

# Gladewater Independent School District

## Gifted and Talented Handbook 2017-2018

### District Mission Statement

The administrators, teachers, and staff of Gladewater ISD, in partnership with students, parents, and community members, are dedicated to helping each student prepare for life-long learning and effective citizenship.

Gladewater ISD and its Career and Technology Education Program do not discriminate on the basis of sex, disability, race, color, age or national origin in its educational programs, or employment as required by Title IX, Section 504 or Title VI.

## Mission Statement

The mission of Gifted and Talented Program is to provide a quality program designed for gifted students who 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.

## Nomination

Nomination for the gifted and talented program is an on-going process. Students, grades K-12, may be nominated throughout the year by the following: teacher, parent, counselor, administrator, peer, community member, or self-nomination. Information will be disseminated to all parents through a posting each school year informing them about the nomination/identification process. Forms may be obtained from the office of each individual campus. Upon completion, all forms should be returned to the building counselor. Particular consideration should be given to students who might otherwise be overlooked: for example, members of minority groups, culturally different students, economically disadvantaged students, and handicapped students. All students are eligible for nomination.

## Identification

Upon receipt of nomination form, the counselor will conduct testing procedures in the spring semester. Identification measures will consist of, but not limited to, 3-5 of the following quantitative and qualitative selections:

- Ability Test
- Test of Creative Thinking
- Teacher Referral Checklist
- Achievement Test
- Parent Observation Checklist
- Student product or performance
- Reading Inventory

After all data is collected, the counselor will complete the nominee's profile and present the information to the campus selection committee for placement.

The campus selection committee will make the final selection of gifted and talented students. All assessments and information concerning the nominated student will be kept in a permanent file. Parents will be notified in writing of the decision made by the campus selection committee. Written permission shall be obtained from the parent before placing a student in a gifted program.

## Furloughs

Furloughs allow for students to have a leave of absence from gifted/talented program services for specified reasons and for a certain period of time without being exited. This length of time is determined by the campus selection committee, parent, and student not to exceed two semesters. At the end of the furlough period, a review of the situation will occur and a determination will be made based on the student's needs.

The selection committee may place students who are unable to maintain satisfactory performance within the structure of the gifted and talented program on furlough. The purpose of such a furlough is to provide the student an opportunity to attain performance goals established 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 not to exceed two semesters. Possible reasons a student may be placed on a furlough:

- Student fails to maintain satisfactory performance in the regular and/or gifted classroom, indicated by not passing core classes (math, science, social studies, and English/ELAR).
- Student fails any grade level state-mandated test. He/she will be placed on furlough for one year until passing the next year's grade level state-mandated test.
- Student chooses not to participate in the level of service offered to GT students – GT pullout and/or Advanced courses.

Elementary students who are furloughed from the GT program will not attend GT pullout classes.

## Reassessment

Reassessment of gifted/talented students is based on performance in the program and if reassessment occurs at all, it is no more than once in elementary grades and once in middle school grades to determine appropriateness of program services. The campus selection committee will conduct the reassessment. If testing is required, the necessary assessments will be conducted with written parental approval. Parents will be included in the discussion of program appropriateness and planning appropriate program recommendations for the student.

## Exit

Exiting of students from gifted/talented program services is based on multiple criteria including student performance in the program. If the student should not fulfill the requirements for the designated gifted/talented classes, the campus selection committee will conduct a hearing with the student and parent and determine if the student should be exited from the program. (See criteria under Furloughs)

### Transfer

Policy related to transfer students ensures students are properly assessed and appropriately placed in a timely manner. The counselor will review records of students transferring into the district and make a recommendation to the campus selection committee.

Transfer students will be properly assessed and appropriately placed within six weeks of enrollment in the district. The assessment may be requested from the sending district as part of the student's records.

### Appeals

The appeals process allows parents, students, and educators to appeal decisions made by the campus selection committee. Please refer to the regular appeals process located in the student handbook.

### Parental and Community Involvement

Annual notification shall be given to ensure information about the District's gifted/talented program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program.

### Professional Development

Prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted students will be required to receive a minimum of thirty clock hours of professional development that included nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students. Teachers will receive a minimum of six hours annually if advanced professional development in gifted education.

### Program Evolution

Formative and summative assessment will be used annually in evaluating the gifted/talented program. The information, which will be shared with board members, administrators, teachers, students, and community, will be used to improve the overall effectiveness of the program as determined by the campus and district improvement plan.

## Description of Program Services

### High School- Grades 9-12

Gifted and talented students will be offered Advanced and Dual Credit classes in the following areas: English, math, science and social studies. Advanced and Dual Credit classes will offer differentiation that includes products and performances of professional quality as part of the program services.

### Middle School- Grades 6-8

Gifted and talented middle school students will participate in one or more advanced classes that offer differentiated instruction in the core areas of language arts, math, science, and social studies.

### Intermediate- Grade 4-5

Gifted and talented students Grade 4-5 will participate in a class that offers differentiated instruction in the core areas through a pullout program.

### Elementary- Grade 3

Gifted and talented students Grade 2-3 will participate in a class that offers differentiated instruction in the core areas through a pullout program.

### Primary- Grade K-1

Kindergarten students will be identified, screened, and served by March 1 of the kindergarten year. Gifted and talented students Grade 1 will participate in a class that offers differentiated instruction in the core areas of language arts, math, science, and social studies.

**Gladewater Independent School District  
Parent Information Letter  
Gifted/ Talented Program**

Dear Parent/Guardian,

Gladewater ISD is committed to providing a quality education for all students. By Texas Law, a parent has the right to nominate his/her child for consideration in the Gifted/Talented Program. Recognizing that approximately five percent of students have specific needs that may not always be addressed in the regular classroom, the District provides special gifted education services for students; however, those who meet the specified criteria and are selected by the campus selection committee are allowed to participate in the program. Criteria may include, intelligence tests, creative thinking tests, referral checklist, achievement test, reading test, reading inventory, student products or performance, and parent observation checklists.

Usually, gifted/talented students display many of the characteristics listed below:

- ⇒ Is intellectually curious, innovative and playful with ideas.
- ⇒ Enjoys the challenge and involvement of intellectual and creative tasks.
- ⇒ Is an independent thinker and seeks to act independently
- ⇒ Reads widely and intensively in areas of special interest
- ⇒ Has an unusual ability to memorize
- ⇒ Generates many ideas and multiple solutions to problems
- ⇒ Has capacity of extraordinary leadership and tends to assume leadership responsibility
- ⇒ Demonstrates richness of imagery in informal language and brainstorming
- ⇒ Has a keen and sometimes unique sense of humor
- ⇒ Prefers complex tasks and processes information in complex ways
- ⇒ Acquires basic skills rapidly and with minimum practice
- ⇒ Explores wide-ranging and special interests not usually associated with children of his age and relates well to peers and adults who have similar interests

**If you desire to submit your child's name for screening for the Gifted/Talented program, you may pick up a form in the school office at anytime. Students nominated by the end of January will be screened and identified based on campus selection committee. Parents will be notified in writing of the decision of the campus selection Committee no later than the last day of school. A permanent folder (containing Gifted/Talented student information) accompanies the student to each campus. This documentation must be kept on each student recommended for the Gifted/Talented program**

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

**Distrito Independiente Escolar de Gladewater**  
**La Carta de Información sobre el Programa de Educación Talentosa para los Padres**

Estimados Padres/Custodios:

El Distrito Independiente Escolar de Gladewater está comprometido a ofrecer una educación de calidad por todos los estudiantes. Por la ley de Texas, un padre tiene el derecho a designar a su niño(a) para consideración para el Programa de Educación Talentosa. Reconociendo que aproximadamente cinco por ciento de los estudiantes tienen necesidades específicas que no siempre están dirigidos en la clase regular, el Distrito provee servicios especiales de educación talentosa para estudiantes en el área de habilidad intelectual general. Muchos estudiantes pueden estar designados para selección para el programa, sin embargo, aquellos que se satisfacen los criterios especificados y están seleccionados por el comité de selección campus están permitido participar en el programa. Los criterios pueden incluir pruebas de habilidad, pruebas de pensamiento creativas, un lista comprobante del maestro, pruebas de logro, inventario de lectura, productos o desempeño de estudiante, y listas comprobantes de observaciones parentales.

Generalmente, los estudiantes talentosos muestran muchas de las características listadas abajo:

- ⇒ Es curioso intelectualmente, innovador, y juguetón con ideas.
- ⇒ Disfruta el reto u embrollamiento de tareas intelectuales y creativas.
- ⇒ Es un pensador independiente y busca a actuar independientemente.
- ⇒ Lee ampliamente e intensivamente en á de interés especial.
- ⇒ Tiene una habilidad inusual para memorizar.
- ⇒ Genera muchas ideas y soluciones múltiples a problemas.
- ⇒ Tiene capacidad extraordinaria para liderazgo tiende a suponer responsabilidad de liderazgo.
- ⇒ Demuestra riqueza de imaginación informal y el devanarse los sesos.
- ⇒ Tiene un sentido de humor que es agudo y a veces único.
- ⇒ Prefiere tareas complejas y procesa información en modos complejos.
- ⇒ Adquiere destrezas básicas rápidamente y con practica minima.
- ⇒ Explora intereses especiales y de un variedad vasta que no son generalmente asociados con niños de su edad y relaciona bien a iguales y adultos que tiene intereses similares.

**Si usted deseara presentar el nombre de su niño(a) para examinación en el Programa de Educación Talentosa, usted puede recoger una forma en la oficina de la escuela de su niño (a) en cualquier tiempo. Los estudiantes designados antes fin de enero estarán puestos a prueba y Identificado según criterios del campus por un comité de selección del campus. Los padres serán avisados por escrito de la decisión del comité de selección de campus antes del último día de escuela. Un fólter permanente (conteniendo información de estudiante talentoso) acompaña el estudiante a cada campus. Esta documentación debe estar continuada para cada estudiante recomendado para el Programa de Educación Talentosa.**

**Si usted tuviera más preguntas, favor de llamar al consejero de campus o al director.**

**GLADEWATER INDEPENDENT SCHOOL DISTRICT  
GIFTED EDUCATION PROGRAM  
PARENT NOMINATION/PERMISSION TO TEST**

I recommend my child for the Gladewater ISD Gifted/Talented Program.

Student \_\_\_\_\_ Birthday \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_

Dear Parent or Guardian,

The Gladewater Independent School District is in the process of screening students for placement in the Gifted/Talented Program. To determine placement, it may be necessary to administer additional testing to assist the screening committee in making the appropriate placement decision.

Your permission is needed in order for the District to proceed with any additional testing. Please mark the appropriate response below, sign, and complete the remainder of the information requested and return to your child's classroom teacher.

If you have further questions, please contact the Counselor or Principal at your school.

\_\_\_\_\_ Yes, I give permission for diagnostic testing.

\_\_\_\_\_ No, I do not give my permission for diagnostic testing.

\_\_\_\_\_  
Signature of Parent or guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Address

\_\_\_\_\_  
Phone Number



**DISTRITO INDEPENDIENTE ESCOLAR DE GLADEWATER  
EL PROGRAMA DE EDUCACION TALENTOSO  
NOMINACION/PERMISO DE LOS PADRES PARA PONER A SU NINO(A) A PRUEBA**

Recomiendo a mi niño(a) para el Programa de Educación Talentosa de Gladewater.

Nombre del estudiante \_\_\_\_\_ Fecha de nacimiento \_\_\_\_\_

Maestro (a) \_\_\_\_\_ Grade \_\_\_\_\_

Estimados Padres:

El Distrito Independiente Escolar de Gladewater está del proceso de poner a los estudiantes en prueba para la colocación en el Programa de Educación Talentosa, El distrito tiene administrar pruebas adicionales para ayudar al comité de colocación en hacer la decisión apropiada de colocación,

Su permiso es necesario en orden que el Distrito puede seguir con cualquier prueba adicional. Favor de marcar la respuesta apropiada debajo, firme, complete el resto de la información demandada y regrese al maestro de su niño (a).

Si usted tiene preguntas adicionales, favor de llamar consejero (a) o al Director de la escuela de su niño (a).

\_\_\_\_\_ Si, doy permiso para poner a niño (a) en pruebas diagnosticas.

\_\_\_\_\_ No, no doy permiso poner a niño (a) en pruebas diagnosticas.

\_\_\_\_\_  
La firma de Padre

\_\_\_\_\_  
La Fecha

\_\_\_\_\_  
La dirección

\_\_\_\_\_  
Teléfono

Note: Self-nomination forms can be obtained in the School office. Forms must be returned to the counselor by the third Friday in December each year.

**Gladewater Independent School District  
Gifted/Talented Student Nomination Form**

Gladewater ISD is committed to providing a quality education for all students. We provide special gifted education services for students in the area of general intellectual ability. The guidelines for selecting students for this program are specific. After being nominated, only those who meet the specified criteria will be admitted to the Gifted/Talented Program.

Since wide variation exists among the gifted, any list of characteristics must be a very general description of the group as a whole. A gifted individual may possess one or more of the following traits:

- ⇒ Is intellectually curious, innovative and playful with ideas
- ⇒ Enjoys the challenge and involvement of intellectual and creative tasks
- ⇒ Is an independent thinker and seeks to act independently
- ⇒ Reads widely and intensively in areas of special interest
- ⇒ Has an unusual ability to memorize
- ⇒ Acquires basic skills rapidly and with minimum practice
- ⇒ Generates many ideas and multiple solutions to problems
- ⇒ Tends to assume leadership responsibility
- ⇒ Has capacity of extraordinary leadership and tends to assume leadership responsibility
- ⇒ Prefers complex tasks

If you believe that you have one or more of the following characteristics, please complete and return this form to the school counselor. Notification will be sent for program acceptance or non- acceptance by the end of the school year.

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I nominate myself for the Gladewater ISD Gifted and Talented Program.  
Please return to the campus counselor by the fourth Friday in January.

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Student

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Subject Area Teacher

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Address

---

Grade

---

Phone Number

---

Date

**GLADEWATER INDEPENDENT SCHOOL DISTRICT  
TEACHER REFERRAL NOMINATION FORM**

**Return to Campus Counselor by the 3<sup>rd</sup> Friday in December**

Student Referred for Nomination \_\_\_\_\_

Grade \_\_\_\_\_ Related Subject Area \_\_\_\_\_

Rationale for Referral

\_\_\_\_\_  
\_\_\_\_\_

I recommend the above student for Gifted/Talented Program nomination screening.

Teacher Referring \_\_\_\_\_ Date \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

### Teacher Referral Checklist

<b>COMMUNICATION CHARACTERISTICS</b>	YES	NO
A. Uses language to teach other		
B. Uses non-verbal communication (such as body language)		
C. Demonstrates a large vocabulary for age or grade level		
<b>THINKING CHARACTERISTICS</b>		
A. Make use of or extends what had been taught		
B. Understands cause and effect relationships		
C. Sees things in more than one way		
D. Ability to analyze information		
<b>MOTIVATIONAL CHARACTERISTICS</b>		
A. Consistently ask questions (must know why or what if)		
B. Displays good memory skills		
C. Prefers to do things their own way		
D. Pursues individual interests		
E. Persistent in task completion		
<b>LEARNING CHARATERISTICS</b>		
A. Has advanced understanding of mathematical relationships		
B. Categorizes objects more than one attribute/characteristic		
C. Demonstrates expertise in one area (Name area:     )		
D. Reads a great deal on their own: including different information		
E. Retains and uses information		
<b>CREATIVE CHARACTERISTICS</b>		
A. High risk taker, does not fear being different		
B. Exceptional musical ability		
C. Clever and unusual use of dimension, angle, or perspective in art		
D. Creates multiple options (can see a million ways to do things)		
E. Offers unusual/unique responses		

F. Likes to brainstorm		
G. Freely elaborates without prompting in written form		
<b>PERSONALITY CHARACTERISTICS</b>		
A. Displays a keen sense of humor		
B. Picks up on adult humor		
C. Uses imaginative figures of speech such as puns, analogies, and riddles		
<b>LEADERSHIP CHARACTERISTICS</b>		
A. Functions as a leader		
B. Shows a unique awareness of the needs of others		
C. Assumes mature or adult responsibility		

**TOTAL NUMBER MARKED "YES":** \_\_\_\_\_

**TOTAL NUMBER MARKED "NO":** \_\_\_\_\_

**Gladewater Independent School District  
Community Member Referral Nomination Form**

**Return to Campus Counselor by the 3rd Friday in December**

Student Referred for Nomination \_\_\_\_\_

Grade \_\_\_\_\_ Related Subject Area \_\_\_\_\_

Rationale for Referral \_\_\_\_\_

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I recommend the above student for Gifted/Talented Program  
nomination screening.

Person Referring \_\_\_\_\_ Date \_\_\_\_\_

Teachers complete this form and returns form to campus G/T representative.

**GLADEWATER INDEPENDENT SCHOOL DISTRICT  
TEACHERS REFERRAL CHECKLIST  
For  
GIFTED/TALENTED OR ENRICHMENT PROGRAM**

The Teacher Referral Checklist: Scales for Rating the Behavioral Characteristics of Superior Students must be completed and returned to the G/T Representative. This assessment is purchased by GISD Central Office, Curriculum and Instruction and is distributed on the campus by the G/T Representative.

Note: This form is completed by the parent after the student is referred.  
Place in permanent student G/T folder.

**GLADEWATER INDEPENDENT SCHOOL DISTRICT  
PARENT OBSERVATION CHECKLIST**

**Child's Name** \_\_\_\_\_ **Birth date** \_\_\_\_\_  
**Age** \_\_\_\_\_ **Sex** \_\_\_\_\_ **Grade** \_\_\_\_\_  
**School** \_\_\_\_\_

In order to assist the school in providing an educational program to meet the needs of your child, please complete the following inventory. After completing this inventory, place it in a sealed envelope and have your child return it to his/her teacher. Thank you.

Check the following items as each best describes your child. Each time you mark: "A Great Deal" please indicate in the space provided examples of how your child demonstrates this behavior.

	<b>Very Little</b>	<b>Some</b>	<b>A Great Deal</b>
1. Is curious; asks many questions			
2. Persists in examining and exploring his/her environments			
3. Is Independent			
4. Has a great imagination			
5. IS full of ideas, verbal; has conversational fluency			



	<b>Very Little</b>	<b>Some</b>	<b>A Great Deal</b>
6. Is bored with routine tasks			
7. Can occupy time usefully			
8. Pursues independent interests			
9. Interested in wide range of things			
10. Likes school			
11. Has lots of ideas to share			
12. Likes to pretend			
13. Likes to have his/hers ideas heard			
14. Has above average coordination and ability in organized games			
15. Has long attention span			
16. Is friendly and outgoing			
17. Has a keen sense of humor			
18. Reads intensively in areas of special interest			
19. Has interests in order children or adults, especially reading and games			

20. Can create with commonplace materials			
21. Seems to be a loner part of the time			
22. Is involved in numerous projects and activities			
23. Is a leader with older children			
24. Had high expectations of self			
25. Searches for new ways to do a familiar task			
26. Enjoys and responds to beauty			
27. Asks a lot of questions about a variety of topics			
28. Wants to know how things work and why things happen			
29. Is aware of problems others do not see			
30. Enjoys other people and seeks them out			

\_\_\_\_\_  
**Printed Parent Name**

\_\_\_\_\_  
**Parent Signature**

\_\_\_\_\_  
**Date**

Anote: Esta forma esta completado por el padre después de que el estudiante esta referido. Coligúé en estudiante permanente G/T folder.

**GLADEWATER INDEPENDENT SCHOOL DIATRICT  
EL LISTADO DE CONTROL DE OBSERVACION DE PADRE**

**EL No'mbre de Niño \_\_\_\_\_ La fecha de nacimiento \_\_\_\_\_**

**Edad \_\_\_\_\_ Sexo \_\_\_\_\_ Escuela \_\_\_\_\_ grado \_\_\_\_\_**

Para ayudar las escuelas provier un programa de educación para servir a su Niño (a), por favor complete elinventarionque sique. Después de completarlo, favor de regresarlo a su maestro(a) en un sobre estampillado. Gracias por su ayuda.

Por favor indique los artículos que mejor describen su niño(a) tocante a su comportamiento diario. Cada vez que indique "Muchas Veces," por favor den unos ejemplos (en el espacio que segué) de como exactamente su niño (a) muestra este comportamiento.

	<b>Muy Poco</b>	<b>A veces</b>	<b>Muchas Veces</b>
1. Tiene curiosidad y pace muchas preguntas.			
2. Persiste en examinar y explorar su entomo			
3. Es independiente			
4. Tiene una imaginaión excelente			
5. Tiene muchas ideas; time capacidad conversacional			

	<b>Muy Poco</b>	<b>A Veces</b>	<b>Muchas Veces</b>
6. Se aburre con cosas rutinarias			
7. Puede utilizar su tiempo bien			
8. Tiene intereses independientes			
9. Se interesa en muchos temas			
10. Le gusta la escuela			
11. Tiene muchas ideas para compartir con otros			
12. Le gusta aparentar			
13. Le gusta que otros escuchen sus ideas			
14. Es ágil y tiene habilidad en juegos organizados			
15. Puede atender a una actividad por mucho tiempo			
16. Es amable y exteriorista			

17. Es divertido			
18. Lee intensivo en areas que le interesa mucho			
19. tiene intereses de un joven mayor o de adultos en leer y en juegos			
20. Puede crear con materiales comunes			
21. Por una parte del día prefiere estar solo(a)			
22. Se envuelve en muchos proyectos y actividades			
23. Es lider entre niños mayores			
24. tiene mayor expectativas de si mismo			
25. Busca un modo Nuevo para hacer tareas conocidas			
26. Goza y responde a la belleza en todas formas			
27. Hace muchas preguntas tocante various temas			
28. Desea saber como marchas cosas y porque trabajan en ese modo			

29. Se entera en problemas y enigmas que otros no ven			
30. Atrae a la gente y también la busca			

\_\_\_\_\_

**El Nombre de Padre imprimado**

\_\_\_\_\_

**La Firma de Padre**

\_\_\_\_\_

**La fecha**

**Note: Completed by campus G/T representative.**

**Gladewater Independent School District  
Gifted/Talented Program  
Student Data Collection Form**

Student Name \_\_\_\_\_ Date \_\_\_\_\_  
Campus/School \_\_\_\_\_ Grade \_\_\_\_\_  
Referred By \_\_\_\_\_  
Position (Please Check): Parent \_\_\_ Teacher \_\_\_ Self \_\_\_ Community Member \_\_\_

The following items will need to be completed on the above named student before presentation to the Gifted/ Talented Screening Committee:

<b>Data on Student</b>	<b>Completed</b>
1. Teacher, Parent, Community Member, or Self Nomination form	Yes _____ No _____
2. Parent Permission to test	Yes _____ No _____
3. Ability Test	Yes _____ No _____
4. Achievement test	Yes _____ No _____
5. Test of Creative Thinking	Yes _____ No _____
6. Teacher Referral Checklist	Yes _____ No _____
7. Parent Observation Form	Yes _____ No _____
8. Student Product or Performance	Yes _____ No _____
9. Reading Inventory	Yes _____ No _____
10. Profile Completion	Yes _____ No _____

**Gladewater Independent School District  
K-12 Identification Profile**

Date Initiated \_\_\_\_\_ Date Completed \_\_\_\_\_

Student ID # \_\_\_\_\_ Data from Grade \_\_\_\_ Age \_\_\_\_\_

Name \_\_\_\_\_ Campus \_\_\_\_\_

Teacher's Name \_\_\_\_\_ Completed by \_\_\_\_\_

INDICATORS:		ACTUAL SCORES					TOTAL POINT VALUE
POINTS	5	4	3	2	1	0	
<b>Stamina: Ability Test Other:</b>  _____  —	<b>9<sup>th</sup> Score:</b>	<b>8<sup>th</sup> Score:</b>	<b>7<sup>th</sup> Score:</b>	<b>6<sup>th</sup> Score:</b>	<b>5<sup>th</sup> Score:</b>	<b>4<sup>th</sup> and below score:</b>	
<b>TPRI Fluency</b>	<b>115+ Score:</b>	<b>90-114 Score:</b>	<b>70-89 Score:</b>	<b>50-69 Score:</b>	<b>40-59 Score:</b>	<b>Below 40 Score:</b>	
<b>Teachers Checklist</b>	<b>30+</b>	<b>25-30</b>	<b>20-25</b>	<b>15-20</b>	<b>10-15</b>	<b>Below 10</b>	
<b>Other</b>							
<b>TOTAL SCORE OF ALL POINT VALUES</b>							



## Screening Committee Members

\_\_\_\_\_  
**Principal**

\_\_\_\_\_  
**Counselor**

\_\_\_\_\_  
**Teacher**

\_\_\_\_\_  
**Teacher**

**Committee Recommendation:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Please Check:**    \_\_\_\_\_ **Placed in Program**                      \_\_\_\_\_ **Not Placed in Program**

**Gladewater Independent School District  
G/T Identification Profile**

**Date Initiated** \_\_\_\_\_ **Date Completed** \_\_\_\_\_  
**Student ID #** \_\_\_\_\_ **Data from Grade** \_\_\_\_ **Age** \_\_\_\_  
**Name** \_\_\_\_\_ **Campus** \_\_\_\_\_  
**Teacher's Name** \_\_\_\_\_ **Completed by** \_\_\_\_\_

INDICATORS:		ACTUAL SCORES					TOTAL POINT VALUE
POINTS	5	4	3	2	1	0	
<b>Stamina: Ability Test Other:</b> _____ _____	9 <sup>th</sup> Score:	8 <sup>th</sup> Score:	7 <sup>th</sup> Score:	6 <sup>th</sup> Score:	5 <sup>th</sup> Score:	4 <sup>th</sup> and below score:	
<b>Stamina: Subtest _____ Achievement Test</b>	9 <sup>th</sup> Score:	8 <sup>th</sup> Score:	7 <sup>th</sup> Score:	6 <sup>th</sup> Score:	5 <sup>th</sup> Score:	4 <sup>th</sup> and below score:	
<b>Percentile Tests of Creative Thinking</b>	90-99 Score:	80-89 Score:	70-79 Score:	60-69 Score:	50-59 Score:	Below 50 Score:	
<b>Teacher Referral Checklist: Scales for Rating the Behavioral Characteristics of Superior Students</b>							<b>Total Score For each Characteristic Divide by 10 for a total score of the Teacher Referral Checklist</b>
Learning	66 Score	65-55 Score	54-44 Score	43-33 Score	32-22 Score	21-11 Score	

Creativity	<b>54 Score</b>	<b>53-45 Score</b>	<b>44-36 Score</b>	<b>35-27 Score</b>	<b>26-18 Score</b>	<b>17-9 Score</b>	
Motivation	<b>66 Score</b>	<b>65-55 Score</b>	<b>54-44 Score</b>	<b>43-33 Score</b>	<b>32-22 Score</b>	<b>21-11 Score</b>	
Leadership	<b>42 Score</b>	<b>41-35 Score</b>	<b>34-28 Score</b>	<b>27-21 Score</b>	<b>20-14 Score</b>	<b>13-7 Score</b>	
Artistic	<b>66 Score</b>	<b>65-55 Score</b>	<b>54-44 Score</b>	<b>43-33 Score</b>	<b>32-22 Score</b>	<b>21-11 Score</b>	
Musical	<b>42 Score</b>	<b>41-35 Score</b>	<b>34-28 Score</b>	<b>27-21 Score</b>	<b>20-14 Score</b>	<b>13-7 Score</b>	
Dramatics	<b>60 Score</b>	<b>59-50 Score</b>	<b>49-40 Score</b>	<b>39-30 Score</b>	<b>29-20 Score</b>	<b>19-10 Score</b>	
Communication (Precision)	<b>66 Score</b>	<b>65-55 Score</b>	<b>54-44 Score</b>	<b>43-33 Score</b>	<b>32-22 Score</b>	<b>21-11 Score</b>	
Communication (Expressiveness)	<b>24 Score</b>	<b>23-20 Score</b>	<b>19-16 Score</b>	<b>15-12 Score</b>	<b>11-8 Score</b>	<b>7-4 Score</b>	
Planning	<b>90 Score</b>	<b>89-75 Score</b>	<b>74-60 Score</b>	<b>59-45 Score</b>	<b>44-30 Score</b>	<b>29-15 Score</b>	
<b>Total Teacher Referral Checklist Score</b>							
<b>Parent Observation Checklist:</b> Grades 2-3(parents, grandparents, community members)							
<b>TOTAL SCORE OF ALL POINT VALUES</b>							

**PLEASE CHECK ONE.**

**Placement in G/T Program \_\_\_\_\_**

**Non-placement in G/T Program \_\_\_\_\_**

**Criteria: All criteria will be selected for placement consideration**

**Parent Observation Checklist: Not rated but required.**

**Note:**

**Teachers Referral Checklist: If a student, previously tested, is referred by a parent or the student, a new teacher referral checklist may be completed with profile revision.**

Screening Committee completes this form and placed in student G/T folder.

**GLADEWATER INDEPENDENT SCHOOL DISTRICT  
GIFTED/TALENTED SCREENING COMMITTEE REPORT**

Student \_\_\_\_\_ Parent/Guardian \_\_\_\_\_

Address \_\_\_\_\_ Phone Number \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Gifted/Talented Screening Committee Members

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Counselor

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Teacher

Qualification for G/T Program:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Committee Recommendation:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please Check: \_\_\_\_\_ Placed in G/T Program \_\_\_\_\_ Not placed in G/T Program  
Date: \_\_\_\_\_

Note: Form to be completed by campus counselor and signed by principal. Attach the Parent Observation Form with this letter.

**Gladewater Independent School District  
Gifted/Talented Program  
Gifted/Talented Notification Results Form**

Dear Parents,

Thank you for allowing Gladewater ISD to screen \_\_\_\_\_

For the Gifted and Talented Program at \_\_\_\_\_.

Gifted/Talented Screening has determined that your child does/does not qualify for the program at this time. If you have further questions regarding the screening results, please call the school and arrange a conference.

Sincerely,

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

Nota: Esta Forma se completa por el consejero(a) y se firma por el director.  
Asegurala a la Forma de Observaciones Parentales.

**Distrito Independiente Escolar de Gladewater**  
**El Programa de Educación Talentosa**  
**Forma para notificar a los Padres de los Resultados de las Pruebas para el**  
**programa de Educación Talentos**

Queridos Padres,

Gracias a Uds. Para permitir al Distrito Independiente Escolar de Gladewater poner a prueba \_\_\_\_\_ para el Programa de Educación Talentosa en \_\_\_\_\_ . Las Pruebas para el Programa de Programa de Educación Talentosa ha determinado que su niño(a) califica/no califica para el programa en este tiempo. Si tienen Uds. Más preguntas sobre los resultados de las pruebas, favor de llamar a la escuela para hacer una cita para tener una consulta.

Sinceramente,

\_\_\_\_\_  
Director

\_\_\_\_\_  
Fecha

**Form is completed by the Campus Gifted/Talented Committee. Parents are included in decision- making.**

**GLADEWATER INDEPENDENT SCHOOL DISTRICT  
GIFTED EDUCATION PROGRAM  
FURLOUGH FORM**

DATE \_\_\_\_\_

NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_

TEACHER \_\_\_\_\_ GRADE \_\_\_\_\_

REASON & PERFORMANCE GOALS \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Suggested length of time \_\_\_\_\_  
(not to exceed 2 semesters)

School Administrator \_\_\_\_\_ Agree \_\_\_\_\_ Disagree \_\_\_\_\_

Counselor \_\_\_\_\_ Agree \_\_\_\_\_ Disagree \_\_\_\_\_

Teacher \_\_\_\_\_ Agree \_\_\_\_\_ Disagree \_\_\_\_\_

Teacher \_\_\_\_\_ Agree \_\_\_\_\_ Disagree \_\_\_\_\_

Parent \_\_\_\_\_ Agree \_\_\_\_\_ Disagree \_\_\_\_\_

Student \_\_\_\_\_ Agree \_\_\_\_\_ Disagree \_\_\_\_\_

Committee Decision:

Comments:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Form is complete by the Campus G/T Committee and parents are included.



**GLADEWATER INDEPENDENT SCHOOL DISTRICT  
GIFTED EDUCATION PROGRAM  
EXIT FORM**

Student \_\_\_\_\_

Grade \_\_\_\_\_

We, the undersigned, concur that immediate exit from the Gifted Program would be in the interest of all parties concerned for the following reasons.

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Signature

Date

\_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Counselor

\_\_\_\_\_  
School Administrator

\_\_\_\_\_  
Student

**Gladewater Independent School District  
Gifted/Talented Education Identification  
Appeal of District Decision**

**Please complete the form and return to the campus principal. Place in student G/T folder.**

Name of Student \_\_\_\_\_ School Name \_\_\_\_\_

Grade \_\_\_\_\_ Age \_\_\_\_\_ Date of Submission of Request \_\_\_\_\_

Request Submitted by \_\_\_\_\_

Date of Conference with Principal \_\_\_\_\_

The campus Selection Committee is charged with the responsibility of implementing the district selection procedure designed to recognize students who possess exceptional gifts and talents which require special learning opportunities in order to be fully developed. A parent or legal guardian may appeal any final decision made by the Campus Selection Committee regarding selection for or removal from the campus gifted program. Upon receipt of this request, the principal will schedule a meeting of the Campus Selection Committee. A written decision based on the reassessment will be rendered.

Please assist the committee by providing the following information regarding your child:

1. What information is necessary for reconsideration when reviewing your child's folder?

2. Describe the exceptional academic talent(s) of your child that may require special learning opportunities beyond those provided in the regular curriculum in order to be fully developed.