual Credit classes, and other services as deemed appropriate for the student. Services are available in all four core academic areas including Language Arts, Math, Science and Social Studies. Identified students will work independently, with other identified students, and with students of other abilities.

Credit by examination is available to assist students in acceleration through classes and/or grade levels. For more information on credit by examination, contact the student’s campus.

GT STUDENT SERVICES:

School districts shall provide an array of learning opportunities for gifted/talented students in kindergarten through Grade 12 and shall inform parents of the opportunities. Options must include:

1. instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently;
2. a continuum of learning experiences that leads to the development of advanced level products and performances;

3. (3) in-school and, when possible, out-of-school options relevant to the student's area of strength that are available during the entire school year; and
 4. (4) opportunities to accelerate in areas of strength.
- (Texas Administrative Code §89.3)

Elementary & Intermediate Services:

At Poteet Elementary & Intermediate campuses, GT students are grouped within their regular education classroom. The instruction is differentiated for gifted students. In addition to differentiated instruction in their classrooms, GT students in K -5 grades are offered GT services through a GT pullout program that takes place on their campus with other GT Students. Students are pulled out of their classrooms for services for a minimum of one hour a week. GT students are placed in classes with a teacher who has completed the 30 hours of required GT training and the annual 6 hour update. The GT pullout program material is overseen at each campus by the GT Campus Coordinator.

Extra Enrichment Activities:

- UIL
- Student Council
- Texas Performance Standard Projects
- GT after school enrichment campus

Junior High Services:

The Junior High School GT program provides class placement with GT trained teachers in Honors courses. National and state standards are embedded in the curriculum. Whereas the GT students follow the same curriculum as their peers, the pacing, lessons, and etc. are adjusted and teachers utilize GT strategies to meet their needs.

GT students will also participate in Project Lead the Way Course (PLTW) in which they will take part in projects and events that incorporate the Texas Performance Standards Projects.

Poteet Junior High School's Learning Options Array Includes:

- Student Council
- Projects
- UIL
- Community Activities
- Service Opportunities
- Annual Field Trips
- Research /Special Projects
- Performances
- Independent Projects

- National Junior Honor Society

High School Services:

- **Dual Credit** – Dual credit courses are college courses that also count toward high school requirements. These courses may be taken at the high school (or at the college) during the regular school hours and are taught by a high school teacher with appropriate credentials, or by regular college faculty. Successful completion of the course can earn high school credit as well as college credit.
- **Concurrent Credit** – Concurrent courses are college courses taken by a student outside of high school hours and not associated with the high school or the high school curriculum. Successful completion of the course results in college credit. Dual credit is a process that allows high school students to enroll in college-level classes to earn both high school and college credit. Dual credit courses may be offered on the high school campus or on the college campus during the school day. High school students may also enroll in a college course from the approved list during the summer or after school with the approval of the high school principal. Students who take a college course offered by the high school during the school day will receive simultaneous high school and college credit. During the summer or outside school hours, students who satisfactorily complete pre-approved college courses on the dual credit list will receive high school credit after they present their college courses transcript/grades for placement on the high school transcript.

To take college courses, students must receive both the principal's and parent's prior approval. Students pay all costs associated with the courses and must submit an official transcript to the district in order to receive high school credit. To receive credit, the grade in the course must be a C or better. If all conditions are met, credit is given for the course. Dual Credit core courses will be weighted for the purpose of GPA and class rank. College credits or Dual Credit courses in non core areas will not be weighted for the GPA and ranking.

Dual enrollment credit is accepted by state schools. Students who plan to attend a private or out-of-state school should check with schools on their policy of accepting dual or concurrent enrollment courses.

Through Palo Alto College's Dual Credit Program, students can earn up to 24 hours of college credit before graduating from high school.

Early College High School:

Early College High Schools are innovative high schools that allow students to earn a high school diploma and up to 60 college credit hours. Under the authority of Texas Education Code (TEC) §29.908(b) and Texas Administrative Code (TAC) §102.1091, the TEA has developed a designation process for Early College High Schools. The designation process ensures that districts and colleges operating ECHS campuses maintain the integrity of the model, which was researched and designed to target and serve students who would not otherwise consider attending college.”

(<https://tea.texas.gov/ECHS/>)

Poteet High School's Learning Options Array Includes:

- NHS
- Band
- Dance
- FFA
- UIL Academic Competitions
- Student Organizations
- Organizational Competitions
- Performances
- Service Learning Projects
- Texas Performance Standards Projects

ESTABLISHMENT OF THE G/T PROGRAM:

(Texas Education Code §29.122)

(a) Using criteria established by the State Board of Education, each school district shall adopt a process for identifying and serving gifted and talented students in the district and shall establish a program for those students in each grade level. A district may establish a shared services arrangement program with one or more other districts.

(b) Each school district shall adopt a policy regarding the use of funds to support the district's program for gifted and talented students.

TEXAS STATE DEFINITION OF A G/T STUDENT:

(Texas Education Code §29.121)

In this subchapter, "gifted and talented students" 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.

STUDENT ASSESSMENT:

(Texas Education Code §89.1)

School districts shall develop written policies on student identification that are approved by the local board of trustees and disseminated to parents. The policies must: (1) include provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in the Texas Education Code, §29.121; (2) include assessment measures collected from multiple sources according to each area defined in The Texas State Plan for the Education of Gifted/Talented Students; (3) include data and procedures designed to ensure that students from all populations in the district have access to assessment and, if identified, services for the gifted/ talented program; (4) provide for final selection of students to be made by a committee of at least three local district educators who have received training in the nature and needs of gifted students; and (5) include provisions

regarding furloughs, reassessment, exiting of students from program services, transfer of students, and appeals of district decisions regarding program placement.

Source: *The provisions of the §89.1 adopted to be effective September 1, 1996, 21 TexReg 5690.*

STUDENT SERVICES:

(Texas Education Code §89.3)

School districts shall provide an array of learning opportunities for gifted/talented students in kindergarten through grade 12 and shall inform parents of the opportunities. Options must include: (1) instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently; (2) a continuum of learning experiences that leads to the development of advanced-level products and performances; (3) in-school and, when possible, out-of-school options relevant to the student's area(s) of strength that are available during the entire school year; and (4) opportunities to accelerate in areas of strength.

Source: *The provisions of this §89.3 adopted to be effective September 1, 1996, 21 TexReg 5690.*

PROGRAM ACCOUNTABILITY:

(Texas Education Code §89.5)

School districts shall ensure that student assessment and services for gifted/talented students comply with accountability standards defined in the Texas State Plan for the Education of the Gifted/Talented.

Source: *The provisions of this §89.5 adopted to be effective September 1, 1996, 21 TexReg 5690.*

POTEET ISD GIFTED AND TALENTED IDENTIFICATION:

Poteet Independent School District has board approval on the identification procedures and processes of K through 12 grades for the services of the Gifted and Talented Program. These procedures meet state requirements (Texas Education Code §29.1212 and Texas Administrative Code §89.1) and have been designed to ensure the identification of any student who demonstrates educational need for the services of the program under the established guidelines.

POTEET ISD GIFTED AND TALENTED STUDENT ASSESSMENT PROCEDURES:

1. AWARENESS

- a. The referral period is announced to the community, parents, and teachers. Parents are informed of the identification policies through the district handbook and are notified of the timeline through the district website, marquees, campus flyers, and/or “open house” nights. The school faculties hold in-service sessions.

2. REFERRAL

- a. Students in grades K -12 may be referred for the GT program during the designated time frame in the 1st semester. Students are referred with a formal referral form that is provided to the campus office. Referral forms are available in each campus office. These forms may be submitted to the campus office during the time period of referral acceptance.
- b. Late referrals will be accepted after the initial referral time frame and students will be assessed during the next scheduled window of assessment.
- c. Referrals can originate from teachers, parents or community members during the referral period.
- d. Written parent or guardian permission is required to screen/assess a student. If a parent does not want his/her child to be screened, this information will be documented. Each referred student will have a GT folder established and a copy of the nomination and permission forms placed in this file.

3. SCREENING AND DATA COLLECTION

- a. Data collected through both objective and subjective assessments is used to determine eligibility for the GT program. A student profile is created for each nominated student. Poteet ISD looks at 3 criteria to represent the profile of a Gifted and Talented student: high performance on an abilities test; high performance on a test of academic skills; and close alignment to a series of characteristic behaviors of the gifted. The criteria used is a combination of qualitative and quantitative/subjective and objective instruments.
- b. Qualitative measures are performance indicators (the checklists) that include observations. They are district-generated inventories for parents or teachers based on other inventories in the field.
- c. Quantitative sources are performance indicators (tests usually) that can be expressed in definite numbers or amounts such as norm-referenced achievement or ability tests.

4. CAMPUS RECOMMENDATION COMMITTEE/ELIGIBILITY DETERMINATION

- a. The student profile identifies the student’s strengths and weaknesses. The percentiles and/or scores from the assessment instruments are plotted on the

student profile. The Campus Gifted and Talented Selection Committee individually evaluate each student's profile.

- b. This committee consists of at least three district educators. All committee members have completed the initial 30 hours of training in Gifted and Talented and complete the 6 hour update each year. The Campus GT Committee makes a professional judgment based on the recorded profile/matrix data. A student clearly qualifies for GT if the majority of the evidence on the profile falls within the high or superior range on the profile.
- c. Once the identification process is complete, parents or guardians are notified of the Campus GT Selection Committee's decision. Parents of all screened students may request a conference to examine their child's assessment results. Requests should be made through the student's home campus
- d. **Parent or Guardian Request to Review GT Committee Decisions**
 - i. A parent or Guardian who does not agree with the GT committee decision can request a meeting by contacting their child's designated campus to review and discuss the GT Committee recommendations.
 - ii. If the parent or Guardian still does not agree with the Committee Decision after the meeting they can file an appeal.
- e. **Appeal**
 - i. A parent or guardian may appeal an identification decision by requesting and completing an appeal form. The appeal form must be delivered within 10 business days of receipt of the scheduled review date meeting. The committee will reconvene in order to consider the need for further assessment data or other information. Subsequent appeals shall follow board policy FNG (Local).

5. PARTICIPATION

a. Furlough

- i. A furlough is a temporary "leave of absence" from the GT program designed to meet the individual needs of an identified student. Anyone may request a furlough: parent, student, teacher, or administrator. The request for a furlough form will be given to the campus administrator and members of the Gifted Talented Committee for consideration. A student may be furloughed for a period of time deemed appropriate by the Campus GT Committee. A student placed on a furlough will be coded in PEIMS as a 0 for GT and will not be considered part of the GT program during that time period.
- ii. At the end of the furlough, the student's progress will be reassessed by the Campus GT Committee, and the student may re-enter the GT program, be removed from the program, or be placed on another furlough. Furloughs are

designed to be short-term and temporary and are **not used for an entire school year**.

- iii. A furlough does not indicate a permanent exiting of the program. Furloughs can be utilized for a variety of extenuating circumstances.
- iv. The furlough may also be used prior to a formal exit from the program for those students who are unable to maintain satisfactory performance within the learning opportunities of the GT program. A furlough might also provide the student the opportunity to attain performance goals established by the Campus GT Committee. A furlough is arranged to meet the individual needs of the student.

b. Exit

- i. If a student or parent requests removal from the program, the parent must request a meeting with the GT Campus Coordinator. The Campus Coordinator will consult with the campus Gifted/Talented Committee and develop a plan to help support the GT student. The parent, student, and GT Coordinator will meet to discuss the plan. If all parties do not agree with the plan the Campus GT Coordinator will arrange a meeting with the campus GT committee and as a committee all parties will make a final decision regarding exiting from the GT program.
- ii. If the student withdraws from the program, he/she may not reapply for admission during that school year. Should the student desire readmission thereafter, the student must re-qualify.
- iii. Student performance in the program shall be monitored.

c. Transfer

- i. Students who transfer into the district will have their records for correspondence to Poteet ISD criteria. If the records provided are not sufficient, Poteet ISD will assess the student. A decision will be made regarding qualification within 30 school days of the receipt of the students GT assessment results from the previous district.

TEXAS PERFORMANCE STANDARDS PROJECT (TPSP) BEING USED BY K-12 GT:

The goal of the Texas Performance Standards Project is to provide resources for G/T teachers and students to create professional quality work in alignment with the Texas State Plan for the Education of Gifted/Talented Students. The Texas Performance Standards Project provides a series of TEKS-based performance tasks and assessments for Poteet ISD elementary G/T

students. These interdisciplinary research units, some of which have discipline-specific focus offer a wide variety of choices for students learning. Because the tasks at all grade levels are aligned with a standards-based assessment system, students and the G/T teacher evaluate student performance in the following six domains:

1. Content Knowledge and Skills
2. Analysis and Synthesis
3. Multiple Perspectives
4. Research
5. Communication
6. Presentation of Learning

The projects (tasks) have two components. Phase I, **Learning Experiences**, allows students to work with advanced content and processes through a discipline-based research model. In Phase II, **Independent Research**, students utilize and extend their learning from Phase I to develop a product. The product provides students with opportunities to synthesize learning, apply knowledge to a novel situation, and provide an advanced, high-quality demonstration of the student's knowledge and skills.

There are several projects at each grade level from which Poteet ISD's Elementary G/T teacher can select. These can be found at www.texasapsp.org.

At the end of this manual is the **Texas State Plan for the Education of Gifted and Talented Students**. Those responsible for providing services to G/T students should be acquainted with this document. They are reminded to refer to the Recommended and Exemplary columns in the plan for guidance on **best practices** in Gifted Programs.

GIFTED AND TALENTED PARENT & COMMUNITY INVOLVEMENT:

Parents will be notified of in-school and out-of-school options during the school year that are relevant to the needs of gifted and talented students.

Parents and community members may be involved in the services for Gifted and Talented students in a variety of ways:

- By participating in individual parent conferences, parent meetings, or serving on an advisory committee;
- By assisting as a volunteer or a resource person for projects or events;
- By helping at academic competitions or on field trips;

- By referring perhaps “overlooked” students for evaluation for the program; • By volunteering to be a judge or an audience for student presentations; • By being an advocate for the program;
- By evaluating program services and participating in needs assessments.

Each school year the GT students will have a campus fair in the fall that showcases their GT projects during the fall semester. Each campus will set up the date for their campus fall showcase. During the Spring semester the District will have a Districtwide showcase that displays the GT work of all students in the district. Both the campus and district showcase must be advertised and open to both the school and community.

ANNUAL EVALUATION:

Poteet ISD will annually evaluate the effectiveness of the District’s gifted program. Continuous monitoring and improvement of the Gifted and Talented Program will be based on research from the field and the results of ongoing evaluation of services.

At the conclusion of each academic year, parents and legal guardians (as well as teachers) are requested to complete an evaluation form. Feedback gained from the evaluations is used to modify the program and instructional strategies

GIFTED AND TALENTED STAFF DEVELOPMENT:

School districts shall ensure that:

1. prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students;
2. teachers without training required in paragraph (1) of this section who provide instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement within one semester;
3. teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education; and
4. administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes the nature and needs of gifted/talented students and program options. (**Texas Administrative Code §89.2**)

In Poteet ISD, all GT students are taught by teachers who have completed the required 30-clock hours of professional development in Gifted Education. The 30 hours of training is offered on campus every summer or through on-line training. Teachers are also required to

maintain their training by annually receiving an additional 6 hours in GT studies. Designated administrators must complete the 6 hours of training annually for GT.

GENERAL GT CHARACTERISTICS:

(This list is taken from ERIC EC Digest #E476. These are typical factors stressed by educational authorities as being indicative of giftedness. Obviously, no child is outstanding in all characteristics.)

1. Shows superior reasoning powers and marked ability to handle ideas; can generalize readily from specific facts and can see subtle relationships; has outstanding problem-solving ability.
2. Shows persistent intellectual curiosity; asks searching questions; shows exceptional interest in the nature of man and the universe.
3. Has a wide range of interests, often of an intellectual kind; develops one or more interests to considerable depth.
4. Is markedly superior in quality and quantity of written and/or spoken vocabulary; is interested in the subtleties of words and their uses.
5. Reads avidly and absorbs books well beyond his or her years.
6. Learns quickly and easily and retains what is learned; recalls important details, concepts and principles; comprehends readily.
7. Shows insight into arithmetical problems that require careful reasoning and grasps mathematical concepts readily.
8. Shows creative ability or imaginative expression in such things as music, art, dance, drama; shows sensitivity and finesse in rhythm, movement, and bodily control.
9. Sustains concentration for lengthy periods and shows outstanding responsibility and independence in classroom work
10. Sets realistically high standards for self; is self-critical in evaluating and correcting his or her own efforts.
11. Shows initiative and originality in intellectual work; shows flexibility in thinking and considers problems from a number of viewpoints.
12. Observes keenly and is responsive to new ideas.
13. Shows social poise and an ability to communicate with adults in a mature way.
14. Gets excitement and pleasure from intellectual challenge; shows an alert and subtle sense of humor.

