

**RICE CONSOLIDATED INDEPENDENT SCHOOL DISTRICT  
POLICY AND PROCEDURES  
FOR ACADEMICALLY GIFTED AND TALENTED STUDENTS**

School Board Approved

August 20, 2012



**Nondiscrimination**

*Rice Consolidated Independent School District 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.

## RICE C.I.S.D. SCHOOL DISTRICT'S DEFINITION OF GIFTED

RICE C.I.S.D. 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

## **RICE C.I.S.D.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

RICE C.I.S.D. has board approval on the identification procedures and processes of students K-12 for the services of the Gifted/Talented Program. These procedures meet state requirements (§29.121 & TAC 89.1) and have been designed to ensure the identification of any student who demonstrates educational need for the services of the program under the established guidelines.

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

School districts shall develop written policies on student identification that are approved by the local board of trustees and disseminated to parents. The policies must:

- (1) Include provisions for ongoing screening and selection of students who perform, or show potential for performing, at remarkably high levels of accomplishment in the areas defined in the Texas Education Code, §29.121;
- (2) Include assessment measures collected from multiple sources according to each area defined in the Texas State Plan for the Education of Gifted/Talented Students;
- (3) Include data and procedures designed to ensure that students from all populations in the district have access to the assessment process and, if identified as having significant educational need for advanced academics, services for the gifted/talented program;
- (4) Provide for final qualification of students (through a blind process) to be made by a committee of at least three local district educators who have received training in the nature and needs of gifted students; and
- (5) Include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.

### **District Identification Timeline:**

Referral procedures published in local newspaper and on district website	October
Referrals accepted from parents, teachers, community members	October
Screenings and assessments conducted after written parental permission obtained	November-December
Campus Gifted/Talented committee meets on screenings	January
Written parental permission for services obtained for identified students in grades K-12	January
Services begin for identified students	February

### **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), or other school abilities tests as deemed appropriate for the student;
- Achievement Test such as the Iowa Test of Basic Skills (ITBS) or other achievement tests as deemed appropriate for the student;
- Teacher and/or Parent Rating Scales such as the Renzulli-Hartman Teacher Rating Scales, the Purdue Teacher Rating Scales, or other rating scales as deemed appropriate for the student;

### **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 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.

## **ADDITIONAL POLICES AND PROCEDURES**

### **TRANSFER OF STUDENTS**

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

### **APPEALS PROCESS**

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

### **FURLOUGH PROCEDURE**

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

A furlough does not indicate a permanent exiting of the program. Furloughs could be utilized for a variety of extenuating circumstances. Any student may be granted a furlough from the program for various issues such as overcommitment, 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.

## **REASSESSMENT**

Formal reassessment at RICE C.I.S.D. is not necessary at any grade level as long as the student's educational needs are being met within the services of the program. If there is any concern regarding the performance or placement of the student, the Gifted/Talented teacher or the district Gifted/Talented Coordinator will contact the parent and confer about available options. Options available are counseling, requesting a furlough, or exiting the student from the program.

## **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 readmitted.

## **PROVISION OF STUDENT SERVICES**

Rice CISD 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, independent studies, concurrent or dual-enrollment classes, and other services as deemed appropriate for the student. Services are available in all four core academic areas including Language Arts, Math, Science and Social Studies. Identified students will work independently, with other identified students, and with students of other abilities.

Documentation of services will be maintained and parents will be notified of in-school and out-of-school options during the school year that are relevant to the needs of the gifted and talented students. Progress reports may be included in the student's report card. Credit by Examination is available through Region 3 Education Service Center to assist students in acceleration through classes and/or grade levels. For more information on Credit by Examination, contact the student's campus.

### **PROFESSIONAL DEVELOPMENT AND ONGOING TRAINING IN GIFTED EDUCATION**

RICE C.I.S.D. 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**

Rice C.I.S.D. 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.

## Rice C.I.S.D. Gifted/Talented Forms

Identification	
• Referral period announcement	13
• Referral Form	14
• Parent permission for assessment	15
• Elementary Teacher Rating Scales (Renzulli)	16
• Secondary Teacher Rating Scales (Purdue)	21
• Student Profile Sheet and Committee Signatures	26
• Committee Letter for placement of student	28
• Committee letter for non-placement of student	29
• Parent permission for services	30
Program Services	
• Documentation of Gifted/Talented Services Form (optional)	29
• 6-weeks Progress Report (optional use)	30
• Evaluation of Program Services Surveys	31-36
• Furlough from Services	37
• Exit from Services	39-40

## **PUBLIC ANNOUNCEMENT OF REFERRAL PERIOD\***

### Public Notice

RICE C.I.S.D. is now accepting referrals for students who may need Gifted/Talented Services for the school year. This program is designed for students who exhibit intellectual and creative thinking abilities at an extraordinary level not normally served in the regular classroom. Services are provided only upon identification of education needs of the student. Anyone wishing to refer a student attending RICE C.I.S.D. in kindergarten through twelfth grade this school year is asked to go by the student's campus office and request a copy of the referral form. This form must be returned to the school by October 17, 2012. Those unable to go by the school should call (979) 234-3535 to request a form be sent to them.

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

**Gifted/Talented Services Referral Form**

**RICE C.I.S.D.**

**Gifted/Talented Referral Form**

I, \_\_\_\_\_, as parent/guardian/teacher/community  
(Please print) (Please circle)

member would like to refer \_\_\_\_\_ for the Gifted/Talented  
(Print student's name)

screening and assessment process. I believe this child has an extraordinarily high level of intellectual or academic ability and that his/her educational needs can best be met by Gifted/Talented Services. I understand the school district will 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 and Talented Services for Rice C.I.S.D. 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: \_\_\_\_\_

# RENZULLI-HARTMAN SCALES

FOR RATING BEHAVIORAL CHARACTERISTICS OF SUPERIOR STUDENTS

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ D.O.B.: \_\_\_\_\_

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

Teacher completing this form: \_\_\_\_\_ How long have you known this child? \_\_\_\_\_

Directions: These scales are designed to obtain teacher estimates of a student's characteristics of learning, motivation, creativity, and leadership. The items are derived from the research literature dealing with characteristics of gifted and creative persons. It should be pointed out that a considerable amount of individual differences can be found within this population; therefore, the profiles are likely to vary a great deal. Each item in the scales should be considered separately and should reflect the degree to which you have observed the presence or absence of each characteristic. Since the four dimensions of the instrument represent relatively different sets of behaviors, the scores obtained from the separate scales should not be summed to yield a total overall score. Please read the statements carefully and place an X in the appropriate place according to the following scale of values:

Rating of 1 = If you have seldom or never observed this characteristic

Rating of 2 = If you have observed this characteristic occasionally

Rating of 3 = If you have observed this characteristic to a considerable degree

Rating of 4 = If you have observed this characteristic almost all of the time

Scoring: Separate scores for each of the four dimensions may be obtained as follows:

1. *Add* the total number of X's in each column to obtain the column total.
2. *Multiply* the column total by the number at the top of the column to achieve a weighted column total.
3. *Sum* the weighted column totals across to obtain the score.
4. *Enter* the scores below.

Part I. Learning Characteristics \_\_\_\_\_

Part II. Motivational Characteristics \_\_\_\_\_

Part III. Creativity Characteristics \_\_\_\_\_

Part IV. Leadership Characteristics \_\_\_\_\_



## RENZULLI-HARTMAN RATING SCALE

1 = Rarely    2 = Occasionally    3 = Often    4 = Most of the Time

<b>Part I. Learning Characteristics</b>	1	2	3	4
1. Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by “richness” of expression, elaboration, and fluency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Possesses a large storehouse of information about a variety of topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Has quick mastery and recall of factual information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions; wants to know what makes things “tick”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things; looks for similarities and differences in events, people, and things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Is a keen and alert observer; usually “sees more” or “gets more” out of a story, film, etc. than others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Reads a great deal on his/her own; usually prefers adult level books; does not avoid difficult material; may show a preference of biography, autobiography, encyclopedias, and atlases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Tries to understand complicated material by separating it into its respective parts; reasons things out for himself/herself; sees logical and common sense answers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Add the total number of X’s</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Multiply the column total by number at the top of the column</b>	①	②	③	④
<b>Sum the weighted column totals</b>	<input type="checkbox"/>	+	<input type="checkbox"/>	+
<b>Sum the weighted column totals</b>	<input type="checkbox"/>	+	<input type="checkbox"/>	+
<b>Total and enter score on page 1</b>				

## RENZULLI-HARTMAN RATING SCALE

1 = Rarely    2 = Occasionally    3 = Often    4 = Most of the Time

<b>Part II. Motivational Characteristics</b>	1	2	3	4
1. Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion (It is sometimes difficult to get him/her to move on to another topic)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is easily bored with routine tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Needs little external motivation to follow through in work that initially excites him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Strives toward perfection; is not easily satisfied with his/her own speed or products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Prefers to work independently; requires little direction from teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Is interested in many "adult" problems such as religion, politics, sex, race – more than usual for age level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Often is self assertive (sometimes even aggressive); stubborn in his/her beliefs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Likes to organize and bring structure to things, people, and situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Add the total number of X's</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Multiply the column total by number at the top of the column</b>	①	②	③	④
<b>Sum the weighted column totals</b>	<input type="checkbox"/>	+	<input type="checkbox"/>	+
	<input type="checkbox"/>	+	<input type="checkbox"/>	+
	<input type="checkbox"/>	+	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total and enter score on page 1</b>	<div style="border: 1px solid black; width: 100%; height: 20px;"></div>			

## RENZULLI-HARTMAN RATING SCALE

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<b>Part III. Creativity Characteristics</b>	1	2	3	4
1. Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Generates a large number of ideas or solutions to problems and questions; often offers unusual "way out", unique, clever responses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is uninhibited in expressions of opinion; is sometimes radical and spirited in disagreement; is tenacious	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is a high risk taker; is adventurous and speculative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Displays a good deal of intellectual playfulness; fantasizes; imagines; manipulates ideas; is often concerned with adapting, improving and modifying institutions, objects, and systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Displays a keen sense of humor and sees humor in situations that may not appear humorous to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Is usually aware of his/her impulses and more open to the irrational in himself/herself; shows emotional sensitivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Is sensitive to beauty; attends to aesthetic characteristics of things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Nonconforming; accepts disorder; is not interested in details; is individualistic; does not fear being different	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Criticizes constructively; is unwilling to accept authoritarian pronouncement without critical examination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Add the total number of X's</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Multiply the column total by number at the top of the column</b>	①	②	③	④
<b>Sum the weighted column totals</b>	<input type="checkbox"/>	+	<input type="checkbox"/>	+
	<input type="checkbox"/>	+	<input type="checkbox"/>	+
	<input type="checkbox"/>	+	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total and enter score on page 1</b>				

## RENZULLI-HARTMAN RATING SCALE

1 = Rarely    2 = Occasionally    3 = Often    4 = Most of the Time

<b>Part IV. Leadership Characteristics</b>	1	2	3	4
1. Carries responsibility well; can be counted on to do what he/she promised and usually does it well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is self confident with children his/her own age as well as adults; seems comfortable when asked to show his work to the class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Seems to be well liked by his/her classmates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is cooperative with teacher and classmates; tends to avoid bickering and is generally easy to get along with	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Can express himself/herself well; has good verbal facility and is usually well understood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Adapts readily to new situations; is flexible in thought and action and does not seem disturbed when the normal routine is changed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Seems to enjoy being around other people; is sociable and prefers not to be alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Tends to dominate others when they are around; generally directs the activity in which he/she is involved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Participates in most social activities connected with the school; can be counted on to be there if anyone is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Excels in athletic activities; is well coordinated and enjoys all sorts of athletic games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Add the total number of X's</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Multiply the column total by number at the top of the column</i>	①	②	③	④
<i>Sum the weighted column totals</i>	<input type="checkbox"/>	+	<input type="checkbox"/>	+
		+	<input type="checkbox"/>	+
			+	<input type="checkbox"/>
<b>Total and enter score on page 1</b>				

## **Purdue Academic Rating Scales**

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

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

Furthermore, while a particular student may not display all of the components listed for a specific item, he/she should be rated using the full range of 1-4 options for the observed components. Under no circumstances should a student be rated down for not demonstrating all the behaviors stated in an item. For example, a teacher may have observed that a student enjoys science fiction (item #2, Science Scale) but has not demonstrated an interest in science programs. This student should not be rated down for a lack of observed interest in science programs and books. In essence, each item presents a behavioral 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 for objectivity in completing the ratings and especially avoid the halo effect (rating each item on the basis of a general impression of the student).

Developed at Purdue University Gifted Education Resource Institute.

## Purdue Academic Rating Scale: 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 interested 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: 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 or application of math concepts; processes math concepts faster than other students.
	7. Good at verbalizing math concepts, processes, and solutions.
	8. Identifies and restates problems; good at formulating hypotheses.
	9. Reasons effectively.
	10. Enjoys trying to solve difficult problems; likes puzzles and logic problems.
	11. Visualizes spatially; can create visual images of problems.
	12. Develops unique associations; uses original methods for solutions.
	13. Sometimes solves problems intuitively; cannot always explain why the solution is correct.
	14. Recalls relevant information or concepts in solving problems; recognizes the critical elements.
	15. Extends math concepts naturally; goes a "step farther".

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

## 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: 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; may focus on one type for a period 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, or 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".)

# Rice C.I.S.D. Gifted/Talented Student Identification Profile

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

District line:  
Minimum of 2  
Quantitative  
criteria above line

	Below Average	Average	Strong Average	Excellent	Superior
<b>School Ability (IQ)</b>	<85	85-99	100-115	116-129	130+
<ul style="list-style-type: none"> <li>OLSAT or NNAT or other School Ability test as appropriate</li> </ul>					
<b>Achievement Scores (percentiles)</b>	≤50	51-80	81-90	91-95	96-99
<ul style="list-style-type: none"> <li>Math/Sci. of ITBS or other achievement test as appropriate</li> </ul>					
<ul style="list-style-type: none"> <li>ELA/SS of ITBS or other achievement test as appropriate</li> </ul>					
<b>Elementary Teacher Rating Scales (Renzulli, standard scores)</b>					
<ul style="list-style-type: none"> <li>Intellectual Ability</li> </ul>	<70	70-79	80-89	90-109	111+
<ul style="list-style-type: none"> <li>Academic Skills</li> </ul>	<70	70-79	80-89	90-109	111+
<ul style="list-style-type: none"> <li>Creativity</li> </ul>	<70	70-79	80-89	90-109	111+
<ul style="list-style-type: none"> <li>Leadership</li> </ul>	<70	70-79	80-89	90-109	111+
<ul style="list-style-type: none"> <li>Artistic Talent</li> </ul>	<70	70-79	80-89	90-109	111+
<b>Secondary Teacher Rating Scales (Purdue)</b>					
<ul style="list-style-type: none"> <li>Social Studies</li> </ul>	<20	20-33	34-42	43-51	52-60
<ul style="list-style-type: none"> <li>Math</li> </ul>	<20	20-33	34-42	43-51	52-60
<ul style="list-style-type: none"> <li>Science</li> </ul>	<20	20-33	34-42	43-51	52-60
<ul style="list-style-type: none"> <li>Language Arts</li> </ul>	<20	20-33	34-42	43-51	52-60
<b>Parent Rating Scale (standard scores)</b>					
<ul style="list-style-type: none"> <li>Intellectual Ability</li> </ul>	<70	70-79	80-89	90-109	111+
<ul style="list-style-type: none"> <li>Academic Skills</li> </ul>	<70	70-79	80-89	90-109	111+
<ul style="list-style-type: none"> <li>Creativity</li> </ul>	<70	70-79	80-89	90-109	111+
<ul style="list-style-type: none"> <li>Leadership</li> </ul>	<70	70-79	80-89	90-109	111+
<ul style="list-style-type: none"> <li>Artistic Talent</li> </ul>	<70	70-79	80-89	90-109	111+

Quantitative Data

Qualitative Data

## Gifted/Talented Committee Action:

At this time, this student  does, or  does not exhibit educational need to receive Click here to enter text. ISD Gifted/Talented services.

District line:  
Minimum of 2  
Qualitative  
criteria above line

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

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

Committee Member Signatures:

_____	_____
_____	_____
_____	_____

**Rice Consolidated Independent School District  
Gifted/Talented Services  
Determination of Educational 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 your child's campus at 979-234-3531.

Sincerely,

\_\_\_\_\_

**Rice Consolidated Independent School District  
Gifted/Talented Services  
Determination of Educational Need Form**

To the parents of: \_\_\_\_\_ Date: \_\_\_\_\_

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

If you would like to schedule an appointment to look at your child's assessment results, please contact your child's campus at 979-234-3531.

Sincerely,

\_\_\_\_\_

**Rice Consolidated Independent School District  
Parent Permission for Gifted/Talented Services Form**

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

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

Home phone: \_\_\_\_\_ Work phone: \_\_\_\_\_

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

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

Please check the appropriate space:

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

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

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

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

**Rice Consolidated Independent School District  
Documentation of Gifted/Talented Services**

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

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

Method(s) of Services:	
<b>A) Depth &amp; Complexity (required)</b>	<b>B) Advanced Level Product/Performance (required)</b>
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
K) Pre-Assessment	L) Other:

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

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

**Rice Consolidated Independent School District  
 Gifted/Talented Services  
 Student Progress Report**

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

Teacher \_\_\_\_\_ Six Week's Report

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

- 
- 
- 
- 

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

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

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



**Rice Consolidated Independent School District  
 Gifted/Talented Program Evaluation Questions  
 Student Survey**

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

<b>Program Design</b>			
<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
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 during the entire school year?			
Do you know that you might be able to skip a class or grade if you take a test and make 90 or above?			
Does your teacher use Depth and Complexity when teaching?			
a. Math Comments:			
b. Science Comments:			
c. Social Studies Comments:			
d. Language Arts Comments:			
<b>Curriculum and Instruction</b>			
<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
Do you work on skills in self-directed learning, thinking, research and communication?			
Do you get to create advanced level products and performances each year?			
<b>Family-Community Involvement</b>			
<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
Are students included in the annual gifted program evaluation? PES			
<b>Additional Comments/Suggestions</b>			

**Rice Consolidated Independent School District**

## Gifted/Talented Program Evaluation Questions Parent Survey

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

<b>Student Assessment</b>			
<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
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?			
Are nominations taken for all grade levels K-12?			
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.?			
Are kindergarten students nominated, assessed, and if identified provided services by March 1? PE			
<b>Program Design</b>			
<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
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 <b>Pre-AP, AP</b> , challenge, honors, or dual-credit classes, does the teacher provide differentiation through depth and complexity?			
a. Math Comments:			
b. Science Comments:			
c. Social Studies Comments:			

d. Language Arts Comments:			
If the district provides services to identified students through the <b>regular</b> classroom, does the teacher provide differentiation through depth and complexity?			
a. Math Comments:			
b. Science Comments:			
c. Social Studies Comments:			
d. Language Arts Comments:			
<b>Curriculum and Instruction</b>			
<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
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?			
<b>Family-Community Involvement</b>			
<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
Are parents informed each year of the learning opportunities provided to their gifted child?			
Are parents included in the annual gifted program evaluation? PES			
<b>Additional Comments/Suggestions</b>			

**Rice Consolidated Independent School District**  
**Gifted/Talented Program Evaluation Questions**  
**G/T Educator Survey**

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

<b>Student Assessment</b>			
<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
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?			
Are nominations taken for all grade levels K-12?			
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?			
<b>Program Design</b>			
<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
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 <b>Pre-AP, AP</b> , challenge, honors, or dual-credit classes, does the teacher provide differentiation through depth and complexity?			
a. Math Comments:			
b. Science Comments:			
c. Social Studies Comments:			

d. Language Arts Comments:			
If the district provides services to identified students through the regular classroom, does the teacher provide differentiation through depth and complexity?			
a. Math Comments:			
b. Science Comments:			
c. Social Studies Comments:			
d. Language Arts Comments:			
<b>Curriculum and Instruction</b>			
<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
Are students provided the opportunity to demonstrate skills in self-directed learning, thinking, research and communication?			
Is there an array 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?			
<b>Professional Development</b>			
<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
Are all teachers of the gifted required to attain the 30 hours of foundational training before providing services? If the training is not available prior to assignment, the teacher should receive the training during the first semester.			
Do all teachers of the gifted receive a minimum of six (6) hours annually of professional development in gifted education?			
Do administrators and counselors have a minimum of six (6) hours of professional development in the nature and needs of gifted students?			
Does the district/campus evaluate the professional development activities for gifted/talented education?			
Does the district/campus evaluate the gifted program each year? PES			
<b>Family-Community Involvement</b>			
<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
Are parents given access, upon request, to the board-approved district policy and procedures on student identification for the gifted program?			
Are parents informed each year of the learning opportunities provided to their gifted child?			

Are parents included in the annual gifted program evaluation?			
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<b>Additional Comments/Suggestions</b>			

**Rice Consolidated Independent School District  
Gifted and 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: \_\_\_\_\_

Return date: \_\_\_\_\_

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

Comments:


Signatures:

Student:

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Parent:

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Gifted/Talented Committee Members:

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**Rice Consolidated Independent School District  
Gifted/Talented Services  
Exit from G/T 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 need for the program before readmission.

Comments:


Signatures:

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

Parent: \_\_\_\_\_

Gifted/Talented Committee Members:

_____	_____
_____	_____
_____	_____