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| Bryson Independent School District |
| Policy and Procedures For Academically Gifted and Talented Students |
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**STATE GOAL FOR SERVICES FOR**

**GIFTED STUDENTS**

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

-Texas State Plan for the Education of Gifted/Talented Students

**STATE DEFINTION OF**

**GIFTED/TALENTED STUDENT**

§29.121. DEFINITION: In this subchapter, "gifted and talented student" means a child or youth who performs at, or show the potential for performing at, a remarkably high level or accomplishment when compared to other 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.

**BRYSON INDEPENDENT SCHOOL DISTRICT'S**

**DEFINITION OF GIFTED**

Bryson ISD defines gifted and talented as any child or youth in grades K-12 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 general intellectual ability; or

(2) Excels in one or more specific academic fields: math, science, language arts, and/or

social studies

**BRYSON INDEPENDENT SCHOOL DISTRICT'S**

**GOAL FOR GIFTED/TALENTED SERVICES**

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

**PROGRAM GOALS FOR**

**GIFTED/TALENTED SERVICES K-12**

1. IDENTIFICATION - Identify students in grades K-12 who demonstrated an academic need for gifted services using the criteria established by the district, approved by the board, and in compliance with the state mandates.

2. SELF-DIRECTED LEARNERS - Develop the students' capacities to become self-directed and to be confident in their ability to research and process information and to create and communicate their findings as they produce and present advanced-level products or performances as well as products and performances of professional quality at the high school exit level.

3. COMPLEX THINKING SKILLS - Enhance and refine the abstract and complex thinking and reasoning of these students through more sophisticated creative and critical thinking activities as they reflect and refine their own thinking processes.

4. APPROPRIATE INSTRUCTIONAL STRATEGIES - Provide students with multiple opportunities to participate in learning experiences using advanced content (within the four core areas) which are defensibly differentiated in depth, complexity and range through modification to content and/or process and/or product. Students will be able to work independently, with groups of other gifted students, and with groups of non-gifted peers.

**IDENTIFICATION PROCEDURES AND PROCESSES**

**K-12**

Bryson Independent School District has board approval on the identification procedures and processes of students K-12 for the services of the Gifted/Talented Program. These procedures meet state requirements (§29.121 & TAC 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.

**Texas Administrative Code §89.1: Student Assessment**

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 the assessment process and, if identified as having significant

educational need for advanced academics, services for the gifted/talented program;

(4) Provide for final qualification of students (through a blind process) 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 students, and appeals of district decisions regarding program placement.

**District Identification Timeline:**

|  |  |
| --- | --- |
| Referral procedures published on district website, on school Facebook page, and sent home with students | November |
| Referrals accepted from parents, teachers, community members | December |
| Screenings, assessments and reassessments conducted after written parental permission obtained | January-March |
| Gifted/Talented Committee meets on kindergarten screenings | February |
| Written parental permission for services obtained for identified students in Kindergarten | February |
| Services begin for identified kindergarten students | Prior to March 1 |
| Gifted/Talented committee meets on Grade 1-12 screenings | May |
| Written parental permission for services obtained for identified students in grades 1-12 | May |
| Services begin for identified students | August |

**DISSEMINATING INFORMATION**

Anyone may nominate a student for the program at the period of annual referrals listed on the timeline above. Referral forms are available in the office and/or on the district website. Referral forms may be submitted to the office only during the time period of referral acceptance. Late referrals will not be accepted. The screening services will watch the program's services.

Parents are informed of the identification policies through the district handbook, and/or the district website, and/or by request of the written policy and procedures for the Gifted/Talented program.

**REFERRAL PROCESS**

Referrals can originate from teachers, parents or community members during the referral period. Students are nominated with a formal referral sheet to be given to the office. 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.

**SCREENING/ASSESSMENT PROCESS**

A student profile is used to identify those students who perform, or show the potential for performing, at remarkably high levels of accomplishment relative to their age, peers, experience, or environment. The profile will reflect a minimum of three (3) criterial used in the assessment. The criteria used will be a combination of qualitative and quantitative instruments and may include:

* School Abilities Test such as the Naglieri Nonverbal Ability Test (NNAT), the Otis-Lennon School abilities Test (OLSAT), the Cognitive Abilities Test (CogAT) the Screening Assessment for Gifted Elementary and Middle School Students Edition 2 (SAGES2), or other school abilities tests as deemed appropriate for the student;
* Achievement Test such as the Metropolitan Achievement Test (MAT), the Iowa Test of Basic Skills (ITBS) the Screening Assessment for Gifted Elementary and Middle School Students Edition 2 (SAGES2), or other achievement tests as deemed appropriate for the student;
* Divergent thinking assessment such as the Torrence Test of Creative Thinking, the Creative Assessment Packet (CAP), or other divergent thinking assessment as deemed appropriate for the student;
* Teacher and/or Parent Rating Scales such as the Gifted and Talented Evaluation Scales (GATES), the Renzulli-Hartman Teacher Rating Scales, the Purdue Teacher Rating Scales, or other rating scales as deemed appropriate for the student;
* Student interview; and/or

* Student product/portfolio

**QUALIFICATION PROCESS**

The student profile identifies the student's strengths and weaknesses. The percentile and/or scores from the assessment instruments are plotted on the student profile. Each student's profile is individually evaluated by the Gifted/Talented Committee through a blind (no name) process. A student clearly qualifies for Gifted/Talented services if the

majority of the evidence on the profile falls within the *High* and/or *Superior* ranges of the profile. The decision is based on the committee's observation of the preponderance of the evidence on the student's profile.

The Gifted/Talented committee consists of at least three district educators. All committee members have been trained in nature and needs of gifted students. The Gifted/Talented Committee makes a professional judgment based on the recorded student profile data. As the committee evaluates the data on the students nominated, the committee has three options:

* The preponderance of profile data indicates the student exhibits educational need and would benefit from the services offered in the Gifted/Talented program
* There is insufficient evidence in the documentation at this time indicating the student's educational needs would best be met by the Gifted/Talented program. The preponderance of evidence indicates the student's educational needs would best be served with the services of the regular curriculum.
* Further information is requested for the committee to make a qualification decision.

Once the identification process is complete, parents or guardians are notified of the Gifted/Talented Committee's decision via U.S. Mail within ten school days. Parents of all screened students may request a conference to examine their child's assessment results.

**ADDITIONAL POLICIES AND PROCEDURES**

**TRANSFER OF STUDENTS**

All students who have participated in gifted and talented programs prior to coming to Bryson ISD may be considered for the Gifted/Talented Program. Once screening records are received from the student's previous district, the records will be examined for correspondence to Bryson ISD's criteria. If the transfer data is insufficient, Bryson ISD will assess the student to see if placement in the program is in the student's best interest. A decision will be made regarding qualification within 30 school days of the receipt of the student's Gifted/Talented assessment results from the previous district.

**APPEALS PROCESS**

Once the identification process is complete, parents or guardians are notified of the results via U. S. Mail within 10 school days of the committee's decision. A parent or staff member may appeal an identification decision by writing an appeal letter to the Gifted/Talented committee after the committee has issued letters documenting its qualification decisions. The appeal letter must be postmarked within 10 business days of receipt of the parent/guardian letter written indicating the committee's initial decision. The committee will reconvene in order to consider the need for further assessment data or other information.

**FURLOUGH PROCEDURE**

A furlough is a temporary "leave of absence" from the Gifted/Talented Program designed to meed the individual needs of an identified student. Anyone may request a furlough: parent, student, teacher, or administrator. Requests for a furlough 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 Gifted/Talented committee. At the end of the furlough, the student's progress shall be reassessed, and the student may re-enter the Gifted/Talented program, be removed from the program, or be placed on another furlough. Furloughs are designed to be short-term and temporary and should never be used for an entire school year.

A furlough does not indicate a permanent exiting of the program. Furloughs could be utilized for a variety of extenuating circumstances. Any student may be granted a furlough from the program for various issues such as over-commitment, family concerns, serious illness, or any other circumstances which would inhibit or curtail the student's performance in the program 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 Gifted/Talented program. A furlough might also provide the student an opportunity to attain performance goals established by the Gifted/Talented committee. A furlough is arranged to meet the individual needs of the student.

**EXIT**

Student performance in the program shall be monitored. A student shall be removed from the program at any time the Gifted/Talented committee determines it is in the student's best interest and a furlough has been ineffective. If a parent requests their child be removed from the program, the Gifted/Talented committee shall grant the request. Once a student is exited from the program he/she must adhere to the identification procedures and exhibit educational need to be reinstated.

**PROVISION OF STUDENT SERVICES**

Bryson Independent School District offers a variety of learning experiences and opportunities for Gifted/Talented students in grades K-12 which 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 the opportunity to work with other identified students.

**Texas Administrative Code §89.3. 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 as well as differentiated strategies in the regular

classroom and the Pre-AP and AP classrooms

(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) Opportunities to accelerate in areas of strength.

A continuum of learning experiences will be provided in the Gifted/Talented services which lead to the development of advanced-level products and/or performances. Such services will include use of depth and complexity elements, differentiation of content, process and/or product in the classroom, a pull-out program, participation in regional Gifted/Talented student seminars, independent studies, participation in Texas Performance Standards Project, concurrent or dual-enrollment 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.

Documentation of services will be maintained and parents will be notified of in-school and out-of-school options during the school year that are relevant to the needs of the gifted and talented students. Progress reports may be included in the student's report card. Credit by Examination is available through Region 9 Education Service Center to assist students in acceleration through classes and/or grade levels. For more information on Credit by Examination, contact the office.

**PROFESSIONAL DEVELOPMENT**

**AND ONGOING TRAINING IN GIFTED EDUCATION**

Bryson Independent School District is committed to providing its staff with appropriate and meaningful professional development which enables the staff to meet the unique and individual educational needs of all students including services for gifted/talented students. It is important that all staff who are responsible for formally servicing these students obtain appropriate training for educating the gifted child. The district will require at least the minimum hours of training as mandated by the state:

**Texas Administrative Code §89.2. Professional Development**

(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 nature and needs

of gifted/talented students and program options.

**PROGRAM EVALUATION**

Bryson Independent School District will annually evaluate the Gifted/Talented program by surveying all stakeholders including students, parents/guardians, and teachers. The evaluation data will be presented to the school board and will be used as a needs assessment to be addressed in the district improvement plan.

**Bryson Independent School District**

**Gifted/Talented Forms**

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**PUBLIC ANNOUNCEMENT OF REFERRAL PERIOD**

Public Notice:

Bryson ISD is now accepting referrals for students who may need Gifted/Talented Services for the school year. This program is designed for students who exhibit intellectual and creative thinking abilities at an extraordinary level not normally served in the regular classroom. Services are provided only upon identification of education needs of the student. Anyone wishing to refer a student attending Bryson ISD in kindergarten through twelfth grade this school year is asked to go by the office and request a copy of the referral form. This form must be returned to the school by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Those unable to go by the school should call 940-392-2601 to request a form be sent to them.

**\*\*It is recommended this form be translated into Spanish and both versions be communicated as Public Notice.**

**Bryson Independent School District**

**Gifted/Talented Referral Form**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, as parent/guardian/teacher/community

(please print) (Please circle)

member would like to refer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for the Gifted/Talented

(Print student's name)

screening and assessment process. I believe this child has an extraordinarily high level of intellectual or academic ability and that his/her educational needs can best be met by Gifted/Talented Services. I understand the school district will mak every effort to determine the best possible educational services based on the student's educational needs. This child is currently in grade \_\_\_\_\_\_\_\_\_\_.

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

Signature of person making referral

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

Date

Dear Parent/Guardian:

Your child \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, has been referred for testing to see if he/she would benefit from Gifted/Talented Services for Bryson ISD. To receive proper services, your child will need to be assessed. The Gifted/Talented Committee will look at numerous pieces of information before eligibility for services can be established. After the student is tested and the Gifted/Talented Committee has evaluated all information by a blind process, the Committee will determine what is best for your child based on your child's assessment data. You will receive written notification of the decision made by the committee.

Please return this form to your child's teacher as soon as possible if you would like the school to assess your child. Thank you for your cooperation.

Sincerely,

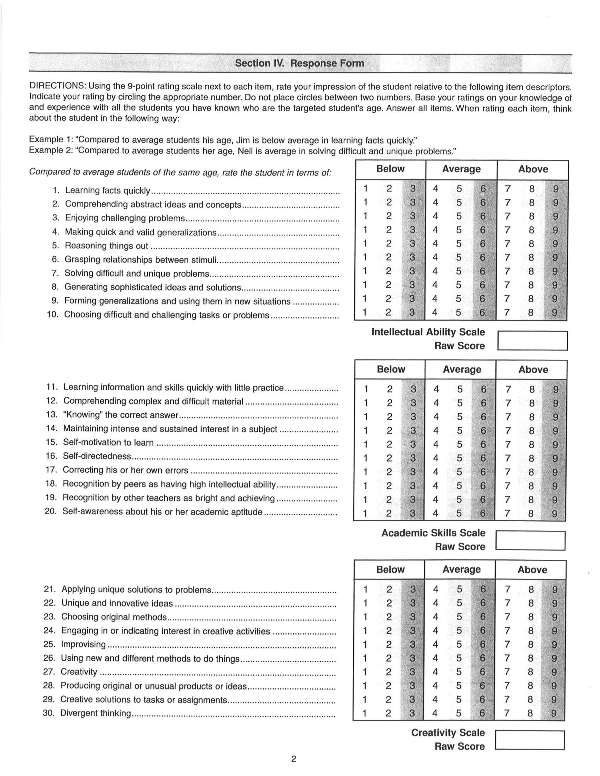
Child's Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

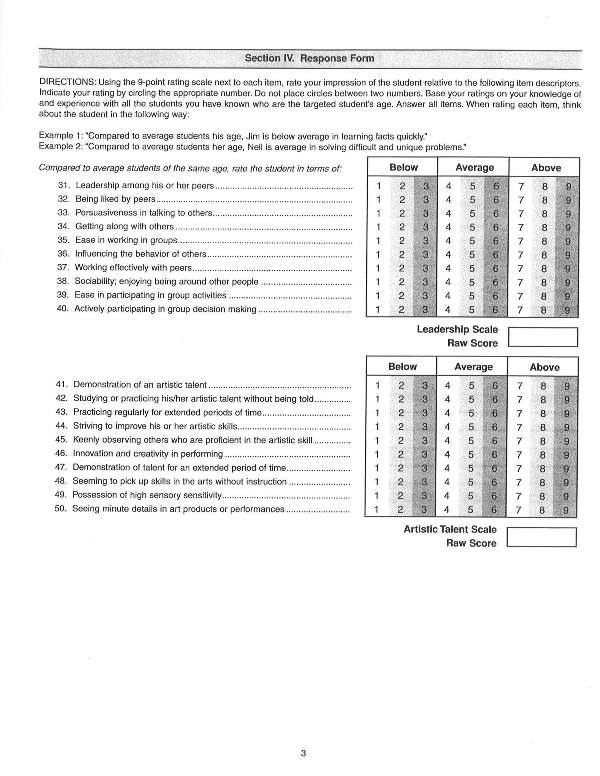
\_\_\_\_\_\_\_\_\_\_Yes, I give my permission for you to assess my child for Gifted/Talented Services.

\_\_\_\_\_\_\_\_\_No, I do not wish to have my child tested at this time.

Parent/Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Purdue Academic Rating Scales**

The Purdue Academic Rating Scales (PARS) are designed to assess students' talents in specific subject matter areas. Scales have been developed for science, social studies, English, and mathematics. The items were developed from classroom observations by teachers, from a review of the research literature in each area, and from that administration of the scales. The instruments, which follow, represent the third revision of the scales. A detailed analysis of procedures used to develop the score, along with information about their reliability and validity, can be found in the work of Feldhusen, Hoover, and Sayler (1989).

The Purdue Academic Rating Scales were developed to give secondary teachers an opportunity to evaluate students' talents in the disciplines. Teachers often complain that general rating scales for identifying the gifted contain items which they had no opportunity to observe. These scales are derived directly from teachers' classroom experiences with superior students. Each item is a characteristic or behavior of a superior student in the specific subject matter. Teachers should be able to observe the behavior in their students. There is considerable variation in the manifestation of these traits in each person and from person to person. As teachers complete a scale, they should remember that each item must be considered independently, regardless of ratings given on other items.

Furthermore, while a particular student may not display all of the components listed for a specific item, he/she should be rated using the full range of 1-4 options for the observed components. Under no circumstances should a student be rated down for not demonstrating all the behaviors stated in an item. For example, a teacher may have observed that a student enjoys science fiction (item #2, Science Scale) but has not demonstrated an interest in science programs. This student should not be rated down for a lack of observed interest in science programs and books. In essence, each item presents a behavior concept and should not be fractionated into separate components, nor should the teacher-rater expect these students to exhibit all components of the item concept.

It would be desirable to have two or more teachers complete the ratings on each prospective student and calculate an average rating. Teachers should also take time to discuss their ratings to try to agree on the nature and frequency of the behaviors observed. They should strive t=for objectivity in completing the ratings and especially avoid the halo effect (rating each item on the basis of a general impression of the student).

Developed at Purdue University Gifted Education Resource Institute

**Purdue Academic Rating Scale: Science**

Name of Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade/Course \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

District \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Campus \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Read Each item and rate the student according to this scale.

1. Rarely, seldom, or never

2. Occasionally, sometimes

3. Quite often or frequently

4. Always or almost always

DK Do not know or have never observed

|  |  |
| --- | --- |
|  | 1. Good at verbalizing science concepts; makes good oral presentations. |
|  | 2. Interested in science books and television programs; enjoys science fiction. |
|  | 3. Has science hobbies; is a collector; likes gadgets. |
|  | 4. Good at planning, designing decision making. |
|  | 5. Sees connections; sees relationships of science to real world. |
|  | 6. Organizes experiments; capable of separating and controlling variables. |
|  | 7. Comes up with good questions or ideas for experiments. |
|  | 8. Good at exploring, questioning, investigating; studies things in detail. |
|  | 9. Good at visualizing; able to see complex patterns in ideas or dates. |
|  | 10. Interested in numerical analysis; good at measurement and data analysis. |
|  | 11. Understands scientific method; able to form hypotheses and conduct  experiments. |
|  | 12. Prefers science related classes and careers. |
|  | 13. Persistent; sticks with investigations in spite of difficulties or problems; has  high levels of energy. |
|  | 14. Knows a lot of science information |
|  | 15. Skillful in using lab equipment; able to improvise for experiments. |

Total Points (Sum of points/number of items rated. Do not count any items marked

with DK)

**Purdue Academic Rating Scale: Social Studies**

Name of Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade/Course \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

District \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Campus \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Read Each item and rate the student according to this scale.

1. Rarely, seldom, or never

2. Occasionally, sometimes

3. Quite often or frequently

4. Always or almost always

DK Do not know or have never observed

|  |  |
| --- | --- |
|  | 1. Reads widely on social issues from a variety of books magazines or newspapers |
|  | 2. Becomes absorbed in the investigation of topics. |
|  | 3. Displays intellectual curiosity; becomes interest in a variety of topics not required  Or assigned. |
|  | 4. Skilled in analyzing topics, finding the underlying problem, questioning,  Investigating. |
|  | 5. Attracted to cognitive complexity; enjous puzzles, paradoxes, mysteries. |
|  | 6. Asks questions that are open-ended or philosophical. |
|  | 7. Has a wide vocabulary, which is used precisely and appropriately. |
|  | 8. Enjoys language, reading, conversation, listening, and verbal communication. |
|  | 9. Sensitive to social issues, sees ethical and moral questions. |
|  | 10. Suspends judgment; entertains alternative explanations or points of view while  exploring a question. |
|  | 11. Engages in intellectual play; enjoys puns, play on words, language games. |
|  | 12. Enjoys the processes of research and investigation for their own sake. |
|  | 13. Recalls details about social science topics; makes unusual connections. |
|  | 14. Interested in social themes, complex public issues, explanations, and theories of  Causations. |
|  | 15. Curious about many things; "goes off on tangents". |

Total Points (Sum of points/number of items rated. Do not count any items marked

with DK

**Purdue Academic Rating Scale: English**

Name of Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade/Course \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

District \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Campus \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Read Each item and rate the student according to this scale.

5. Rarely, seldom, or never

6. Occasionally, sometimes

7. Quite often or frequently

8. Always or almost always

DK Do not know or have never observed

|  |  |
| --- | --- |
|  | 1. Interested in words, definitions, derivations; has extensive vocabulary. |
|  | 2. Sees details; is a good observer; sees relationships; makes connections. |
|  | 3. Organizes ideas and sequences well in preparation for speaking or writing. |
|  | 4. Has a good sense of humor; uses and understands satire, puns, and second  meanings. |
|  | 5. Reads widely in a variety of types of literature; many focus on one type for a  periods of time, then switch and focus on another. |
|  | 6. Original and creative; comes up with unique ideas in writing or speaking. |
|  | 7. Develops convincing characters and situations in writing. |
|  | 8. Withholds judgment while investigating a topic; willing to explore a topic in  greater depth than other students; curious. |
|  | 9. Recognizes author's or speaker's point of view, mood and intention. |
|  | 10. Elaborates well when speaking or writing; uses vivid expressions which make  words "come alive". |
|  | 11. Visualizes and translates images into written or spoken forms. |
|  | 12. Likes independent study and research in areas of interest. |
|  | 13. Motivated to write even when writing is not assigned; writes stories, poems, or  Plays; keeps a journal or diary. |
|  | 14. Sees relation between literature and other art forms. |
|  | 15. Uses words effectively in writing descriptions and communication emotions. |

Total Points (Sum of points/number of items rated. Do not count any items marked

with DK)

**Purdue Academic Rating Scale: Mathematics**

Name of Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade/Course \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

District \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Campus \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Read Each item and rate the student according to this scale.

1. Rarely, seldom, or never

2. Occasionally, sometimes

3. Quite often or frequently

4. Always or almost always

DK Do not know or have never observed

|  |  |
| --- | --- |
|  | 1. Generalizes mathematical relationships; relates concepts in various applications. |
|  | 2. Organizes data to discover patterns or relationships. |
|  | 3. Persistent in learning math; concentrates; works hard; motivated; interested. |
|  | 4. Analyzes problems carefully; considers alternatives; does not necessarily accept  first answer. |
|  | 5. Resourceful in seeking ways to solve a problem. |
|  | 6. Interested in numbers and quantitative relationships; sees usefulness of  application of math concepts; processes math concepts faster than other students. |
|  | 7. Good at verbalizing math concepts processes, and solutions. |
|  | 8. Identifies and restates problems; good at formulating hypotheses. |
|  | 9. Reasons effectively. |
|  | 10. Enjoys trying to solve difficult problems; likes puzzles and logic problems. |
|  | 11. Visualizes spatially; can create visual images of problems. |
|  | 12. Develops unique associations; uses original methods for solutions. |
|  | 13. Sometimes solves problems intuitively; cannot always explain why the solution  is correct. |
|  | 14. Recalls relevant information or concepts in solving problems; recognizes the  critical elements. |
|  | 15. Extends math concepts naturally; goes a "step farther". |

Total Points (Sum of points/number of items rated. Do not count any items marked

with DK

Bryson ISD

Gifted/Talented Student Identification Profile

District line: 2 Quantitative criteria above line

Student #\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Below Average | Average | Strong Average | Excellent | Superior |
| **School Ability (IQ)** | <85 | 85-99 | 100-115 | 116-129 | 130+ |
| * CoggAT or SAGES2 Reasoning |  |  |  |  |  |
| **Achievement Scores (percentiles)** | ≤50 | 51-80 | 81-90 | 91-95 | 96-99  Quantitative Data |
| * SAGES-2 Math/Sci. |  |  |  |  |  |
| * SAGES-2 ELA/SS |  |  |  |  |  |
| **Divergent Thinking** | ≤85 | 85-100 | 101-116 | 116-131 | 131+ |
| * Torrance Test of Creative Thinking |  |  |  |  |  |
| **Elementary Teacher Rating Scales (Hartman-Renzulli)** | | | |  | | Qualitative Data |
| * Learning | 11-22 | 23-33 | 34-44 | 45-55 | 56-66 |
| * Creativity | 9-18 | 19-27 | 28-36 | 37-45 | 46-54 |
| * Motivation | 11-22 | 23-33 | 34-44 | 45-55 | 56-66 |
| * Leadership | 7-14 | 15-21 | 22-28 | 29-35 | 36-42 |
| **Secondary Teacher Rating Scales (Purdue)** | | | |  | |
| * Social Studies | <20 | 20-33 | 34-42 | 43-51 | 52-60 |
| * Math | <20 | 20-33 | 34-42 | 43-51 | 52-60 |
| * Science | <20 | 20-33 | 34-42 | 43-51 | 52-60 |
| * Language Arts | <20 | 20-33 | 34-42 | 43-51 | 52-60 |
| **Parent Rating Scale (Gates)** | | | | | |
| * Intellectual Ability | <70 | 70-79 | 80-89 | 90-110 | 111+ |
| * Academic Skills | <70 | 70-79 | 80-89 | 90-110 | 111+ |
| * Creativity | <70 | 70-79 | 80-89 | 90-110 | 111+ |
| * Leadership | <70 | 70-79 | 80-89 | 90-110 | 111+ |
| * Artistic Talent | <70 | 70-79 | 80-89 | 90-110 | 111+ |

District line: 2 Qualitative criteria above line

**Identification Committee Action:**

At this time, this student does, or does not exhibit educational need to receive Bryson ISD Gifted/Talented services.

Student #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Decision: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Committee Member Signatures:

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

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

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

**Bryson Independent School District**

**Gifted/Talented Services**

**Determination of Education Need Form**

To the Parents of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

After examining your child's assessment data and evaluating your child's specific educational needs, the Gifted/Talented Identification Committee has determined your child exhibits an educational need to be served through the Gifted/Talented services.

If you would like to schedule an appointment to look at your child's assessment results, please contact the Gifted/Talented Coordinator at 940-392-2601.

Sincerely,

**Bryson Independent School District**

**Gifted/Talented Services**

**Determination of Education Need Form**

To the Parents of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

After examining your child's assessment data and evaluating your child's specific educational needs. the Gifted/Talented Identification Committee does not feel your child exhibits educational need to benefit from Gifted/Talented services at this time. However, your child may be referred for testing again next year for further evaluation.

If you would like to schedule an appointment to look at your child's assessment results, please contact the Gifted/Talented Coordinator at 940-392-2601.

Sincerely,

**Bryson Independent School District**

**Parent Permission for Gifted/Talented Services Form**

Student's Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Home Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Work Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your child has met the educational qualifications for placement in the Gifted/Talented program. Before we can officially begin program services for your child, we must have your written approval for your child to receive services. Please complete this form and return it to school as soon as possible.

Please check the appropriate space:

\_\_\_\_\_\_\_\_ YES, I give permission for our son/daughter to receive Gifted/Talented Services

\_\_\_\_\_\_\_\_ NO, I do not want our son/daughter to receive Gifted/Talented Services.

Parent/Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Bryson Independent School District**

**Documentation of Gifted/Talented Services**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade/Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester/Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Directions to Teacher**: State mandates require gifted students to receive differentiation on a regular basis. Fill in the date and content, and then circle the letter of the differentiation technique used in the lesson You may not need to document differentiation every time, depending on frequency. This form represents a sampling of what you do for this Gifted/Talented student and should last one semester.



**Bryson Independent School District**

**Gifted/Talented Services**

**Student Progress Report**

Student's Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ Six Week Report

This six weeks, your child received Gifted/Talented services through the following:

Please note your child's progress and work habits during G/T services for this six weeks:

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Excellent** | **Satisfactory**ory | **Needs**  **Improvement** |
| 1. Routinely provides useful ideas when participating in group and classroom discussion; a definite leader who contributes a lot of effort. |  |  |  |
| 2. Provides work of the highest quality. |  |  |  |
| 3. Routinely uses time well throughout assignments and projects to ensure things get done on time If group work, group members do not have to adjust deadlines or work responsibilities because of this student's procrastination. |  |  |  |
| 4. Actively looks for and suggests solutions to problems. |  |  |  |
| 5. Never is publicly critical of the work of others. Always has a positive attitude about the task(s). |  |  |  |
| 6. Brings needed materials to class and is always ready to work |  |  |  |
| 7. Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together. |  |  |  |
| 8. Work reflects this student's best efforts. |  |  |  |

Comments from the teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

**Bryson Independent School District**

**Gifted/Talented Program Evaluation Questions**

**Student Survey**

Please complete the following questionnaire by checking a response for each question. Your teacher can help you, if needed.



**Bryson Independent School District**

**Gifted/Talented Program Evaluation Questions**

**Parent Survey**

Please complete the following questionnaire by checking a response for each question.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student Assessment** | | | | | |
|  | **Yes** | **No** | | **Don't Know** | |
| **Question** |  |  | |  | |
| Have you requested a copy of the board-approved written policy and procedures for gifted student identification? |  |  | |  | |
| Does the above policy also address furloughs, reassessment, exiting of students from services, transfer of students, and appeals? |  |  | |  | |
| Does the district take referrals and assess for identification at least once a year? |  |  | |  | |
| Does the district make accommodations for non-English speaking students when testing? |  |  | |  | |
| Are nominations taken for all grade levels K-12? |  |  | |  | |
| Does the district use at least three (3) criteria in the assessment process? |  |  | |  | |
| Are nominations open to all students, regardless of race, ethnicity, socio-economic status, other identified exceptionalities, etc.? |  |  | |  | |
| Are kindergarten students nominated, assessed, and if identified provided services by March 1? |  |  | |  | |
| **Program Design** |  |  | |  | |
| **Questions** | **Yes** | **No** | | **Don't Know** | |
| Do identified students have the opportunity each year to receive gifted services in the four (4) core academic areas (math, language arts, science, social studies?? |  |  | |  | |
| Are parents informed each year concerning how their children are receiving G/T services? |  |  | |  | |
| Do gifted students have the opportunity to work with other gifted students? |  |  | |  | |
| Are gifted services provided during the entire school year? |  |  | |  | |
| Are acceleration options available through Credit by Examination and Early High School Graduation? |  |  | |  | |
| If the district provides services to Junior High and High School identified students through Pre-AP, AP, challenge, honors, or dual-credit classes, does the teacher provide differentiation through depth and complexity? | | | | | |
| a. Math |  | |  | |  |
| Comments |  | |  | |  |

|  |  |  |  |
| --- | --- | --- | --- |
| b. Science |  |  |  |
| Comments |  |  |  |
| c. Social Studies |  |  |  |
| Comments |  |  |  |
| d. Language Arts |  |  |  |
| Comments |  |  |  |
| If the district provides services to identified students through the regular classroom, does the teacher provide differentiation through depth and complexity? |  |  |  |
| a. Math |  |  |  |
| Comments |  |  |  |
| b. Science |  |  |  |
| Comments |  |  |  |
| c. Social Studies |  |  |  |
| Comments |  |  |  |
| d. Language Arts |  |  |  |
| Comments |  |  |  |
| **Curriculum and Instruction** | | | |
| **Question** | **Yes** | **No** | **Don't Know** |
| Are students provided the opportunity to demonstrate skills in self-directed learning, thinking, research and communication |  |  |  |
| Is there a variety of challenging learning experiences provided which emphasize content from the four (4) core academic areas (math, language arts, science, social studies)? |  |  |  |
| Are identified students provided learning opportunities each year which lead to the development of advanced-level products and performances? |  |  |  |
| **Family-Community Involvement** | | | |
| **Question** | **Yes** | **No** | **Don't Know** |
| Are parents informed each year of the learning opportunities provided to their gifted child? |  |  |  |
| Are parents included in the annual gifted program evaluation? |  |  |  |
| **Additional Comments/Suggestions** | | | |
|  | | | |
|  | | | |
|  | | | |
|  | | | |
|  | | | |

**Bryson Independent School District**

**Gifted/Talented Program Evaluation Survey**

**Educator Survey**

Please complete the following questionnaire by checking a response to each question.

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Assessment** | | | |
|  | **Yes** | **No** | **Don't Know** |
| **Question** |  |  |  |
| Do you have access to the board-approved written policy and procedures for gifted student identification? |  |  |  |
| Does the above policy also address furloughs, reassessment, exiting of students from services, transfer of students, and appeals? |  |  |  |
| Does the district take referrals and assess for identification at least once a year? |  |  |  |
| Does the district make accommodations for non-English speaking students when testing? |  |  |  |
| Does the district use at least three (3) criteria in the assessment process? |  |  |  |
| Are nominations open to all students, regardless of race, ethnicity, socio-economic status, other identified exceptionalities, etc.? |  |  |  |
| Does the district make placement decisions with a committee of at least three (3) local educators who have received training in the nature and needs of gifted students? |  |  |  |
| Are kindergarten students nominated, assessed, and if identified provided services by March 1? |  |  |  |
| **Program Design** |  |  |  |
| **Question** | **Yes** | **No** | **Don't Know** |
| Do identified students have the opportunity each year to receive gifted services in the four (4) core academic areas (math, language arts, science, social studies?? |  |  |  |
| Are parents informed each year concerning how their children are receiving G/T services? |  |  |  |
| Do gifted students have the opportunity to work with other gifted students? |  |  |  |
| Are gifted services provided during the entire school year? |  |  |  |
| Are acceleration options available through Credit by Examination and Early High School Graduation? |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| If the district provides services to Junior High and High School identified students through Pre-AP, AP, challenge, honors, or dual-credit classes, does the teacher provide differentiation through depth and complexity? | | | |
| a. Math |  |  |  |
| Comments |  |  |  |
| b. Science |  |  |  |
| Comments |  |  |  |
| c. Social Studies |  |  |  |
| Comments |  |  |  |
| d. Language Arts |  |  |  |
| Comments |  |  |  |
| If the district provides services to identified students through the regular classroom, does the teacher provide differentiation through depth and complexity? |  |  |  |
| a. Math |  |  |  |
| Comments |  |  |  |
| b. Science |  |  |  |
| Comments |  |  |  |
| c. Social Studies |  |  |  |
| Comments |  |  |  |
| d. Language Arts |  |  |  |
| Comments |  |  |  |
| **Curriculum and Instruction** | | | |
| **Question** | **Yes** | **No** | **Don't Know** |
| Are students provided the opportunity to demonstrate skills in self-directed learning, thinking, research and communication |  |  |  |
| Is there a variety of challenging learning experiences provided which emphasize content from the four (4) core academic areas (math, language arts, science, social studies)? |  |  |  |
| Are identified students provided learning opportunities each year which lead to the development of advanced-level products and performances? |  |  |  |
| Do the campus and district improvement plans address services to gifted/talented students each year? |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Professional Development** | | | |
| **Question** | **Yes** | **No** | **Don't Know** |
| Are all teachers of the gifted required to attain the 30 hours of foundational training before providing services? If training is not available prior to assignment, the teacher should receive the training during the first semester. |  |  |  |
| Do all teachers of the gifted receive a minimum of six (6) hours annually of professional development in gifted education? |  |  |  |
| Do administrators and counselors have a minimum of six (6) hours of professional development in the nature and needs of gifted students? |  |  |  |
| Does the district evaluate the professional development activities for gifted/talented education? |  |  |  |
| Does the district evaluate the gifted program each year? |  |  |  |
| **Family-Community Involvement** | | | |
| **Question** | **Yes** | **No** | **Don't Know** |
| Are parents given access, upon request, to the board-approved district policy and procedures on student identification for the gifted program? |  |  |  |
| Are parents included in the annual gifted program evaluation? |  |  |  |
| **Additional Comments/Suggestions** | | | |
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**Bryson Independent School District**

**Gifted/Talented Services**

**Furlough from G/T Services Form**

Requested by:

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

Student's Name

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

Student's Grade \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Length of Furlough Requested: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reason for request:

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

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Gifted/Talented Committee Decision:

\_\_\_\_\_\_\_\_\_\_\_\_ Furlough Granted \_\_\_\_\_\_\_\_\_\_\_\_ Furlough Denied

Date of Committee Meeting: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Length of Furlough: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Return Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments:

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

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**Bryson Independent School District**

**Gifted/Talented Services**

**Exit from Gifted/Talented Services Form**

Student's Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Person Requesting Exit: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Relationship to Student: \_\_\_\_\_\_\_\_\_\_\_\_

To be completed by person requesting exit:

ReasonforExitRequest\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Was a furlough from G/T services considered and/or granted? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Results of furlough: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Gifted/Talented Committee Decision:

\_\_\_\_\_\_\_\_\_\_\_\_ Exit Granted \_\_\_\_\_\_\_\_\_\_\_\_ Exit Denied

Note: Once a student has been exited from Gifted/Talented Services, the student is subject to referral and identification to determine educational need for the program before readmission.

Comments\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Bryson Independent School District**

**Required Gifted/Talented 30-Hour Training**

Educator Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- |
| Class | Available from Region 9 | Date Completed |
| Nature and Needs of the Gifted | Face to face or online |  |
| Assessing Student Needs for the G/T Program | Face to face or online |  |
| Curriculum and Instruction for Gifted Students I | Face to face or online |  |
| Curriculum and Instruction for Gifted Students II | Face to face |  |
| Curriculum and Instruction for Gifted Students III | Face to face |  |

**Bryson Independent School District**

**District Gifted/Talented Coordinator Responsibilities**

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| **August-September** | **November-December** | **Spring** |
| New district faculty members providing Gifted/Talented services have secured the 30 hours of G/T foundational required professional development. If this is not possible, new faculty members must obtain the training within one semester. | Place notice of referral for student assessment on school website, school Facebook, and send with students. Notice should be available in English and Spanish. | Conduct or oversee administration of assessment instruments to nominated students. |
| Administrators and Counselors who have authority to make program decisions, or assess students, should have 6 hours of Nature and Needs of the Gifted professional development. | Office should have referral forms available. | Kindergarten assessment should be completed by mid-February. |
| Principal is provided with an updated list of identified Gifted/Talented Students. | Once the referral period has closed, obtain written parental permission for assessment of each student. | Meet with Gifted/Talented Committee to discuss qualification of Kindergarten students **prior to** March 1. Kindergarten identified students **must** receive services by March 1. |
| Documentation of G/T Services forms are disseminated to teachers | Maintain staff development records of applicable staff. | Notify PEIMS coding coordinator of identified Kindergarten students **prior to** March 1. |
| Annually establish means of informing parents how students will receive services (meeting, letter, website). |  | Meet with Gifted/Talented Committee in May to discuss qualification of students in grades 1-12. |
| **August-September** | **November-December** | **Spring** |
| Make copies of local Gifted/Talented policy and procedures as well as The Texas State Plan for the Education of Gifted/Talented Students available upon request by individuals. |  | Administer and collect surveys over G/T services from teachers, students, and parents. Aggregate data and disseminate to superintendent, principal, school board, and District Improvement Team. |
| Check with PIEMS coding coordinator to confirm correct coding of newly identified students. |  | Collect campus Documentation of G/T Services for year. |
| Check to confirm student portfolios are up to date |  | As spring identifications are finalized, place copy of student profile for qualifying students in permanent records. |
| Attend fall G/G Coordinator meeting at Region 9 in September |  | Attend Spring G/T Coordinator meeting at Region 9 in May. |

**Bryson Independent School District**

**Campus Administrator Responsibilities**

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| **August-September** | **November-December** | **Spring** |
| New faculty members providing Gifted/Talented services have secured the 30 hours of G/T foundational required professional development. If this is not possible, new faculty members must obtain the training within one semester. | Make available forms for parents and community members who wish to nominate a student for testing. Notices should be available in English and Spanish. | Meet with Gifted/Talented Committee to discuss qualification of Kindergarten students **prior to** March 1. Kindergarten identified students **must** receive services by March 1. |
| Administrators and Counselors who have authority to make program decisions, or assess students, should have 6 hours of Nature and Needs of the Gifted professional development. | Once the referral period has closed, obtain written parental permission for assessment of each student. | Meet with Gifted/Talented Committee in May to discuss qualification of students in grades 1-12. |
| G/T Teachers are provided with an updated list of identified Gifted/Talented Students. | Maintain staff development records of applicable staff | Assist G/T Coordinator in administering and collecting surveys over G/T services from teachers, students, and parents. |
| Documentation of G/T Services forms are disseminated to teachers | .Collect forms documenting G/T services from G/T teachers at the end of the first semester. | Campus Improvement Plans should contain at least one indicator for improvement of G/T services each year based on survey data |
| Annually establish means of informing parents how students will receive services (meeting, letter, website). | As PDAS walk-throughs and observations are conducted, look for evidence of teachers using Depth and Complexity with their G/T students as well as requiring advanced level products and performances. | Collect forms documenting G/T services from G/T teachers at the end of the second semester. |
| **August-September** | **November-December** | **Spring** |
| Maintain several copies of local Gifted/Talented policy and procedures as well as The Texas State Plan for the Education of Gifted/Talented Students available upon request by individuals. | Assure current G/T teaching faculty have obtained a 6-hour G/T credit professional development update. |  |
| Check with PIEMS coding coordinator to confirm correct coding of newly identified students. |  |  |
| Check to confirm student portfolios are received by students' new teachers and maintained throughout the year. |  |  |
| Attend fall G/G Coordinator meeting at Region 9 in September |  |  |

**Bryson Independent School District**

**District Gifted/Talented Teacher Responsibilities**

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| **August-September** | **November-December** | **Spring** |
| If this is your first year to provide Gifted/Talented services, make sure you have secured the 30 hours of G/T foundational required professional development. If this is not possible prior to the school year beginning, it must be obtained before the end of the first semester. Maintain copies of professional development records as proof of training. | Differentiate for identified students on a regular basis through incorporating Depth and Complexity, as well as advanced products and performances. Other means of differentiation can be offered at your discretion based on student needs. Grades should always be based on grade-level TEKS. | Assist district G/T Coordinator and administrator in administering and collecting surveys over G/T services from teachers, students, and parents. |
| Obtain a current list of identified Gifted/Talented students. | Maintain student portfolios, adding one product/performance per semester. | Submit second semester documentation of services form to your administrator. |
| Obtain a copy of local G/T policy and procedures as well as the Texas State Plan for the Education of Gifted/Talented Students from your administrator. Familiarize yourself with district and state requirements | Maintain documentation of services forms and submit to your administrator at the end of each semester. | Send student portfolios to the next grade level or to the G/T Coordinator. |
| Secure documentation of G/T Services forms from your administrator. You should maintain one form for each identified G/T student and will turn these in each semester to your administrator. | Make sure you have received 6-hours of G/T update professional development credit each year you provide Gifted/Talented services and maintain copy of certificate for proof. |  |
| Coordinate with your administrator to establish a means of informing parents how students will receive services (meeting, letter, website, etc.). |  |  |
| **August-September** | **November-December** | **Spring** |
| If parents of identified students request copies of local Gifted/Talented policy and procedures or The Texas State Plan for the Education of Gifted/Talented Students secure copies from your administrator. |  |  |
| Locate student portfolios through your campus administrator and add one product/performance for the student each semester. |  |  |
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