

Beaumont Independent School District

Gifted and Talented

Elementary Program Guide



Revised Spring 2018

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Elementary Gifted and Talented

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Counselor – Charlton-Pollard Elementary

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State Goal for Services of Gifted/Talented 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.

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

State Definition of Gifted/Talented

A child or youth who performs 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.

-Texas Education Code 29.121

BISD Gifted/Talented Program Philosophy

BISD Gifted and Talented Program will provide for special needs of children who by virtue of outstanding abilities are capable of high performance. These are children who require differentiated education programs and services beyond those normally provided by the regular school program in order to realize their contributions to self and to society. Children capable of high performance include those with demonstrated achievement and/or potential in any of the following areas: intellectual ability, academic aptitude, creative or productive thinking, leadership ability and ability in the visual or performing arts.

-Public Law 91-230, Section 806

Gifted/Talented Program Purpose

Beaumont Independent School District Gifted and Talented Program is committed to the belief that public education should be the means by which every individual may advance toward his/her fullest potential. The purpose of our gifted and talented program is to recognize and nurture students with unique gifts and talents on a regular basis and to improve the scope and sequence of enrichment for all students.

Student Goals for Gifted and Talented Program

- Develop or enhance fluency - the ability to generate a ready flow of ideas, possibilities, consequences and objects.
Fluency allows a student to exhibit confidence in expressing his/her ideas.
- Develop or enhance flexibility - the ability to use many different approaches or strategies in solving a problem: the willingness to change direction and modify given information.
- Develop or enhance originality - the ability to produce clever, unique, and unusual responses; demonstrate divergent thinking; project consequences of present and/or future events and practice the technique of brainstorming.
- Develop or enhance professionalism - the ability to demonstrate products and performances of professional quality by judging the credibility of sources and processing data through the use of technology in an effort to build a productive citizenry.

Beaumont ISD G/T Program Design

BISD provides opportunities for G/T students to participate in activities that are academically and intellectually challenging through:

- differentiation of the curriculum's content, processes, and products in math, science, language arts, and social studies i.e. Texas Performance Standards Project

Texas Performance Project – primary tool for assessing effectiveness of the gifted and talented program (General Appropriations Act of 76th Texas Legislature)

- acceleration of learning in areas of student strengths
- opportunities for students to develop products of professional quality i.e. Texas Performance Standards Project
- opportunities for students to participate in academic competition through Future Problem Solving

Elementary (Grades Kindergarten – 5th)

The G/T Program at kindergarten through 5th grade is designed to provide differentiated instruction for G/T students. Differentiated instruction offers a variety of learning options aimed to draw on students' interests and abilities by providing complexity and depth to the curriculum. The instructional arrangement is:

- cluster grouping of all gifted students at a particular grade level, within a campus, in a regular classroom taught by a G/T qualified teacher
- pull-out program during the regular school day which focuses on enrichment opportunities through the Texas Performance Standards Project

Professional Development

The District shall ensure the following:

- Before assignment to the program for gifted students, teachers who provide instruction and services that are a part of the program must have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessment of student needs, and curriculum and instruction for gifted students. *4.1.1C (19 TAC §89.2(1))*
- Teachers without the required training who provide instruction and services that are part of the gifted/talented program must complete the 30 hour training requirement within one semester. *4.1.2C (19 TAC §89.2(2))*
- Teachers who provide instruction and services that are part of a program for gifted students must receive a minimum of six hours annually of professional development in gifted education. *4.2C (19TAC §89.2(3) and TAC §233.1)*
- Administrators and counselors who have authority for program decisions must have the initial six hours of professional development that includes nature and needs of gifted/talented students and program options. *4.3C (19 TAC §89.2(4))*

Program Evaluation

BISD shall annually evaluate the effectiveness of the Gifted and Talented Program. The findings of this evaluation are used to modify and update district and campus plans. All stakeholders will be included in this evaluation process.

Identification and Assessment Overview

Written policies on student identification for gifted/talented services are approved by the district board of trustees and disseminated to all parents *(19TAC §89.1) Texas State Plan, 1.1C*

Provisions for ongoing identification of students who perform or show potential for performing at remarkably high levels of accomplishment in each area of giftedness served by the district are included in board-approved policy *(19 TAC §89.1(1) Texas State Plan, 1.3.1C*.

Assessment opportunities for gifted/talented identification are made available to students at least once per school year. *Texas State Plan, 1.3.2C*

Students in grades K-12 shall be assessed and if identified, provided gifted/talented services. *TEC §29.122, 19§89.1(3) TAC Texas State Plan, 1.4C*.

Student assessment and services are in compliance with the Texas State Plan for the Education of the Gifted/Talented Students *(10TAC §89.5) Texas State Plan, 2.6C*

Access to assessments and gifted/talented services is available to all populations of the district if needed. *(19 TAC §89.1(3)) Texas State Plan, 1.6C*

All students in Beaumont ISD must have access to the screening process for identification for gifted and talented program services.

The referral process for services provided as part of the gifted and talented (G/T) program is ongoing, and screening of students occurs in specific screening windows throughout the school year. Referrals may come from teachers, counselors, parents, administrator, or self-nomination. *EHBB (LOCAL)*

The district has established specific screening windows for students in Kindergarten – 5th grade during the school year. Procedures must be followed and deadlines must be enforced at all levels and for all screening windows. All campuses, without exception, must adhere to the published schedule for communicating the process, accepting referrals, testing and notifying students and parents.

The procedures identified in this manual are in place to ensure equity of access to gifted program services for all students.

All students at K, 2nd and 5th grades are automatically screened for the potential to receive Gifted/Talented services. Nominations are only taken for students at 1st, 3rd and 4th grade.

Screening for the GT Program for students in Kindergarten and Grades 1-5 takes place according to the district identification timeline.

Elementary Gifted/Talented Identification Timeline

Kindergarten Timeline	
Screening of all Kindergarten students to determine potential for Gifted/Talented Services	January
Campus G/T Admission, Review, and Exit Committees will meet to review screening data	January/February
Parental notification and written permission for G/T Services	February
Services begin for Kindergarten students	By March 1
2nd Grade Timeline – for students not currently identified	
Screening of all 2 nd grade students to determine potential for Gifted/Talented Services	March
Campus G/T Admission, Review, and Exit Committees will meet to review screening data	March/April
Parental notification and written permission for G/T Services for those students identified as needing services	May/June
Services begin for students identified as 2 nd graders	August of 3 rd Grade

5th Grade Timeline – for students not currently identified	
Screening of all 5 th grade students to determine potential for Gifted/Talented Services	March
Campus G/T Admission, Review, and Exit Committees will meet to review screening data	March/April
Parental notification and written permission for G/T Services for those students identified as needing services	May/June
Services begin for students identified as 2 nd graders	August of 6 th Grade
1st, 3rd and 4th Grade Timeline – Open Nominations only	
Nominations taken from parents, students and teachers	March
Data collection for nomination evaluation	April
Campus G/T Admission, Review, and Exit Committees will meet to review screening data	May
Parental notification and written permission for G/T Services for those students identified as needing services	May/June
Services begin for students	August

Disseminating Information

Anyone may nominate a student for the Gifted/Talented Program during the period of annual nominations listed on the timeline above. Referral forms are available at each campus and the District website. Referral forms must be submitted to the campus during the time period of referral acceptance. Late referrals will not be accepted.

Parents are informed of the identification procedures through the District program guide which is on the District website. Each campus will be responsible for providing information to parents as requested. District and/or campuses will hold informational meetings for stakeholders.

Student Referral Methods

Referral forms for assessment of gifted/talented students will be provided to families in a language and form that the families understand, or a translator or interpreter is provided. *Texas State Plan, 1.1.2R*

There are three methods by which a student may be referred at grades 1, 3 and 4 (grades K, 2 and 5 are automatically screened and no nomination is needed) for screening for gifted program services:

1. A teacher, counselor, or principal may initiate a referral by completing the *Campus Referral Form* and submitting it to the campus counselor. *Campus Referral Form* will be available in the counselor's office at each campus. If the referral was initiated by a staff member or as a result of the district-wide testing, screening may begin before the *Parent Checklist* is submitted as long as the counselor collects parent approval in writing. The *Parent Checklist* with consent to screen must be collected before a final placement decision can be made.
2. A parent may initiate a referral by completing a *Parent Checklist* and returning it to the campus counselor by the designated due date. The form will be available in the counselor's office at each campus. Counselors will not begin the screening process until receipt of the *Parent Checklist* has occurred. The checklist provides parental consent for collecting additional data and the consent to serve the child in the G/T program if identified.
3. A student can self-nominate using the district form which is available in the counselor's office at each campus.

Written parental consent shall be obtained before any special testing or individual assessment (testing conducted outside of the screening window as identified in the Identification Timeline) is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies at *FL. EHBB (local)*

If a parent wishes to discontinue the screening process, the parent must submit the request in writing to the campus counselor.

Eligibility

All Beaumont ISD students not currently identified are eligible for Gifted/Talented screening. A student cannot be screened more than one time in a school year.

Campus G/T Admission, Review, and Exit Committee

Each campus has a Campus G/T Admission, Review, and Exit Committee usually made up of a counselor, administrator, and at least one teacher. Each member must have a minimum of 6 hours of training in the Nature and Needs of Gifted Students (*19 TAC §89.2(4)*). The purpose of the committee is to evaluate the data on each student considered for placement and to deliver a placement decision based on the available data. The campus selection committee also responds to formal concerns. Member names of the Campus G/T Admission, Review, and Exit Committee will be submitted to the district G/T and Advanced Academic Studies Department at the beginning of each school year.

Once a sufficient number of measures are collected, the Campus G/T Admission, Review, and Exit Committee will make the placement decision. All members of the campus committee will sign the matrix.

Additional data beyond that collected through the district's standard gifted/talented assessment process are considered, as needed, by the selection committee in making identification decisions in order to make the most appropriate placement. *Texas State Plan, 1.7.2E*

Screening Process

The screening process involves the collection of data on a student for the purpose of identifying a student for G/T program services.

Data collected from multiple sources for each area of giftedness sourced by the district are included in the assessment process for gifted/talented services. (19 TAC §89.1(2)) *Texas State Plan, 1.5.1C*

In Kindergarten through 5th grade, qualitative and quantitative data are collected through at least three (3) or more measures and used to determine whether or not a student needs gifted/talented services.

Texas State Plan, 1.5.4C

The student matrix identifies the student's strengths and weaknesses. The percentiles and/or scores from the multiple qualitative and quantitative data are plotted on the student's matrix. Each student's matrix is individually evaluated by the Campus G/T Admission, Review, and Exit Committee.

A matrix may include, but is not limited to the following:

Subjective/Qualitative Measures:

- Parent checklist
- Teacher observation
- Student products/performance

Objective/Quantitative Measures:

- Ability test -
 - Naglieri – Kindergarten
 - Cognitive Abilities Test (CogAT) – 1st through 5th grade
- Achievement Tests
- STAR 360 Reading/Math
- STAAR test if available
- Report Cards
- District created assessments

A student clearly qualifies for Gifted/Talented services if the majority of evidence on the profile fall within the designated ranges on the matrix. The decision is based on the committee's observation of the preponderance of the evidence on the student's matrix.

As the Campus Admission, Review, and Exit Committee evaluates data from the student, the committee will have three options:

- The preponderance of matrix data indicates the student exhibits educational needs and would benefit from the services offered in the Gifted/Talented program (GTO placement).
- There is insufficient evidence in the documentation at this time to indicate the student's educational needs would be best met by the Gifted/Talented program.
- The student shows signs of benefiting from being watched and put into Gifted/Talented services on a trial basis (GTP placement).

Once the screening process is complete, parents or guardians are notified of the Campus Admission, Review, and Exit Committee's decision. Parents of all screened students or those nominated for review may request a conference to examine their child's assessment results. Request should be made at the campus level.

Placement Decisions

The Campus G/T Admission, Review, and Exit Committee will make a placement decision and document this on the student matrix which demonstrates the child's need for service in the program based on a preponderance of the evidence.

Review for continued placement in Gifted/Talented services will occur throughout the school year and will be based on student performance.

Students will be served in the campus G/T Program if:

Gifted/Talented Operational – GTO (Full G/T)

- Student's score falls within the parameter of identification on the G/T matrix
- The student will be serviced through the Gifted and Talented Program

Gifted/Talented Partial – GTP (Trial Basis) – Maximum of two years

- Student's score falls close to the parameter of identification on the G/T matrix. All Campus G/T Admission, Review, and Exit Committee members should agree in this situation. Their signature on the matrix will show agreement.
- During the first year of GTP status, if the student maintains a 90% average for the year in at least three core courses; the student will be moved to GTO status the following year. However, if a student maintains a 90% in only one core course, the student may remain GTP for one additional year. The student must maintain a 90% in at least three core courses for the year at the end of the second year in GTP. If the student is unable to achieve the 90% in at least three core courses during the second year, the GTP status will be removed.

Appeals and Record Review

Parents/guardians or students may appeal any final decision of the Campus G/T Admission, Review, and Exit Committee regarding selection for or removal from the gifted program.

Level 1

When appeals arise as to the Campus G/T Admission, Review, and Exit Committee's decisions, the following procedure will be used:

Parent/guardian or student may file a formal concern regarding the placement decision in writing or by email notification with the Principal and/or Campus G/T Admission, Review, and Exit Committee **within fifteen (15) school days** of the receipt of the placement decision, or if received during the summer, within the first fifteen (15) days of the next school year.

The Campus G/T Admission, Review, and Exit Committee will meet within ten school days of receiving the formal concern to render a decision. The committee will notify the parent of the meeting date and time. The parent may choose to address the Campus G/T Admission, Review, and Exit Committee in person, but is not required to do so. The parent's decision whether or not to address the committee in person will have no impact on the decision made by the committee. The parent will have up to 15 minutes to share concerns with the committee. The parent will leave before the committee begins consideration of the concern.

The Campus G/T Admission, Review, and Exit Committee will notify the parent in writing of its decision **within ten (10) district business days** of their meeting.

The Campus G/T Admission, Review, and Exit Committee will render one of the following three decisions:

- Uphold the original decision
- Request additional data
- Reverse the original decision

Level 2

If the outcome of the Campus G/T Admission, Review, and Exit Committee meeting is not to the student's or parent's satisfaction, the student or parent may submit a district-level appeal in writing. The written request must be received by the Director of Professional Development **within ten district business days** following the receipt of the decision of the Campus G/T Admission, Review, and Exit Committee. No new information may be presented to the Director of Professional Development that was not presented to the campus committee. The Director of Professional Development will review and notify parent **within ten (ten) district business days** of his/her decision.

Level 3

If the outcome of the Director of Professional Development is not to the student's or parent's satisfaction, the student or parent may submit another district-level appeal in writing to the Executive Director for Curriculum and Instruction for resolution of the appeal.

Transfers, Furloughs, and Exiting Students

Provisions regarding transfer students, furloughs, reassessment, exiting students from program services, and appeals of district decisions regarding program placement are included in board-approved policies.

(19 TAC §89.(5)). Texas State Plan, 1.2C

Transfer Procedures

➤ Within the District Transfer

A student who transfers from one campus in the district to the same grade level at another district campus shall continue to receive services in the district's gifted and talented program. The student's identification paperwork (matrix and parent permission) **must be sent from the transferring campus**. Without paperwork the receiving campus will determine placement. The receiving campus' G/T Admission, Review, and Exit Committee will evaluate the student's transition at their next meeting, not before a full nine week grading period has passed.

➤ Out of District Transfer

When a student identified as gifted by a previous school district transfers into the district, the student's records shall be reviewed by the Campus G/T Admission, Review, and Exit committee to determine if placement in the district's program for gifted and talented students is appropriate. The committee shall make its determination **within 30 days** of the student's enrollment in the district and shall base its decision on the transferred records, observation reports of district teachers who instruct the student, and student and parent conferences. *EHBB (local)*

- When a student identified as gifted by a previous school district enrolls in Beaumont ISD, the district shall place the student in the district's G/T program if it is determined by the Campus Admission, Review, and Exit Committee.
- New students must **provide documentation** of being assessed

- and/or served in a G/T program in the previous district.
- New students previously identified as gifted **who do not provide adequate documentation** of service must participate in the scheduled screening process in order to be considered for services. In the meantime, they will be enrolled in regular curriculum classes.
 - New students who have not been previously identified as gifted by another district can participate during the next screening window or by nomination.

Furlough Procedure

A student may elect not to participate in the G/T Program for up to one year without exiting the G/T Program. Parent(s)/guardian(s) and student will be required to sign a permission form prior to the student's receiving furlough status. The Campus G/T Admission, Review, and Exit Committee will grant the furlough.

Application for furlough may be obtained from the campus counselor.

Should the student choose to resume gifted/talented services prior to the date specified in the written furlough request, the parent/guardian must advise the campus counselor in writing. At the end of the furlough, the student may reenter the gifted and talented program, be placed on another furlough, or be exited from the program.

Exit Procedure

The campus G/T Admission, Review, and Exit Committee will make all final decisions regarding exiting of students from the program for educational, psychological and personal reasons after consultation with both student and

parent(s)/guardian(s). Such decisions will be based on any of the following data:

- Parent/guardian requests withdrawal from the program or services
- Student requests for withdrawal from the program or services with permission from parent/guardian
- Teacher of the G/T recommendation(s) based on observation and academic ability
- Counselor recommendation based on interviews and observations

The parent(s)/guardian(s) and student will be given the opportunity to meet with the G/T Admission, Review, and Exit Committee or a representative of the committee **before** the student is exited.

Talent Pool

Campuses where G/T is serviced through a cluster grouping model may place students into the class of identified G/T students as part of a talent pool. Talent Pool students will be selected based on STAR 360 performance at the end of the school year. Students who are not identified as G/T will be rank ordered according to their End of Year (EOY) STAR 360 score in Reading and Math. The number of Talent Pool identified at each grade level, on each campus will depend upon the number of identified G/T students and the number of Talent Pool needed to create a complete class of students.

Parents/guardians will be notified that their child is in the G/T class as Talent Pool. With notification, parents will sign a form stating their understanding of the following:

- Talent Pool is not G/T identification
- My child has only been placed for the upcoming school year in the Talent Pool and it is not a permanent placement.
- Placement in the Talent Pool in subsequent years will be based on my child's academic performance.
- I can choose to not have my child placed in the Talent Pool.

Campuses where G/T is serviced through a cluster grouping model may also choose to employ flexible grouping patterns which will allow identified students to work together as a group, work with other non-identified students and to work independently. *(19 TAC §89.1(3) Texas State Plan, 2.2C* In this scenario, no Talent Pool would be selected.

Beaumont Independent School District
Elementary Gifted and Talented Matrix
Kindergarten Only

Student School Grade/ID#

Parent/Guardian Address Telephone

Majority of boxes must be to the right of the arrow

General Screeners

	35 words	36-37 words	38-39 words	40 words
ESGI Sight Words – MOY Pre-Primer				
ESGI Syllabication	80 – 84%	85 – 89%	90 – 95%	95% or higher
ESGI Rhyming	80 – 84%	85 – 89%	90 – 95%	95% or higher
ESGI Blending	80 – 84%	85 – 89%	90 – 95%	95% or higher
STAR 360 ZPD - MOY	.6 - .7	.8 - .9	1.0 - 1.2	1.2 and higher
STAR 360 Reading - MOY	Early Literacy:		Beyond Early Literacy:	
STAR 360 Math - MOY	Early Numeracy:		Beyond Early Numeracy:	

Quantitative Measures

Content Mastery	80-84 %	85-89 %	90-94 %	95% or higher
Reading – Average of 9 week assessments				
Math – Average of 9 week assessments				

Cognitive Aptitude	100-109	110-114	115-119	120 or higher
Naglieri				

Student Observation *completed by teacher	Seldom or never	Occasionally	Often	Almost all the time	All the time
Student Characteristic Checklist					

Qualitative Measures

Student Observation *completed by parent/guardian	Does not have this trait	Demonstrates this trait	Demonstrates it frequently	Demonstrates it most of the time
Parent Checklist				

Preponderance of evidence: _____ Identified as Gifted and Talented (GTO)
 _____ Shows potential for Giftedness (placed as GTP)
 *review in 2 years for either identification or dismissal

Campus G/T Admission, Review, and Exit Committee:

_____ Name	_____ Position	_____ Date
_____ Name	_____ Position	_____ Date
_____ Name	_____ Position	_____ Date
_____ Name	_____ Position	_____ Date
_____ Name	_____ Position	_____ Date

Beaumont Independent School District Elementary Gifted and Talented Matrix 1st grade - Nominations

Student	School	Grade/ID#
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Parent/Guardian	Address	Telephone
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Majority of boxes must be to the right of the arrow

General Screener	Low to Mid Blue	Mid to High Blue	Low to Mid Green	High Green
STAR 360 Reading - MOY				
STAR 360 Math - MOY				

Content Mastery	80-84 %	85-89 %	90-94 %	95% or higher
Reading – Average of 9 week assessments				
Math – Average of 9 week assessments				

Quantitative Measures

Cognitive Aptitude	95-99	100-109	110-119	120 or higher
CogAT – SAS score				

Student Observation *completed by teacher	Seldom or never	Occasionally	Almost all the time	All the time
Student Characteristic Checklist				

Student Observation *completed by parent/guardian	Does not have this trait	Demonstrates this trait	Demonstrates it frequently	Demonstrates it most of the time
Parent Checklist				

Qualitative Measures

Preponderance of evidence: _____ Identified as Gifted and Talented (GTO)
 _____ Shows potential for Giftedness (placed as GTP)
 *review in 2 years for either identification or dismissal

Campus G/T Admission, Review and Exit Committee:

Name	Position	Date
Name	Position	Date
Name	Position	Date
Name	Position	Date
Name	Position	Date

Beaumont Independent School District
Elementary Gifted and Talented Matrix
2nd grade – All Students

Student	School	Grade/ID#
Parent/Guardian	Address	Telephone

Majority of boxes must be to the right of the arrow

General Screener	Low to Mid Blue	Mid to High Blue	Low to Mid Green	High Green
STAR 360 Reading - MOY				
STAR 360 Math - MOY				

Content Mastery	80-84 %	85-89 %	90-94 %	95% or higher
Reading – Average of 9 week assessments				
Math – Average of 9 week assessments				

Quantitative Measures

Cognitive Aptitude	95-99	100-109	110-119	120 or higher
CogAT – SAS score				

Student Observation *completed by teacher	Seldom or never	Occasionally	Almost all the time	All the time
Student Characteristic Checklist				

Qualitative Measures

Student Observation *completed by parent/guardian	Does not have this trait	Demonstrates this trait	Demonstrates it frequently	Demonstrates it most of the time
Parent Checklist				

Preponderance of evidence: _____ Identified as Gifted and Talented (GTO)
 _____ Shows potential for Giftedness (placed as GTP)
 *review in 2 years for either identification or dismissal

Campus G/T Admission, Review, and Exit Committee:

Name	Position	Date
Name	Position	Date
Name	Position	Date
Name	Position	Date
Name	Position	Date

Beaumont Independent School District
Elementary Gifted and Talented Matrix
3rd and 4th grade – Nominations

Student	School	Grade/ID#
Parent/Guardian	Address	Telephone

Majority of boxes must be to the right of the arrow

General Screener	Low to Mid Blue	Mid to High Blue	Low to Mid Green	High Green
STAR 360 Reading - MOY				
STAR 360 Math - MOY				

Content Mastery	80-84 %	85-89 %	90-94 %	95% or higher
Reading – Average of 9 week assessments				
Math – Average of 9 week assessments				

Quantitative Measures

Cumulative Achievement	Approaches	Meets	Masters
Reading (STAAR scale score)			
Math (STAAR scale score)			

Cognitive Aptitude	95-99	100-109	110-119	120 or higher
CogAT – SAS score				

Student Observation *completed by teacher	Seldom or never	Occasionally	Almost all the time	All the time
Student Characteristic Checklist				

Qualitative Measures

Student Observation *completed by parent/guardian	Does not have this trait	Demonstrates this trait	Demonstrates it frequently	Demonstrates it most of the time
Parent Checklist				

Preponderance of evidence: _____ Identified as Gifted and Talented (GTO)
 _____ Shows potential for Giftedness (placed as GTP)
 *review in 2 years for either identification or dismissal

Campus Admission, Review, and Exit Committee:

Name	Position	Date
Name	Position	Date
Name	Position	Date
Name	Position	Date
Name	Position	Date

Beaumont Independent School District
Elementary Gifted and Talented Matrix
5th grade – All Students

Student School Grade/ID#

Parent/Guardian Address Telephone

Majority of boxes must be to the right of the arrow

General Screener	Low to Mid Blue	Mid to High Blue	Low to Mid Green	High Green
STAR 360 Reading -MOY				
STAR 360 Math - MOY				

Content Mastery	80-84 %	85-89 %	90-94 %	95% or higher
Reading – Average of 9 week assessments				
Math – Average of 9 week assessments				

Quantitative Measures

Cumulative Achievement	Approaches	Meets	Masters
Reading (STAAR scale score)			
Math (STAAR scale score)			

Cognitive Aptitude	95-99	100-109	110-119	120 or higher
CogAT – SAS score				

Student Observation *completed by teacher	Seldom or never	Occasionally	Almost all the time	All the time
Student Characteristic Checklist				

Qualitative Measures

Student Observation *completed by parent/guardian	Does not have this trait	Demonstrates this trait	Demonstrates it frequently	Demonstrates it most of the time
Parent Checklist				

Preponderance of evidence: _____ Identified as Gifted and Talented (GTO)
_____ Shows potential for Giftedness (placed as GTP)
*review in 2 years for either identification or dismissal

Campus G/t Admission, Review, and Exit Committee:

Name	Position	Date
Name	Position	Date
Name	Position	Date
Name	Position	Date
Name	Position	Date



Beaumont Independent School District

Kindergarten Parent Checklist

Student Name: Last		First	MI	Sex M F	Ethnicity
Language Spoken at Home		Campus		School Year	
Parent Name			Primary Telephone #	Secondary Telephone #	Student Date of Birth
Street Address				E-mail address	
City	State TX	Zip	Student ID Number	Current Grade	Teacher

I give my 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
---------------------------	------

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.

If you circle a "3" or "4", please give an example to explain your response. Note: 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 begins.	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/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. Often reads books independently. (Please list titles of a few books.)	1	2	3	4
15. Enjoys numbers and discovering how they work.	1	2	3	4

16. What are your child's favorite TV programs? _____

17. Did your child attend preschool? _____ If so, which
one? _____ For how long? _____

18. What other information about your child or your family would you like to us to know? You may
want to tell about an interest, talent, or ability, or to share a special concern.

For office use only:

#1's

#2's

#3's

#4's

Majority of 1 answers = does not have this trait

Majority of 2 answers = demonstrates this trait

Majority of 3 answers = demonstrates it frequently

Majority of 4 answers = demonstrates it most of the time

Once determined, check the corresponding box on the student matrix.



Beaumont Independent School District
Elementary – 1st, 2nd, 3rd, 4th and 5th grades
Parent Checklist

Student Name: Last		First	MI	Sex M F	Ethnicity
Language Spoken at Home		Campus		School Year	
Parent Name			Primary Telephone #	Secondary Telephone #	Student Date of Birth
Street Address				E-mail address	
City	State TX	Zip	Student ID Number	Current Grade	Teacher

I give my 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
---------------------------	------

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.

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

My child . . .

1. Has unusually advanced vocabulary for their 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 other children their age.	1	2	3	4
4. Is interested in many adult problems such as politics, religion, philosophy – more than usual for a child their age.	1	2	3	4
7. Uses analogies to make generalization; looks for similarities and differences.	1	2	3	4
8. Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.	1	2	3	4
9. Generates many ideas or solutions to a problem; often unusual or clever responses.	1	2	3	4
10. Tries to understand complicated material by separating it into its respective parts; reasons things out independently; seeks logical and common sense answers.	1	2	3	4
11. Has rapid insight into cause-effect relationships; tries to discover the how and why of things.	1	2	3	4
12. Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything.	1	2	3	4
13. Possesses a large storehouse of knowledge about a variety of topics.	1	2	3	4
14. Has quick mastery and recall of factual information.	1	2	3	4
15. 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 content.	1	2	3	4
Has your child previously been screened for the Beaumont ISD GT program? If yes, at which campus?	School year		Yes	No
Is your child currently served in any other special programs? If yes, identify the program			Yes	No
What other information would you like us to know about your child?				

For office use only:			
#1's	#2's	#3's	#4's
_____	_____	_____	_____

Majority of 1 answers = does not have this trait
 Majority of 2 answers = demonstrates this trait
 Majority of 3 answers = demonstrates it frequently
 Majority of 4 answers = demonstrates it most of the time

 Once determined, check the corresponding box on the student matrix.



**Beaumont Independent School District
Nomination Form for
Gifted and Talented Program Identification**

Please complete this form if you would like to nominate a student for screening for identification as gifted and talented. The campus G/T Admission, Review, and Exit Committee will review each nominated student's case study based on specific criteria established for placement in the program. Please print or type all requested information and return to the counselor office at the campus by the due date.

Student's Name			Date	
Grade	Campus	Teacher		
Date of Birth				
Address				
Phone #			E-mail	
Your relationship to student	Teacher	Parent	Self	Other

Teacher Nomination Only:

How long have you taught this student?

Please write a short narrative explaining why you are nominating this student for identification. The following personal characteristics should be considered: intellectual curiosity, enthusiasm for knowledge, social and emotional maturity, and communication skills.

Signature

Beaumont Independent School District Kindergarten Teacher Checklist

Name of Student		Student ID
Grade	Campus	Date
Teacher		

Student Characteristics	Observed characteristics all the time	Observed characteristics almost all the time	Observed characteristics often	Observed characteristics occasionally	Seldom or never observed characteristic
1. Has rapid insight into cause and effect relationships; tries to discover the how and why of things; asks many provocative questions (as distinct from informational or factual questions); wants to know what makes things or people "tick".					
2. 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.					
3. Tries to understand complicated material by separating it into its respective parts; reasons things out for themselves; seeks logical answers					
4. Strives toward perfection; is self-critical; is not easily satisfied with own speed or products.					
5. Prefers to work independently; requires little direction from teachers.					
6. Is interested in many problems and topics, more than usual for age level.					

7. Often is self-assertive (sometimes even aggressive); stubborn in his/her beliefs.					
8. Is quite concerned with right and wrong; good and bad; often evaluates and passes judgment on others.					
9. Exhibits higher reasoning/creative problem solving.					
10. Demonstrates mastery of grade level work in Reading /Language Arts.					
11. Demonstrates mastery of grade level work in Reading /Language Arts.					
12. Demonstrates mastery of grade level work in Math.					
13. Applies acquired skills in academic work.					
Column Total					

Determine which column has the most answers.
Once determined, check the corresponding box on the student matrix.
If there is a tie, choose both on the matrix.



Beaumont ISD Gifted and Talented Program

Elementary Teacher Checklist

1st, 2nd, 3rd, 4th and 5th grades

Name of Student		Student ID
Grade	Campus	Date
Teacher		

Scales for Rating Behavioral Characteristics of Superior Students

Joseph S. Renzulli/Linda H. Smith/Alan J. White/Carolyn M. Callahan/Robert K. Hartman

Using the scale of A, B, C, or D, with A being most often and D being least often, rate the student according to how often you observed the characteristics. Circle your answer. It is important that all items are rated so that a true scale is developed.

Learning characteristics

1. A B C D 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.
2. A B C D Possesses a large storehouse of information about a variety of topics beyond the usual interests of children his/her age.
3. A B C D Has quick mastery and recall of factual information.
4. A B C D Has rapid insight into cause and effect relationships; tries to discover the how and why of things; asks many provocative questions (as distinct from informational or factual questions); wants to know what makes things or people "tick".

5. A B C D

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.

6. A B C D

Is a keen and alert observer; usually “sees more” or gets more out of a story, film, etc. than others.

7. A B C D

Reads a great deal on his/her own; usually prefers adult level books; does not avoid difficult material; may show a preference for biography, autobiography, encyclopedias, and atlases.

8. A B C D

Tries to understand complicated material by separating it into its respective parts; reasons a solution for problems; sees logical, common sense answers.

Motivational Characteristics

9. A B C D

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.)

10. A B C D

Is easily bored with routine tasks.

11. A B C D

Needs little external motivation to follow through in work that initially excites him/her.

12. A B C D

Strives toward perfection; is self-critical and is not easily satisfied with own speed or products.

13. A B C D

Prefers to work independently; requires little direction from teachers.

14. A B C D

Is interested in many “adult” problems such as religion, politics, sex, race - more than usual for age level.

15. A B C D

Likes to organize and bring structure to things, people, and situations.

16. A B C D

Is quite concerned with right and wrong; good and bad; often

evaluates and passes judgment on events, people, and things.

Creativity Characteristics

- | | | | | | |
|-----|---|---|---|---|--|
| 17. | A | B | C | D | Display a great deal of curiosity about many things; is constantly asking questions about anything and everything. |
| 18. | A | B | C | D | Generates a large number of ideas or solutions to problems and questions; often unusual ("way out"), unique, clever responses. |
| 19. | A | B | C | D | Is uninhibited in expressions of opinion; is sometimes radical and spirited in disagreement; is tenacious. Often is self-assertive (sometimes even aggressive); stubborn in his beliefs. |
| 20. | A | B | C | D | Is a high risk taker; is adventurous and speculative. |
| 21. | A | B | C | D | Displays a good deal of intellectual playfulness; fantasizes; imagines ("I wonder what would happen if...") manipulates ideas (i.e.; changes, elaborates upon them); is often concerned with adapting, improving and modifying institutions, objects, and systems. |
| 22. | A | B | C | D | Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others. |
| 23. | A | B | C | D | Is unusually aware of his/her impulses and more often to the irrational in himself/herself (freer expression of feminine interest for the boys, greater than usual amount of independence for girls); shows emotional sensitivity. |
| 24. | A | B | C | D | Is sensitive to beauty; attends to aesthetic characteristics of things. |
| 25. | A | B | C | D | Nonconforming; accepts disorder; is not interested in details; is individualistic; does not fear being different. |
| 26. | A | B | C | D | Criticizes constructively; is unwilling to accept authoritarian pronouncements without critical examination. |

After checklist is completed, count the number of each letter (Column total). Record this information in the chart below.

	#A's	#B's	#C's	#D's
Column Total				

Majority of A selections= Seldom or never observed
Majority of B selections = Occasionally observed
Majority of C selections = Observed almost all of the time
Majority of D selections = Observed all of the time

Once determined, check the corresponding box on the student matrix.



Beaumont Independent School District Gifted and Talented Program

Request to Furlough

I would like to request that my child be given a one-year furlough from the Gifted and Talented Program. I understand that if my child chooses to furlough for more than one school year, he/she must be reassessed in order to reenter the Gifted and Talented Program.

Student's Name _____

School _____

Parent's Signature _____

Address _____

Date

Telephone Number

To be completed by Campus G/T Admission, Review, and Exit Committee

Request is:

Approved

Denied

☐☐

Date: _____

Campus G/T Admission, Review, and Exit Committee:

Name

Position

Date

Name

Position

Date

Name

Position

Date

Name

Position

Date

Name

Position

Date



Beaumont Independent School District
Gifted and Talented Program
Request to Exit

I would like to request that my child be exited from the Gifted and Talented Program. I am aware that an exit from the program is a permanent status. Once my child has exited the program, he/she must repeat the complete assessment process and qualify again before being eligible for the program in the future.

Reason(s) for the requested exit:

Student's Name

School

Parent's Signature

Address

Date

Telephone Number

To be completed by Campus GT Admission, Review, and Exit Committee

Request is:

Approved

Denied

☐☐

Date: _____

Campus G/T Admission, Review, and Exit Committee:

Name

Position

Date

Name

Position

Date

Name

Position

Date

Name

Position

Date

Name

Position

Date