

Priority Charter Schools

Policy and Procedures For 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 will 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 DEFINITION OF GIFTED/TALENTED STUDENT

§29.121. DEFINITION: In this subchapter, "gifted and talented student" means a child or youth who performs at, or shows the potential for performing at a remarkably high level or accomplishment when compared to others of the same age, experience, or environment and who:

- (1) Exhibits high performance capability in an intellectual, creative, or artistic area;
- (2) Possesses an unusual capacity for leadership; or
- (3) Excels in a specific academic field.

PRIORITY CHARTER SCHOOLS DEFINITION OF GIFTED AND TALENTED

Priority Charter School 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

PRIORITY CHARTER SCHOOLS 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 as well as products 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 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

Priority Charter School has board approval on November 21, 2019 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.

Priority Charter Schools Identification Timeline:

Referral procedures published on district website, and/ or on school Facebook page, and sent home with students	September
Referrals accepted from parents and/or teachers	September-October
Screenings, assessments conducted after written parental permission obtained	September-November February for Kindergarten referrals
Gifted/Talented Committee Meets	September-January
Written parental permission for services obtained for identified students	November-December
Services begin for identified students	January
Gifted/Talented committee meets regarding G/T transfer students	Ongoing
Written parental permission for services obtained for G/T transfer students	No later than two academic weeks from G/T Committee Transfer Meeting
Services begin for identified students	September

DISSEMINATING INFORMATION

Parents, Teachers, Priority Charter School staff may nominate a student for the program at the period of annual referrals listed on the timeline above. Referral forms are available in the campus office and/or on the district website. Referral forms may be submitted only during the time period of referral acceptance. Late referrals will not be accepted.

Parents are informed of the identification policies 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) qualitative and quantitative instruments 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 3 (NNAT3)
- Achievement Test the Iowa FORM E
- Teacher and/or Parent Rating Scales such the Renzulli-Hartman Teacher Rating Scales, the Purdue Teacher Rating Scales, or other rating scales as deemed appropriate for the student;
- Student Portfolio

QUALIFICATION PROCESS

The student profile identifies the student's strengths and weaknesses. The percentile and/or scores from the assessment instruments are on the student matrix 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 two district administrators, two campus administrators, and one classroom teacher. 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 from Priority Charter Schools Administrative Office by 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 Priority Charter Schools may be considered for the Gifted/Talented Program. The records will be examined using Priority Charter Schools criteria, once screening records are received from the student's previous district. If the transfer data is insufficient, Priority Charter Schools 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 by 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 POLICY

A furlough is a temporary "leave of absence" from the Gifted/Talented Program designed to meet the individual needs of an identified student. A parent, student, teacher, or administrator may request a furlough. 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. A 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

Priority Charter Schools 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. 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 Passion-Based Learning, Coding, College and Career Readiness, Texas Performance Standards Project, 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.

PROFESSIONAL DEVELOPMENT AND ONGOING TRAINING IN GIFTED EDUCATION

Priority Charter School 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

Priority Charter Schools 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.

PRIORITY CHARTER SCHOOLS GIFTED AND TALENTED FORMS

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PUBLIC ANNOUNCEMENT OF REFERRAL PERIOD

Public Notice:

Priority Charter School 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 academic 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 Priority Charter Schools 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 the currently enrolled campus to request a form be sent to them.

Priority Charter Schools
Gifted/Talented Referral Form

I, _____, as parent/guardian/teacher would like to refer
(Please Print)

_____ for the Gifted/Talented screening and assessment process.
(Print student's name)

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 Priority Charter Schools will make 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 Priority Charter Schools. 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,

TeRee' Jackson
Director of Gifted and Talented
Priority Charter Schools

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: _____

**Level II Gifted
Evaluation Teacher
Rating Scale**

Student's Name: _____ Homeroom Teacher: _____

Date of Birth: _____ School: _____ Grade: _____

Dear Teacher:

This rating scale is being used as one of a number of measures in the evaluation process for Priority Charter School students to help determine eligibility for Gifted Support Services.

Please rate each item by circling one of the numbers following each descriptive statement as it most appropriately pertains to your student by using the following 'key':

Teacher Rating
Scale (Check one on
each line on the
following pages)

5 4 3 2 1 (5-Almost Always Observed) (4-Frequently) (3-Occasionally) (2-Seldom) 1-(Never)

Level II Gifted Evaluation Teacher Rating Scale

5 4 3 2 1 (5-Almost Always Observed) (4-Frequently) (3-Occasionally) (2-Seldom) (1-Never)

- 1) Demonstrates good communication skills and expresses self well. 5 4 3 2 1
- 2) Evidences a large fund of general knowledge. 5 4 3 2 1
- 3) Frequently asks interesting or unique questions. 5 4 3 2 1
- 4) Displays many different ideas and/or shows a wide range of interests or activities. 5 4 3 2 1
- 5) Uses unique and unusual ways of solving problems. 5 4 3 2 1
- 6) Asks reasons why; frequently questions things. 5 4 3 2 1
- 7) Demonstrates interest and enjoyment in learning new things. 5 4 3 2 1
- 8) Demonstrates leadership skills across a variety of activities. 5 4 3 2 1
- 9) Other children look to child to initiate play activities. 5 4 3 2 1
- 10) Demonstrates a great deal of curiosity; interested in knowing how and why. 5 4 3 2 1
- 11) Demonstrates strong persistence in problem solving. 5 4 3 2 1
- 12) Excited about novel projects and activities. 5 4 3 2 1
- 13) Is creative; develops original stories, songs, or plays. 5 4 3 2 1
- 14) Shows ability to influence others in working toward established goals. 5 4 3 2 1
- 15) Shows unusual ability to dramatize feelings and experiences. 5 4 3 2 1
- 16) Shows remarkable ability to perceive relationships; combines

ideas in novel ways. 5 4 3 2 1

17) Demonstrates ability to adapt and/or accommodate to the environment . 5 4 3 2 1

18) Displays special aptitude or talent in a special area with above average coordination, agility and/or ability. 5 4 3 2 1

19) Enjoys organizing and bringing structure to situations. 5 4 3 2 1

20) Has interests of older children or adults in organized games and reading. 5 4 3 2 1

21) Is aware of problems others often do not see. 5 4 3 2 1

22) Often finds and corrects own mistakes. 5 4 3 2 1

23) Sets high standards for self. 5 4 3 2 1

24) Chooses difficult problems over simple ones. 5 4 3 2 1

25) Demonstrates advanced ability to apply knowledge to practical situations. 5 4 3 2 1

26) Shows strong interest in or advanced understanding of concepts related to time, calendar, money or measuring. 5 4 3 2 1

27) Demonstrates advanced understanding of cause and effect relationships. 5 4 3 2 1

28) Is highly imaginative in art work, play, use of materials or ideas. 5 4 3 2 1

29) Often does things in his/her own way (independent, non-conforming). 5 4 3 2 1

30) Highly alert an observant to what is occurring in his/her surroundings. 5 4 3 2 1

Now that you have completed the rating scale, please add your response numbers and divide this total by 30 (or by the number of items you answered) if any were omitted. This will give you an 'Average' rating scale score.

Teacher Rating Score _____

_____ (Print)

_____ (Signature)

**Level II Gifted Evaluation
Parent/Guardian Rating Scale**

Student's Name: _____ Homeroom Teacher: _____

Date of Birth: _____ School: _____ Grade: _____

Dear Parent/Guardian:

This rating scale is being used as one of a number of measures in the screening process Priority Charter School students to help determine eligibility for Gifted Support Services.

Please rate each item by circling one of the numbers following each descriptive statement as it pertains to your child by using the following 'key': 5 4 3 2 1 (5-Almost Always Observed) (4-Frequently) (3-Occasionally) (2-Seldom) (1-Never)

- 1) Demonstrates good communication skills and expresses self well. 5 4 3 2 1
- 2) Evidences a large fund of general knowledge. 5 4 3 2 1
- 3) Frequently asks interesting or unique questions. 5 4 3 2 1
- 4) Displays many different ideas and/or shows a wide range of interests or activities. 5 4 3 2 1
- 5) Uses unique and unusual ways of solving problems. 5 4 3 2 1
- 6) Asks reasons why; frequently questions things. 5 4 3 2 1
- 7) Demonstrates interest and enjoyment in learning new things. 5 4 3 2 1
- 8) Demonstrates leadership skills across a variety of activities. 5 4 3 2 1
- 9) Other children look to child to initiate play activities. 5 4 3 2 1
- 10) Demonstrates a great deal of curiosity; interested in knowing how and why. 5 4 3 2 1
- 11) Demonstrates strong persistence in problem solving. 5 4 3 2 1
- 12) Excited about novel projects and activities. 5 4 3 2 1
- 13) Is creative; develops original stories, songs, or plays. 5 4 3 2 1

- 14) Shows ability to influence others in working toward established goals. 5 4 3 2 1
- 15) Shows unusual ability to dramatize feelings and experiences. 5 4 3 2 1
- 16) Shows remarkable ability to perceive relationships; combines ideas in novel ways. 5 4 3 2 1
- 17) Demonstrates ability to adapt and/or accommodate to the environment. 5 4 3 2 1
- 18) Displays special aptitude or talent in a special area with above average coordination, agility and/or ability. 5 4 3 2 1
- 19) Enjoys organizing and bringing structure to situations. 5 4 3 2 1
- 20) Has interests of older children or adults in organized games and reading. 5 4 3 2 1
- 21) Is aware of problems others often do not see. 5 4 3 2 1
- 22) Often finds and corrects own mistakes. 5 4 3 2 1
- 23) Sets high standards for self. 5 4 3 2 1
- 24) Chooses difficult problems over simple ones. 5 4 3 2 1
- 25) Demonstrates advanced ability to apply knowledge to practical situations. 5 4 3 2 1
- 26) Shows strong interest in or advanced understanding of concepts related to time, calendar, money or measuring. 5 4 3 2 1
- 27) Demonstrates advanced understanding of cause and effect relationships. 5 4 3 2 1
- 28) Is highly imaginative in art work, play, use of materials or ideas. 5 4 3 2 1
- 29) Often does things in his/her own way (independent, non-conforming). 5 4 3 2 1
- 30) Highly alert and observant to what is occurring in his/her surroundings. 5 4 3 2 1

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 the 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 to 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).

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; enjoys 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 further".

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

Priority Charter Schools

District line: 2
Quantitative/Qualitative
criteria above line

Gifted/Talented Student Identification Profile

Student # _____ Grade _____ Campus _____



	Low Average	Average	High Average	Superior	Very Superior
Ability Scores	<85	85-99	100-119	120-130	130+
• NNAT3					
Achievement Scores (percentiles) Iowa Assessment (E)	≤50	51-80	81-90	91-95	96-99
• Reading					
• Math					
Elementary Teacher Rating Scales (Hartman-Renzulli)					
• Learning	1-11	12-22	23-33	34-44	45-55
• Motivation	1-7	7-13	14-20	21-27	28-35
• Leadership	1-4	5-9	10-15	15-19	20-25
Secondary Teacher Rating Scales (Purdue)					
• Social Studies	<7	7-14	15-29	30-44	45-60
• Math	<7	7-14	15-29	30-44	45-60
• Science	<7	7-14	15-29	30-44	45-60
• English/LA	<60	60-74	75-89	90-104	105-120
Parent Rating Scale					
• Learning	1-11	12-22	23-33	34-44	45-55

• Motivation	1-7	8-13	14-20	21-27	28-35
• Leadership	1-4	5-9	10-15	15-19	20-25

Identification Committee Action:

At this time, this student does, or does not exhibit educational need to receive Priority Charter Schools Gifted/Talented services.

Student # _____

Date of Decision: _____

Committee Member Signatures:

_____	_____
_____	_____
_____	_____

**Priority Charter Schools
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.

Sincerely,

TeRee' Jackson
Director of Gifted and Talented
Priority Charter Schools

**Priority Charter Schools
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 need 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 G/T campus coordinator.

Sincerely,

TeRee' Jackson
Director of Gifted and Talented
Priority Charter Schools

**Priority Charter Schools
Parent Permission for Gifted and Talented 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: _____

**Priority Charter Schools
Documentation of Gifted/Talented Services**

Student Name: _____ Grade/Subject: _____

Teacher Name: _____ Semester/Year: _____

Method(s) of Services	
A. Depth & Complexity (Required)	B. Advanced Level Product/Performance (Required)
C. Choice of Product	D. Most Difficult First
E. Problem Based Learning	F. Tiered Assignment
G. Questioning/Bloom's Taxonomy	H. Creative Problem Solving
I. Inductive Thinking	J. Ability Grouping

Directions to Teacher: State mandates require gifted students to receive differentiation on a regular basis. Fill in the date and content, and then check the box under 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 what you do for this Gifted/Talented student and should last one semester.

Date	Lesson/Content	A	B	C	D	E	F	G	H	I	J	K	L	Notes

**Priority Charter Schools
 Gifted and Talented Services
 Student Progress Report**

Student's Name _____ Grade Level _____

Teacher _____ Nine Weeks Report

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

-
-
-
-

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

Criteria	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
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. In group work, the student is able to adhere to deadlines and work responsibilities.				
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: _____

**Priority Charter Schools
 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.

Program Design			
	Yes	No	Don't Know
Questions			
Are G/T Services available to you in all four core areas?			
Are your parents informed each year on how you are receiving G/T services?			
Do you get to work with other G/T students?			
Are gifted services provided the entire school year?			
Does your teacher use Depth and Complexity when teaching?			

a. Math Comments			
b. Science Comments			
c. Social Studies Comments			
d. Language Arts Comments			
Curriculum and Instruction			
Questions			
Do you work on skills in self-directed learning, thinking, research, and communication?			
Do you get to create advanced level products and/ or performances each year?			
Family and Community Involvement			
Question			
Are students included in the annual gifted program evaluation?			
Additional Comments/Suggestions			

**Priority Charter Schools
 Gifted and Talented Program Evaluation Questions
 Parent Survey**

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

Student Assessment			
	Ye s	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	Ye s	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 Middle School and High School identified students through Pre-AP, AP, 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 or 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			

**Priority Charter Schools
 Gifted and Talented Program Evaluation Questions
 Educator Survey**

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

Student Assessment			
	Ye s	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	Ye s	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, 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 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			

**Priority Charter Schools
 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:

Gifted/Talented Committee Decision:

_____ Furlough Granted _____ Furlough Denied

Date of Committee Meeting: _____

Length of Furlough: _____ Return Date _____

Comments:

**Priority Charter Schools
Gifted and Talented
Exit from Gifted and Talented Services Form**

Student's Name: _____

Date: _____ Grade Level: _____

Person Requesting Exit: _____ Relationship to Student: _____

To be completed by person requesting exit:

Reason for Exit

Request _____

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

Results of furlough: _____

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 needs for the program before readmission.

Comments _____

**Priority Charter Schools
Required Gifted/Talented 6 Hour or 30 Hour Training**

Educator Name: _____

Class	Available from Region 12 and 13	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	

**Priority Charter Schools
Director of Gifted and Talented Responsibilities**

August-October	November-December	Spring
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<input type="checkbox"/> 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.	<input type="checkbox"/> Principal is provided with an updated list of identified Gifted/Talented Students.	<input type="checkbox"/> Collect forms documenting G/T services from G/T teachers at the end of the second semester.
<input type="checkbox"/> 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.	<input type="checkbox"/> Documentation of G/T Services forms are disseminated to teachers	<input type="checkbox"/> Meet with Gifted/Talented Committee to discuss qualification of students prior to March 1. Kindergarten identified students must receive services by March 1.
<input type="checkbox"/> Office should have referral forms available. <input type="checkbox"/> Once the referral period has closed, obtain written parental permission for assessment of each student.	<input type="checkbox"/> Maintain staff development records of applicable staff.	<input type="checkbox"/> Information regarding the Gifted and Talented Program is on the school website, and or school Facebook, and sent with students. Notice should be available in English and Spanish
<input type="checkbox"/> Conduct or oversee administration of assessment instruments to nominated students.	<input type="checkbox"/> Annually establish means of informing parents how students will receive services (meeting, letter, and website).	<input type="checkbox"/> Ensure that Campus Improvement Plans contain at least one indicator for improvement of G/T services each year based on survey data
<input type="checkbox"/> Maintain staff development records of applicable staff	<input type="checkbox"/> Notify PEIMS coding coordinator of identified students prior to January 31	<input type="checkbox"/> Ensure that campuses have collected surveys over G/T services from teachers, students, and parents.
August-September	November-December	Spring

<input type="checkbox"/> 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.		<input type="checkbox"/> 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.
<input type="checkbox"/> Check with PEIMS coding coordinator to confirm correct coding of newly identified students.		<input type="checkbox"/> Collect campus Documentation of G/T Services for year.
<input type="checkbox"/> Check to confirm student portfolios are up to date		<input type="checkbox"/> As spring identifications are finalized, place copy of student profile for qualifying students in permanent records.
<input type="checkbox"/> Attend fall G/T Coordinator meeting at Region 12 or 13 in September		<input type="checkbox"/> Attend Spring G/T Coordinator meeting at Region 12 or 13 in May.

Priority Charter Schools

Campus Administrator Responsibilities

August-October	November-December	Spring
<input type="checkbox"/> 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.	<input type="checkbox"/> Principal is provided with an updated list of identified Gifted/Talented Students.	<input type="checkbox"/> Meet with Gifted/Talented Committee to discuss qualification students prior to March 1. Kindergarten identified students must receive services by March 1.
<input type="checkbox"/> 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.	<input type="checkbox"/> Annually establish means of informing parents how students will receive services (meeting, letter, website).	<input type="checkbox"/> Meet with Gifted/Talented Committee in May to discuss qualification of students
<input type="checkbox"/> G/T Teachers are provided with an updated list of identified Gifted/Talented Students.	<input type="checkbox"/> Documentation of G/T Services forms are disseminated to teachers	<input type="checkbox"/> Assist G/T Coordinator in administering and collecting surveys over G/T services from teachers, students, and parents.
<input type="checkbox"/> Once the referral period has closed, obtain written parental permission for assessment of each student.	<input type="checkbox"/> Collect forms documenting G/T services from G/T teachers.	<input type="checkbox"/> Campus Improvement Plans should contain at least one indicator for improvement of G/T services each year based on survey data
<input type="checkbox"/> Annually establish means of informing parents how students will receive services (meeting, letter, website).	<input type="checkbox"/> As 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.	<input type="checkbox"/> Collect forms documenting G/T services from G/T teachers at the end of the second semester.
August-September	November-December	Spring

<input type="checkbox"/> 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.	<input type="checkbox"/> Assure current G/T teaching faculty have obtained a 6-hour G/T credit professional development update.	
<input type="checkbox"/> Check with PEIMS coding coordinator to confirm correct coding of newly identified students.		
<input type="checkbox"/> Check to confirm student portfolios are received by students' new teachers and maintained throughout the year.		
<input type="checkbox"/> Attend fall G/T Coordinator meeting at Region 12 or 13 in September		

Priority Charter Schools

Teacher of Gifted/Talented Students Responsibilities

August-October	November-December	Spring
<input type="checkbox"/> Obtain a current list of identified Gifted/Talented students. <input type="checkbox"/> Maintain student work samples, adding one product per semester.	<input type="checkbox"/> Differentiate for identified students on a regular basis through incorporating Depth and Complexity, as well as advanced products. Other means of differentiation can be offered at your discretion based on student needs. Grades should always be based on grade-level TEKS.	<input type="checkbox"/> Complete survey for G/T services.
<input type="checkbox"/> 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	<input type="checkbox"/> Maintain student work samples, adding one product per semester.	<input type="checkbox"/> Submit second semester documentation of services form to your administrator.
<input type="checkbox"/> 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	<input type="checkbox"/> Maintain documentation of services forms and submit to your administrator at the end of each semester.	<input type="checkbox"/> Send student portfolios to the next grade level or to the G/T Coordinator.
<input type="checkbox"/> 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.		
<input type="checkbox"/> Locate student portfolios through your campus administrator and add one product/performance for the student each semester.		

**PCS Charter School District
Gifted & Talented (GT) Enrollment**

Student Name: _____ Student ID: _____

Campus: _____ Grade Level: _____

Date of Entry: _____ Date of Withdrawal: _____

Participation Code	
<input type="checkbox"/> 0	Not Receiving Services, Or Condition Or Situation Not Applicable To This Person Or Campus
<input type="checkbox"/> 1	Participant In Program Or Service, Or Condition Or Situation Applicable To This Person Or Campus

Reason Code	
<input type="checkbox"/> 33	Record status change
	Other (Codes 01 – 98)

GT Code (Check all that apply)
<input type="checkbox"/> General Intellectual Ability
<input type="checkbox"/> Specific Subject Matter Aptitude
<input type="checkbox"/> Leadership Ability

1st Date of Service: _____ 1st Date of Eligibility for ADA: _____

Documentation (Such as a class roster or schedule):

The district must keep on file a class roster of all students who are served in the Gifted & Talented program in each school year.

Approvals: _____
 GT Coordinator Date

 Campus Principal Date