

BRIDGE CITY INDEPENDENT SCHOOL DISTRICT
POLICY AND PROCEDURES
FOR ACADEMICALLY GIFTED AND TALENTED STUDENTS

School Board Approved: December 13, 2010



Nondiscrimination

Bridge City ISD does not discriminate on the basis of race, religion, color, national origin, economic status, sex, or disability in providing education services, activities, and programs, including vocational programs in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section of the Rehabilitation Act of 1973, as amended.

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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 of accomplishment when compared to others of the same age, experience, or environment and who:

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

Added by Acts 1995, 74th Leg., ch. 260, § 1, eff. May 30, 1995.

BRIDGE CITY INDEPENDENT SCHOOL DISTRICT'S DEFINITION OF GIFTED

Bridge City 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

BRIDGE CITY INDEPENDENT SCHOOL DISTRICT'S GOAL FOR THE 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 THE 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

Bridge City 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.

Identification and Placement Procedures:

The district will follow these guidelines:

1. The district will solicit **nominations** for the G/T Program. These nominations will be solicited from all student populations, including regular education, special education, and ESL. Each year **100% of Kindergarten students** will participate in NNAT 2 testing and TABS checklists which are part of the screening process.
2. The identification criteria will ensure the fair assessment of students with special needs, such as the culturally divergent, the economically disadvantaged, and students with disabilities. Data from multiple sources will be included in the assessment process for G/T services. At least three (3) or more measures (qualitative and quantitative) will be used. (such as NNAT 2, TABS, KOI, OLSAT, SAI, Student Products/Planned Lessons, State Assessment Scores, Academic Progress, etc.)
3. Parents and students will be notified in writing upon selection of the student for the G/T Program. At this time parents will give written permission for the student to be placed in the G/T Program.
4. Written parental consent will be obtained before any special testing or individual assessment is conducted as part of the screening and identification process. Results may be shared with parents; however, actual assessments must remain confidential and may not be viewed before or after administration. Otherwise, the diagnostic potential of the assessment is jeopardized.
5. **Students new to BCISD (Transfer students)** who have been served in a G/T program in another district will be placed in the campus G/T class **if space in that class is available** on a conditional basis through one complete six-weeks grading period (report card cycle). In some cases, extenuating circumstances (no records, etc.) may cause a delay in the student's placement. Once placed in the program on a conditional basis, the student will remain in the program unless this proves not to be the best placement for the student. BCISD reserves the right to administer its own assessments if there are any questions concerning appropriate measures on other information received.
6. Those students **new** to Bridge City ISD who were **not** served in a G/T program in another district may be nominated for screening for the campus G/T Program. When all data needed for screening has been completed, the student profile will be reviewed by the campus G/T committee for placement.
7. Each campus and the district will have a Gifted and Talented Committee. The following functions will be served by the committee:
 - * placement in GT program using blind profiles and screening data
 - * consider Exits, Furloughs and Transfers

8. Profiles (rubric/matrix/screening document) will be completed for each

Nominated student and blind profiles will be presented to the GT committee(s).

9. State mandated class size limits will be considered in the placement of students in the GT class. This is some cases may cause students who do **not** meet the eligibility guidelines to be **placed** in the GT class under probationary status. *Parents of these students will receive a letter indicating that these students will be **placed** in the GT program.*

10. Time line for nominations, admission decisions and services are as follows:

District Identification Timeline:

Grade Span	Nomination	Screening	Admission Decision	Services begin
All	Referral procedures published in local newspaper and on district website.			November
All	Nominations/Referrals accepted from parents, teachers, community members.			December
K	Sept.-Dec.	October –Mid Feb. <ul style="list-style-type: none"> • Non verbal test administered • TABS/KOI • Student products/planned lessons • Ability test administered (SAI/IQ) • Parent Checklist for nominated students 	By February 28	March 1 of current year
3 rd grade rescreening	Nomination forms should be turned in during the six weeks prior to the screening	Spring <ul style="list-style-type: none"> • Non verbal test administered • Student grades • Ability test administered (SAI/IQ) • State assessment results • Parent Checklist 	Last day of school	First day of next school year.
1 st -11 th	Year round	Spring <ul style="list-style-type: none"> • If assessments need to be administered this must be completed in April. 	Last day of school	First day of next school year

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 each campus office and/or on the district web site. Referral forms may be submitted to the campus office only during the time period of referral acceptance. Late referrals will not be accepted. The screening instruments will match the program's services.

Parents are informed of the identification policies through the district or campus handbook, and/or the district website, and/or by request of the written policy and procedures for the Gifted/Talented program. In addition, parent awareness sessions are held annually.

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 campus 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)** criteria 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), State Assessments or other achievement tests as deemed appropriate for the student;
- Teacher and/or Parent Rating Scales such as the Traits, Aptitudes, and Behaviors (TABS), Kingore Observation Inventory (KOI), the Purdue Teacher Rating Scales, or other rating scales as deemed appropriate for the student;
- Planned lessons and * student product/portfolio

QUALIFICATION PROCESS

The student profile identifies the student's strengths and weaknesses. The percentiles and/or scores from the assessment instruments are plotted on the student profile. 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 on 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.
- 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 (10) school days. Parents of all screened students may request a conference to examine their child's assessment results. Request should be made through the student's home campus.

IDENTIFICATION SUMMARY:

Kindergarten:

- Nominations are accepted throughout the year.
- Screening will only occur **once** a year between January and February 28.
- Student work products (such as **Kingore Planned Lessons**) will be collected for students who are nominated for the GT Program.
- A **parent checklist** will be completed by the student's parent or guardian which identifies G/T characteristics. (***This form is in the appendix section of this handbook.***)

All kindergarten students will be:

- Administered a non verbal test (such as NNAT 2) in the fall
- Administered a School Ability Index or IQ test in fall (SAI/IQ, Slosson, or OLSAT).
- Observed and evaluated by their teachers using a research based assessment tool, such as Traits, Aptitudes, and Behaviors (TABS) and/or the Kingore Observation Inventory (KOI).

First – Eleventh

- Students who were not in the G/T program may be nominated for screening for the G/T Program by teachers, administrators, or parents/guardians. Screening will be done in the spring.
- Recent student assessment data found in students' cumulative folders will be used.
- If the student assessment data is not recent (more than 3 years old) the student will be re assessed (using at least 3 of the following measures: NNAT 2; KOI or TABS; Student product; State Assessment Scores; Slosson or SAI/IQ)

Rescreening at Third Grade:

- At grade 4 the G/T Program changes from a general intellectual program to a specific academic course program. Therefore, **all third grade students in the G/T class (those placed and those identified as GT)** will be re- screened at the end of their third grade year, even if they have been in the program during grades 1 through 3.

All third grade students in the 3rd grade GT class will be:

- Administered a non verbal test (such as NNAT 2) in the fall
- Administered the School Ability Index (SAI/IQ, Slosson, or OLSAT) in the fall.
- Observed and evaluated by their teachers using a research based assessment tool, such as Traits, Aptitudes, and Behaviors (TABS), Purdue, and/or the Kingore Observation Inventory (KOI).

ADDITIONAL POLICES AND PROCEDURES

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 (or completing the "**Request for Placement Review**" form) after the committee has issued letters documenting its qualification decisions. The appeal letter must be postmarked within 14 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.
- The principal will schedule a meeting with the parent and the G/T Appeal Committee, made up of the campus principal, a teacher, and the district curriculum director, to discuss the appeal. * (For appeals for third-, sixth-, and ninth-grade placement, the G/T Appeal Committee will be made up of the principal of the sending campus, a teacher from the sending campus, the principal of the receiving campus, and the district curriculum director.)
- A written record of the results of the meeting and the final decision of the Appeal Committee will be presented to the parents by the principal of the sending campus. The decision of the Appeal Committee is final and may not be appealed to the Board of Trustees.
- Any student admitted by the Appeal Process will be admitted conditionally pending satisfactory performance. An additional individual abilities test may be administered as part of the Appeals Process.

FURLOUGH PROCEDURE

A furlough is a temporary "leave of absence" from the Gifted/Talented Program designed to meet the individual needs of an identified student. Anyone may request a furlough: parent, student, teacher, or administrator. Request are made by completing a "**Furlough Request form.**" 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**. If the student is granted a furlough, the date of reentry to the program must be stated. If the student does not reenter the program at the end of the furlough, he or she will be exited. Reentry will then be accomplished only through reapplying and re-screening. If the student is ready to reenter the G/T Program at any time during or at the end of the Furlough the student or parent **must** contact the building principal. The G/T Committee will meet to consider the student for readmission.

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 overcommitment, family concerns, serious illness, or any other circumstances which would inhibit or curtail the student's performance in the program. A furlough is arranged to meet the individual needs of the student.

EXIT PROCEDURES

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 readmitted.

- G/T students are expected to maintain a grade average of "80" or above for each six week grading period in math, ELA, science, and social studies. If the grade falls below an "80" in any of these areas the following steps will be followed:
 1. The teacher will have a private conference with the student and parents regarding academic performance, classroom behavior, and work and study habits and set goals for improvement. The teacher will keep a record of this meeting and the goals set.
 2. The student is placed on probation and a **letter** indicating probation is will be mailed to the parents.

- A student may be placed on probation for only one grading period during the school year for a given subject. If the student is successful in maintaining an average of “80” or above in the subject causing the probation, the student will remain in the G/T Program. However, the second time the student makes below an “80” in the subject previously causing probationary status, the campus G/T committee will meet and review the student’s performance in the program. (Before exiting a student for the sixth 6-week period, the campus G/T committee will compare the curricula of the G/T class and the regular class.) The exiting will be finalized by committee decision regarding the most appropriate educational placement of the student. If the committee decides, the student will be withdrawn from the class (Texas State Plan for G/T: 1.2C).
- Any student making **below “70” for a six-week grading period or semester will be exited from the G/T Program** for the remainder of the school year. There is no probationary period for students who fail a six-week period or semester. The exiting will be finalized by committee decision regarding the most appropriate educational placement of the student. If the committee decides, the student will be withdrawn from the class (Texas State Plan for G/T: 1.2C).
- Students in grades 4 through 12 will be exited from individual academic classes as necessary.
- High school students will be exited from an Honors /AP class only when there is a regular class for the same subject. If a student who fails the first semester of a G/T class *for which there is no regular class* wishes to remain in that class for the second semester, the campus G/T committee must decide if he or she may stay. (Dropping of classes is covered by other guidelines in the student handbook.)
- A high school student in an AP class who makes below an “80” for two grading periods during the duration of the course will lose his G/T standing for that subject but may remain in the AP class *if there is no regular class for that subject*.

PROVISION OF STUDENT SERVICES

Bridge City 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 regular or Pre-AP/AP classroom, a pull-out program, participation in regional Gifted/Talented student seminars, independent studies, participation in the 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 Bridge City ISD to assist students in acceleration through classes and/or grade levels. For more information on Credit by Examination, contact the student's campus.

Teachers at grades 4, 8 and 11 have access to the **Texas Performance Standards Project** (<http://www.texaspsp.org>). Gifted and Talented teachers at the **other grade levels** also have the **Additional Tasks** developed by TEA that are on this site.

PROFESSIONAL DEVELOPMENT AND ONGOING TRAINING IN GIFTED EDUCATION

Bridge City 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

BCISD 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/campus improvement plans.

BCISD Gifted/Talented Forms

Identification	
• Referral period announcement	Page # 17
• Referral Form	page # 18
• Parent permission for assessment	page # 19
• Parent permission for reassessment (3 rd grade)	page # 20
• Parent Rating Scale for Elementary	Page # 21-24
• Parent Rating Scale for Kindergarten	Page # 25-27
• Parent Rating Scale for Secondary	Page # 28-31
• Elementary Teacher Rating Scales (TABS or KOI)	Page # 32-37
• Secondary Teacher Rating Scales (Purdue)	Page # 38-42
• Student Product Rubric	Page # 43
• Student Profile Sheet and Committee Signatures	Insert page # 44-45
• Committee Letter for Identification and placement of student (K-3)	Insert page # 46
• Committee Letter for Identification and placement of students (4-12)	Insert page # 47
• Notification of Exit (Failure of Six weeks)	Insert page # 48
• Notification of Exit (second grade below 80)	Insert page # 49
• Furlough Request	Insert page # 50
• Committee letter for non-placement of student	Insert page 51
• Academic Probation Status	Insert page # 52
• GT Placement Notification (not Identification)	Insert page # 53
• Probationary Placement grades 1-4 (not identification)	Insert page # 54
• Parent Request for Exit	Insert page # 55
Program Services	
• Documentation of Gifted/Talented Services Form	Insert page # 56
• 6-weeks Progress Report	Insert page # 57
• Evaluation of Program Services Surveys	Insert page # 58-63
Program Services	
• Rubric for 30-hour Required Professional Development	Insert page # 64
Personnel Responsibilities	
• District Coordinator Checklist	Insert page # 65
• Campus Administrator Checklist	Insert page # 66
• G/T Teacher Checklist	Insert page # 67
Misc. Directions and Information	Page 68

Bridge City ISD – Permission to Assess Letter

Dear Parent/Guardian,

Your child, _____, has been referred for testing to see if he/she would benefit from Gifted and Talented Services for BCISD. 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: _____

BCISD – Third Grade Reassessment Notification

Dear Parent/Guardian,

Your child, _____, as an identified gifted/talented student, will need to undergo retesting to see if he/she would continue to benefit from Gifted and Talented Services in BCISD. Reassessment is required for all identified G/T students in the 3rd grade in BCISD. The Gifted/Talented Committee will look at numerous pieces of information before a decision will be made about continuing G/T services to meet your child’s needs. After the student is reassessed 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 reassess your child. If you elect to not have your child reassessed, he/she will be exited from the program. Thank you for your cooperation.

Sincerely,



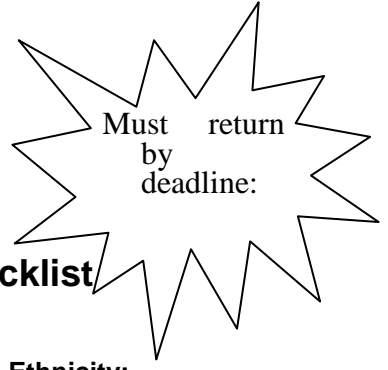
Child’s Name: _____

_____ Yes, I give my permission for you to reassess my child for Gifted/Talented Services.

_____ No, I do not wish to have my child retested at this time. I understand he/she will be exited from Gifted/Talented services.

Parent/Guardian Signature: _____

Date: _____



Bridge City ISD – 2010-2011 Elementary Gifted and Talented Parent Checklist

Student's Last Name: _____ First Name: _____ Sex: M F Ethnicity: _____

Student's Birth Date: _____ Student ID number: _____ Teacher: _____

Language Spoken at Home: _____ Campus: _____ Current Grade level: _____

Parent Name: _____ Telephone number: (W or H) _____ (C) _____

Street Address: _____ Email Address: _____

City: _____ State: _____ Zip code: _____

I give permission for the district to collect additional information about my child. I also give permission for my child to be served in the GT program if he/she is identified for placement.

Parent/Guardian Signature: _____

Date: _____



Directions: Circle the number that best describes your child.

- 4 = My child demonstrates this trait most of the time.
- 3 = My child demonstrates this trait frequently.
- 2 = My child rarely demonstrates this trait.
- 1 = My child does not have this trait.

Note: If you circle a "3" or "4", please give an example to explain your response. If no example is given, a "2" will automatically be given for that item.

My Child:

1. Has unusually advanced vocabulary for age or grade level.	1	2	3	4
2. Is able to express ideas in a variety of ways.	1	2	3	4
3. Is a keen and alert observer, usually "sees more" or "gets more" out of a story, film, etc, than others.	1	2	3	4

4. Is interested in many adult problems such as politics, religion, philosophy- more than usual for age level.	1	2	3	4
5. Uses analogies to make generalizations; look for similarities and differences.	1	2	3	4
6. Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.	1	2	3	4
7. Generates many ideas or solutions to problems; often unusual or clever responses.	1	2	3	4
8. Tries to understand complicated material by separating it into its respective parts; reasons things out for himself; sees logical and common sense answers.	1	2	3	4
9. Has rapid insight into cause/effect relationships; tries to discover the how and why of things; asks many provocative questions.	1	2	3	4
10. Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything.	1	2	3	4
11. Possesses a large storehouse of knowledge about a variety of topics.	1	2	3	4

12. Has a quick mastery and recall of factual information.	1	2	3	4
13. Is persistent in task completion. (It may sometimes be difficult to get him/her to move to another topic.)	1	2	3	4
14. Initiates independent learning.	1	2	3	4
15. Accepts academic challenges with enthusiasm.	1	2	3	4
16. Reads a great deal on his/her own; usually prefers above level materials.	1	2	3	4
<p>Has your child previously been screened for the BCISD GT program? Yes No</p> <p>If yes, which campus: _____ School year: _____</p>				

Is your child currently served in any other special program? Yes No

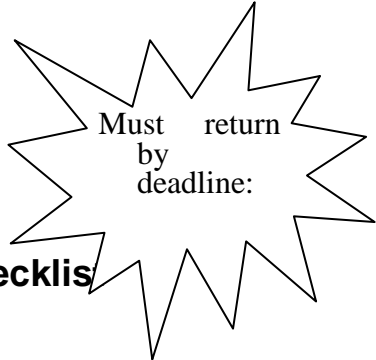
If yes, which program(s): _____

What other information would you like us to know about your child?

For office use only:

1's 2's 3's 4's

_____ + _____ + _____ + _____ = _____



Bridge City ISD – 2010-2011 Kindergarten Gifted and Talented Parent Checklist

Student's Last Name: _____ First Name: _____ Sex: M F Ethnicity: _____

Student's Birth Date: _____ Student ID number: _____ Teacher: _____

Language Spoken at Home: _____ Campus: _____ Current Grade level: **K**

Parent Name: _____ Telephone number: (W or H) _____ (C) _____

Street Address: _____ Email Address: _____

City: _____ State: _____ Zip code: _____

I give permission for the district to collect additional information about my child. I also give permission for my child to be served in the GT program if he/she is identified for placement.

Parent/Guardian Signature: _____

Date: _____



Directions: Circle the number that best describes your child.

4 = My child demonstrates this trait most of the time.

3 = My child demonstrates this trait frequently.

2 = My child rarely demonstrates this trait.

1 = My child does not have this trait.

Note: If you circle a "3" or "4", please give an example to explain your response.

If no example is given, a "2" will automatically be given for that item.

My Child:

1. Questions friends and family on many different subjects.	1	2	3	4
2. Creates original stories.	1	2	3	4
3. Enjoys hearing stories and looking at books.	1	2	3	4

4. Sticks to a task once it is begun.	1	2	3	4

5. Solves daily problems in many different ways.	1	2	3	4

6. Shows active interest in the world around him or her.	1	2	3	4

7. Has interests of older children or adults in games and or reading.	1	2	3	4

8. Questions "how?" and "why?"	1	2	3	4

9. Shows awareness of problems others may not recognize.	1	2	3	4

10. Cooperates with other children.	1	2	3	4

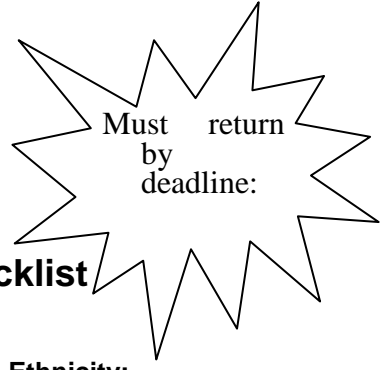
11. Plans and or organizes when playing with others.	1	2	3	4

12. Is mature beyond his/her years either physically, mentally, or emotionally.	1	2	3	4
13. Chooses to try challenging/complex problems or projects.	1	2	3	4
14. Reads books independently. (Please list titles of books.)	1	2	3	4
15. Enjoys discovering about numbers.	1	2	3	4
16. What are your child's favorite TV programs?				
17. Did your child attend pre school? _____ If so, which one? _____ For how long? _____				
18. What other information would you like us to know about your child?				

For office use only:

1's 2's 3's 4's

_____ + _____ + _____ + _____ = _____



Bridge City ISD – 2010-2011

Secondary Gifted and Talented Parent Checklist

Student's Last Name: _____ First Name: _____ Sex: M F Ethnicity: _____

Student's Birth Date: _____ Student ID number: _____ Teacher: _____

Language Spoken at Home: _____ Campus: _____ Current Grade level: _____

Parent Name: _____ Telephone number: (W or H) _____ (C) _____

Street Address: _____ Email Address: _____

City: _____ State: _____ Zip code: _____

I give permission for the district to collect additional information about my child. I also give permission for my child to be served in the GT program if he/she is identified for placement.

Check the box for each content area for which you request screening.
Write the name of your child's current content area teacher(s) (if known) in the blank(s) provided:

Screen my child in the following content areas:

- G/T English/Reading _____ Current English/Reading Teacher
- G/T Math _____ Current Math Teacher
- G/T Science _____ Current Science Teacher
- G/T Social Studies _____ Current Social Studies Teacher

Parent/Guardian Signature: _____

Date: _____



Directions: Circle the number that best describes your child.

4 = My child demonstrates this trait most of the time.

3 = My child demonstrates this trait frequently.

2 = My child rarely demonstrates this trait.

1 = My child does not have this trait.

Note: If you circle a "3" or "4", please give an example to explain your response.

If no example is given, a "2" will automatically be given for that item.

My Child:

1. Has unusually advanced vocabulary for age or grade level.	1	2	3	4
2. Is able to express ideas in a variety of ways.	1	2	3	4

3. Is a keen and alert observer, usually “sees more” or “gets more” out of a story, film, etc, than others.	1	2	3	4
4. Is interested in many adult problems such as politics, religion, philosophy- more than usual for age level.	1	2	3	4

5. Uses analogies to make generalizations; look for similarities and differences.	1	2	3	4
6. Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.	1	2	3	4
7. Generates many ideas or solutions to problems; often unusual or clever responses.	1	2	3	4
8. Tries to understand complicated material by separating it into its respective parts; reasons things out for himself; sees logical and common sense answers.	1	2	3	4
9. Has rapid insight into cause/effect relationships; tries to discover the how and why of things; asks many provocative questions.	1	2	3	4

10. Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything.	1	2	3	4
11. Possesses a large storehouse of knowledge about a variety of topics.	1	2	3	4
12. Has a quick mastery and recall of factual information.	1	2	3	4
13. Is persistent in task completion. (It may sometimes be difficult to get him/her to move to another topic.)	1	2	3	4
14. Initiates independent learning.	1	2	3	4
15. Accepts academic challenges with enthusiasm.	1	2	3	4
16. Reads a great deal on his/her own; usually prefers above level materials.	1	2	3	4

Has your child previously been screened for the BCISD GT program? Yes No

If yes, which campus: _____ School year: _____

Is your child currently served in any other special program? Yes No

If yes, which program(s): _____

What other information would you like us to know about your child?

For office use only:

1's 2's 3's 4's

_____ + _____ + _____ + _____ = _____