

# **B.R.I.D.G.E.**

**Bulldogs**

**Reaching**

**Individual**

**Destinations through**

**Gifted**

**Education**

Building a bridge to  
connect gifted and  
talented students to  
their classrooms,  
campus, community,  
colleges, and  
careers.



# **Gifted and Talented Services**

## **Coordinator Guide:**

### **Action Plan for Serving Gifted and Talented Students**

*Includes Improvement Plan Chart*

*Update 2022-2023*

*Revised 06/23*

**Alvord Independent**

**School District**

**249-901**

# Alvord ISD Gifted and Talented Services Plan Outline

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IV. Federal Regulations and Local School Board Policy (link)

[https://www.txgifted.org/laws\\_guidance](https://www.txgifted.org/laws_guidance)  
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# I. BRIDGE Services Action Plan

## A. Definition of a Gifted and Talented Student:

According to the Texas Education Code, Section 29.121,

“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:

- exhibits high-performance capability in an intellectual, creative or artistic area;
- possesses an unusual capacity for leadership; or
- excels in a specific academic field.

## B. Goals for Alvord ISD BRIDGE Services:

Gifted Services at Alvord ISD are referred to as BRIDGE Services, an acronym for ***Bulldogs Reaching Individual Destinations through Gifted Education***.

Students in the Alvord Independent School District will be identified for BRIDGE Services and provided appropriate avenues of learning based on their gifted areas, talents, interests, and educational needs by highly qualified staff members and G/T teachers with 30 hours of training and an annual 6-hour update.

BRIDGE Services are designed to continually assist gifted and talented students to reach the upper levels of achievement in the major categories of the cognitive domain through enrichment, differentiation, and independent studies. Specifically, the aim is to draw students from the cognitive areas of knowledge and comprehension to analysis, evaluation, and creation.

The primary goal of BRIDGE is to develop self-directed learners by providing instructional strategies which integrate cognitive, affective, and psychomotor process.

### Mission Statement:

The Alvord Independent School District Gifted and Talented Services shall act as a “bridge” to connect the student’s exceptional needs to individualized instruction through differentiation, independent studies, gifted enrichment classes, and meaningful opportunities. The gifted services shall also act as a “bridge” to assist in the collaboration of the gifted students, classroom teachers, parents, and community. Finally, the gifted services shall act as a “bridge” to connect the students’ educational career to the endeavors of adulthood.

## C. BRIDGE Services Selection Committee Members

Mrs. Sara Taylor-G/T Coordinator

Mr. Aaron Tefertiller-High School Principal

Mrs. Brandy Mayfield-High School Assistant Principal

Ms. Cat Kelly-High School Counselor

Mrs. Shelly Rangel-High School Teacher

Mrs. Jessica Bull-Middle School Principal

Mrs. Bonnie Foreman-Middle School Counselor

Mrs. Jamie Mitchell, Elementary Principal

Mrs. Jenna Clark-Elementary Counselor

**Kinder teacher**, Mrs. Darla Cole, **Second grade teacher**, Mrs. Karen Moore, Mrs. Melinda Johnson, Mrs. Carrie Walker-Elementary Teachers

## I. Gifted and Talented Services Framework

## A. Summary of Campus Plans for Gifted and Talented Services

Alvord ISD will ensure that qualified G/T teachers and specialists have 30 hours of G/T certification and an annual 6-hour update approved by the district. Teachers will utilize ESC11 G/T coursework and/or other district-approved G/T courses to complete the 30 hours. All new teachers will receive a 1-hour orientation to review district G/T procedures. Alvord ISD will use a variety of methods and strategies to serve our gifted students including but not limited to: enrichment classes, mentoring, cluster grouping, differentiation, pacing, acceleration, independent projects, academic competitions, CTE classes, extracurricular competitions, information on opportunities for gifted students, and opportunities to display/present age-appropriate, sophisticated products/performances to peers, staff, and community members.

### 1. BRIDGE Services Curriculum Development

Each year the G/T campus specialist for the elementary and middle school will design independent study projects that meet the criteria established in the Texas State Plan for the Education of Gifted/Talented Students. Teachers/specialists may use the *Texas Performance Standards Project* as a guide for developing G/T curriculum, and/or develop projects that are similar to the TPSP curriculum. Students will participate in these independent study projects that will allow the development of sophisticated products and/or performances appropriate for the student's age. There are no enrichment classes at the high school therefore all high school teachers that serve G/T students should be trained to meet the needs of the gifted population and utilize differentiation to challenge students in their gifted areas and offer independent study opportunities such as TPSP exit level projects.

### 2. Elementary and Intermediate Campus Procedures:

BRIDGE Services at the elementary campus are addressed through a variety of instructional strategies. Gifted and talented students are **cluster-grouped** within the regular classroom. The "cluster" teacher has been given appropriate training and spends proportionate time on curriculum differentiation, enrichment activities, and direct instruction for these students. Teachers receive curriculum training to ensure that all students receive the appropriate scope, sequence, depth, and complexity of instruction. Teachers have received extensive training on content complexity and depth of knowledge questioning.

The G/T specialist meets with all kindergarten classes for 15 minutes each week throughout the fall semester for special activities to assist in early identification of the gifted population. All kinder students are screened using a non-verbal ability assessment such as the NNAT-Naglieri Non-Verbal Abilities Test. Kinder students will be identified and coded in PEIMS by March 1<sup>st</sup> to ensure state funding for these students. Qualified kinder students will be served through pull-out G/T classes after March 1<sup>st</sup> until the end of the school year.

BRIDGE Enrichment classes meet once each week for 30 minutes to 1 ½ hours (length of time depends on grade level of child) with the G/T campus specialist for special projects such as Texas Performance Standards Projects or other approved independent study projects documented in Google Classroom and Eduphoria. The G/T specialist will strive to facilitate learning that requires high levels of critical thinking, reasoning, and problem-solving in order to develop students that are capable of Masters scores on the STAAR and developing sophisticated, professional, age-appropriate products. BRIDGE students are allowed at least one field trip per school year (virtual field trip options may be utilized if needed) as enrichment and application for special projects from BRIDGE Enrichment class as well as a grade level field trip.

Other elementary resources that assist in serving gifted students include Google Classroom, Accelerated Reader and Star testing, U.I.L. competitions, music, pre-band class, art, technology class, Chromebooks, tablet carts, a mobile science lab, RTI, Reflex math software, I-Station, math/science software, Smart Board software, and Region XI TexShare Databases such as Project Share and Discovery Education Streaming, and guidance lessons. Alvord ISD will offer a stipend to an employee interested in coaching an academic competition team such as Destination Imagination, Texas Future Problem Solvers, Odyssey of the Mind, or Lego Robotics.

### 3. Middle School Campus Procedures:

BRIDGE Services at the middle school campus are addressed through a culmination of instructional methods. **Students in grade 6-8 are cluster-grouped within the regular classroom.** The "cluster" teachers have been given appropriate training and spend a proportionate amount of time on curriculum differentiation, enrichment activities, and direct instruction for these students. Teachers receive curriculum training to ensure that all students receive the appropriate scope, sequence, depth, and complexity of instruction. Grade 8 students are served through advanced math classes. Students in grades 7 and 8 are cluster-grouped in classes where teachers choose appropriate instructional strategies and projects to enrich learning. Students have the opportunity to choose elective classes that are related to their interests and possible career paths.

Middle school teachers have obtained appropriate levels of instruction within their field of specialization to meet the needs of the gifted learner and assist students in preparing for the rigor of high school and college. Teachers utilize the Texas Essential Knowledge and Skills as well as the Texas College and Career Readiness Standards as guidelines when planning instruction. Teachers have received extensive training on content complexity and depth of knowledge questioning.

BRIDGE Enrichment classes meet with the G/T campus specialist once each week for at least 30 minutes where students participate in special projects such as Texas Performance Standards Projects or other approved independent study projects documented in Google Classroom and Eduphoria. The G/T specialist will strive to facilitate learning that requires high levels of critical thinking, reasoning, and problem-solving in order to develop students that are capable of Masters scores on the STAAR. BRIDGE students are allowed at least one field trip per school year (virtual field trip options may be utilized if needed) as enrichment and application for special projects from BRIDGE class as well as a grade level field trip.

Other middle school programs that assist in serving gifted students include Google Classroom, elective CTE classes, Accelerated Reader and Star testing, Study Island, U.I.L. competitions, art class, leadership class, band competitions, One Act Play, Yearbook class, National Junior Honor Society, student council, guidance lessons, technology applications, software programs for core subjects, science lab, RTI, inclusion, cheerleading, extra-curricular sports, agriculture classes, Region XI TexShare Databases such as Discovery Education Streaming, and Smart Board. Middle school students are also provided the option to perform with the Alvord Middle School Band which allows each child the opportunity to develop their musical talents under the direction of a qualified educator. Alvord ISD will offer a stipend to an employee interested in coaching an academic competition team such as Destination Imagination, Texas Future Problem Solvers, Odyssey of the Mind, or Lego Robotics.

#### 4. High School Campus Procedures:

BRIDGE Services at the high school are provided through an array of opportunities for the gifted students. Class options include Honors English, Honors Sciences, Honors Mathematics, Dual Credit Mathematics Classes, Dual Credit English, Dual Credit Government, Dual Credit Art, Dual Credit Social Sciences, Child Development Tech-Prep, Technology Applications, Photography, Agriculture, Family and Consumer Science Education, band, and many more Career/Technology Education classes. High school teachers have obtained appropriate levels of instruction within their field of specialization to meet the needs of the gifted learner and use rigor to develop students who are prepared for both college and careers. Teachers receive curriculum training to ensure that all students receive the appropriate scope, sequence, depth, and complexity of instruction. Classroom teachers document special projects to enrich learning. AP, Dual Credit and Honors teachers strive to create advanced level instruction that challenges the gifted learner and prepares them for the rigor of college classes and future professions. Teachers utilize the Texas Essential Knowledge and Skills as well as the Texas College and Career Readiness Standards as guidelines when planning instruction.

The campus counselor, G/T specialists and the District G/T coordinator are readily available to conference with gifted students about independent projects, educational goals, opportunities, and career plans. Gifted students have the opportunity to meet with a mentor at least once per week to conference about independent study projects such as the Texas Performance Standards Projects or other approved independent study projects. The gifted students are allowed at least one field trip per year (virtual field trip options may be utilized if needed) to further explore independent study topics. The G/T Coordinator is available for a minimum of 30 minutes every other week at the high school campus for mentoring and guidance of G/T students. An age-appropriate challenging game/resource center has been established at the high school for student/teacher access in the library to assist in serving the needs of G/T and advanced academic students.

Other high school campus programs that assist in serving gifted students include U.I.L. competitions, Alvord High School Marching Band, extra-curricular sports and activities, National Honor Society, Future Farmers of America, Family Career Community Leaders of America, Spanish club, student council, Vocational Adjustment Classes, and provisional college days. Other opportunities offered include One Act Play, academic clubs, and yearbook staff. Alvord ISD will offer a stipend to an employee interested in coaching an academic competition team such as Destination Imagination, Texas Future Problem Solvers, Odyssey of the Mind, or Lego Robotics.

#### 5. Make-up Work/Homework Policy/Procedures for Enrichment Classes and/or Field Trips

##### **General Statement**

Teachers shall make adjustments for students who participate in the gifted and talented pull-out enrichment classes during the regular school day. The student shall be given a reasonable amount of time, comparable to an excused absence, to make up missed work. The teacher should be aware that a gifted student should not be discriminated or punished with extra make-up work. The gifted student is a special learner with exceptional needs who attends enrichment class to learn in a different and unique way with others who have similar needs. Teachers shall use fairness and good judgment when managing the gifted student's make-up work.

##### a. New Material and Instruction

In general, new material or material not previously discussed in class, shall not be assigned as homework which is to be graded. The assignment should be given so that the student may review what has been missed in class. The teacher may check the assignment for comprehension and excuse the grade (teacher may use discretion and consider the individual learner). The teacher should be aware that because instruction is often a building process, one lesson may be crucial to the student's comprehension. The student shall be given the same instructional opportunities as the rest of the general education population. The teacher shall keep a schedule of pull-out classes so that the teacher is aware of the gifted students' absences when planning instruction so that the teacher may avoid special learning experiences such as labs, hands-on activities, etc.

##### b. Daily Work

The teacher may **shorten, modify, or excuse daily assignments** that a student misses while in enrichment class. This should be at the teacher's discretion according to individual needs and student progress. The student should not take advantage of the daily work policy and continue to work diligently until he/she is pulled for G/T.

c. Long-Term Assignment

The gifted student shall be held accountable for long-term reading assignments such as chapters in a novel or assigned reading in a text book. The gifted student shall turn in long-term projects on time unless previously decided on by teacher due to unavoidable circumstances.

d. Testing

If a test review takes place while the student is in G/T enrichment, the student will be given the opportunity to review for the test at another time. If a test is administered while the student is in G/T, the student will have the opportunity to make-up the test at another time such as advisory, tutorials, or the next class meeting.

e. Communication

Teachers of various subjects within the same grade level shall make an effort to coordinate their assignments so that excessive amounts of homework are not given at any one time. Students and teachers are responsible for communicating about make-up tests, test reviews, and daily instruction.

f. Temporary Furlough

A committee made up of the general education teacher, gifted and talented teacher, principal, student, and parent may meet to discuss temporary removal from the G/T enrichment classes due to academic issues, behavioral issues, or other extreme circumstances. The committee shall set the dates of removal and re-entry as well as a student agreement to address situation. The furlough in **no** way exits the student permanently from gifted services. Teachers will submit a Teacher Evaluation after the initial furlough period to re-assess student progress. The Selection Committee will review the evaluation forms and make a determination concerning the student such as the following: re-enter G/T classes, extend furlough period, or consider exiting from G/T services.

## 6. Field Trip Eligibility Criteria

In order to be eligible for the annual G/T field trip, a student must:

- a. Currently qualify for AISD Gifted and Talented Services
- b. Meet attendance requirements which include
  - Refraining from excessive absences or unexcused absences for the regular school day
  - Regularly attending BRIDGE Enrichment Classes at the elementary and middle school
  - Regularly attending High School mentor meetings
- c. Meet grade requirements at Middle School and High School which include:  
(Similar to the UIL "No Pass, No Play" rules)
  - Grade of 70\* or higher on the report card for the 6 weeks prior to the field trip **OR**
  - Grade of 70\* or higher on the progress report at the 3-week period for a class that student was failing at the end of the previous 6 weeks
  - \*A student in a 5.0 weighted class may have a 60 in place of the 70
- d. Meet behavior requirements which include:
  - Approval from classroom teachers to attend based on student behavior
  - Approval from campus principals/counselors to attend based on student record
  - Approval from G/T campus specialist to attend based on behavior in enrichment or mentor time
- e. Turn in all necessary paperwork for field trip such as:
  - Permission slip form
  - Money for the field trip
  - Approval form from teachers and office at the Middle School and High School level to clear student to attend based on attendance, grades, and behavior



## 7. New Staff Orientation

“5.7 Annually, each teacher, new to the district, receives an orientation to the district’s gifted/talented identification processes and the district’s services for gifted/talented students.” (TSPEGTS, 2019) This orientation will take place during in-service for the new school year. The training should take at least one hour and include topics such as nomination/testing procedures, TPSP/curriculum, Eduphoria access to G/T student information, differentiation in the regular classroom, characteristics of a gifted student, teacher rating scales, make-up work policies, and enrichment class procedures.

## 8. Progress Reports

“2.29 Student progress/performance in response to gifted/talented services is periodically assessed using standards in the areas served and identified in the written plan. Results are communicated to parents or guardians.” (TSPEGTS, 2019) The campus G/T specialist and/or District GT Coordinator shall provide an annual progress report of student response to district G/T services. This progress report should reflect student participation, academic growth in gifted areas, and performance related to independent study projects or a student-chosen exit-level project in grades 9-12.

## 9. Advisory Board

“Support and assistance is provided to the district in gifted/talented service planning and improvement by a parent/community advisory committee.” (TSPEGTS, 2019)

AISD G/T Services will invite parents/community members to offer input to assist in planning and improving district G/T services each year. The G/T Coordinator, G/T campus specialists, principals, counselors, members of the advocacy group, community members, and parents/guardians of gifted students will be given the opportunity to meet at least once each year to evaluate district G/T services and plan/improve for the next school year.

## 10. Advocacy Group

“The opportunity to participate in a parent association and/or gifted/talented advocacy groups is provided to parents and community members.” (TSPEGTS, 2019)

Alvord ISD Gifted and Talented Services will offer parents and community members the opportunity to develop an advocacy group to support G/T students, educators, and parents/guardians of gifted students.

## 11. Annual Evaluation of Services

“The effectiveness of gifted/talented services is evaluated annually, shared with the board of trustees, and the data is used to modify and update district and campus improvement plans. Parents are included in the evaluation process, and the outcomes and findings of the evaluation are shared with parents.” (TEC §§11.251–11.253).

“6.2 Input from family and community representatives on gifted/talented identification and assessment procedures is invited annually.” (TSPEGTS, 2019)

Alvord ISD Gifted and Talented Services will disseminate surveys annually to assist in the evaluation of current gifted services. AISD staff, community members, parents/guardians of gifted students, and all G/T students will be given the opportunity to submit a survey. This data will be used to evaluate the effectiveness of district G/T services as well as plan and improve services for the following school year.

## 12. Performance Measures

“Long-range evaluation of services is based on evidence obtained through gifted/talented-appropriate performance measures such as those provided through the Texas Performance Standards Project (TPSP).”

Alvord ISD Gifted and Talented Services will utilize performance measures such as advanced level III STAAR/EOC scores in student gifted areas, SAT/ACT scores, G/T student progress reports, annual surveys, academic growth, and student performance when developing sophisticated products related to interests, gifted areas, and career paths.

### 13. Improvement Plan

“4.8 Provisions to improve services to gifted/ talented students are included in district and campus improvement plans (TEC §§11.251- 11.253).”

## B. List of Service Options for Gifted and Talented Students

### 1. Elementary Services:

- Cluster grouping
- Visits to all kindergarten classes for special projects with G/T specialist
- Early screening for all kindergarteners to identify gifted students
- BRIDGE Enrichment Classes
- Information related to extracurricular academic and creativity competitions such as Destination Imagination, Legos, Texas Future Problem Solvers, Odyssey of the Mind
- Independent Study Projects such as Texas Performance Standards Project
- Differentiated Instruction
- BRIDGE field trips
- AR
- UIL
- Mobile Science Lab
- Technology Programs
- Chromebooks, Tablet carts
- Math and Science software programs

### 2. Middle School Services:

- Cluster grouping
- Advanced level courses including Algebra I
- BRIDGE Enrichment Class
- Information related to extracurricular academic and creativity competitions such as Destination Imagination
- Independent Study Projects such as Texas Performance Standards Project
- Differentiated Instruction
- BRIDGE field trips
- AR
- UIL
- Art
- Band
- One Act Play
- Yearbook class
- National Junior Honor Society
- Technology Applications
- Core subject area software such as Study Island, IXL
- Student Council
- Extra-curricular sports and activities
- Numerous elective classes including Leadership, Agriculture, and Art

### 3. High School Services:

- Pre-AP and AP coursework
- Honors courses
- Dual Credit courses
- CTE courses
- Numerous elective courses
- Mentor visits from G/T specialist at least one day every other week
- Opportunity to participate in exit-level BRIDGE independent study projects
- BRIDGE field trips
- UIL

- Clubs and organizations such as FFA, FCCLA, NHS, Spanish club, Stu-Co, VAC
- Information related to extra-curricular academic and creativity competitions such as Destination Imagination
- One Act Play
- Band
- College Days
- Professional and Community Mentors for gifted students
- Career Day and Career Planning
- Yearbook staff

## C. Identification Process for BRIDGE Services

### 1. Community Awareness Meetings

“2.5 An awareness session providing an overview of the assessment procedures and services for gifted/talented students is offered for families by the district and/or campus prior to the referral period. 2.6 All family meetings are offered in a language families can understand or a translator or interpreter is provided to the extent possible.” (TSPEGTS, 2019)

Alvord ISD Gifted and Talented Services will offer an awareness meeting for parents/guardians prior to the fall, kinder, and spring testing periods. The G/T Coordinator will explain the nomination/identification process, discuss criteria to qualify for services, and summarize G/T services provided at each campus. An interpreter will be present if needed to translate information provided in appropriate languages.

### 2. Nomination Guidelines

#### a. Persons eligible to nominate a student:

Any professional staff member, community member, parent/guardian of the potentially gifted student, peer of a potentially gifted student, or the potentially gifted student himself may nominate a student for gifted services in the Alvord Independent School District. The nomination will be made by completing a nomination form.

- Teacher nominations:**  
Teachers who desire to nominate a student must complete a nomination form and a parent/guardian rating scale such as the Behavior Characteristics of Superior Students Renzulli-Hartman Scale.
- Parent/Guardian/Community Member nominations:**  
Community members who desire to nominate a child must complete a nomination form and the Character Checklist.
- Peer/Self nominations:**  
Students who desire to nominate a peer/himself must complete a nomination form and the “Student Questionnaire” short essay form.

#### b. Formal Nominations:

The nomination process is ongoing. Screening of students occurs at anytime the need arises.

- Fall Testing Period:**  
Formal nominations and identification process for **all** students in grades 1<sup>st</sup> through 12<sup>th</sup> occur from September to December as well as students recommended for re-nomination based on the past fall’s previous G/T testing scores .
- Spring Testing Period:**  
Formal nominations are open to all students in 6<sup>th</sup> through 11<sup>th</sup>. 1<sup>st</sup> through 5<sup>th</sup> will focus on staff nominations, students eligible for re-testing, and recommendations from teachers. Spring nomination process will open in the month of January and the identification process will occur from January to May.
- Kindergarten Testing Period:**  
Formal screenings such as the Naglieri Non-Verbal assessment or the Kingore Observation Inventory will be used to screen all kindergarten students at midyear before kinder identification process begins. Kindergarten students that are nominated by screening, parent or teacher will be tested in January and February. Kindergarten students must be identified by March 1<sup>st</sup> to receive state funding for these students in the fall.

### 3. Screening Procedures

The identification process is comprehensive and consists of multiple steps including a variety of qualitative and quantitative screening and assessment tools: (Refer to Flowchart for example of steps)

- a. Nomination process and initial screening using tools listed previously
- b. Screening and Assessment tools

A variety of criteria are used to screen all nominated students to insure fairness and accuracy, because no single method of identification or criterion for selection is sufficient to identify all gifted students. The list of criteria is continually changing in an attempt to identify a variety of diverse students. By offering a wide range of criteria, the selection committee can ensure that students are identified in typically underserved populations throughout the state.

c. **Recommended Approach for Gifted and Talented Identification  
Suggested by Gifted and Talented Coordinator  
(refer to flowchart at the end of this document)**

- Nomination process is on-going.
- Screen **all** kinder using a non-verbal ability test
- Kinder population must be identified by March 1
- Transfer students, new to the district, and all students grades 1-12 may be screened/identified in the fall.
- Secondary students offered identification process in fall and spring
- Spring nomination period will focus on assessing kinder, staff-nominated students in grades 1-5, and all eligible students in grades 6-11.
- Students can be re-nominated annually or at G/T coordinator's discretion.
- Assessment tools for identification should include a variety of qualitative and quantitative measures to identify students in all gifted areas and from many different backgrounds.
- At least 3 criteria should be used when identifying gifted population

• **Suggested steps in the identification process:**

1. Use an **abilities test** such as CogAT/SAGES to measure verbal and non-verbal abilities.
2. Use a **non-verbal intelligence test** such as Naglieri, Ravens matrices, or Standard matrices to identify students with other exceptional needs like dyslexia, social/language barriers, and ESL. Student is required to meet district line on either step 1 or step 2 in order to continue with step 4.
3. Collect **parent and teacher surveys** such as GATES, Renzulli, or SIGS.
4. Use an **achievement test** such as those listed above—ITBS, MAT, SAT, CAT—to identify students gifted in a core area. If student does not exhibit giftedness in one of the 4 core areas—math, language, social studies, or science, continue to the next step. For students who qualify by the district matrix, further testing is optional.
5. (Optional) Use a **creativity test** such as the Torrance, creativity scales, or creativity activity with rubric to identify students who are gifted in the area of creativity and may or may not be gifted in an academic core area. **Limitation:** District must meet the needs of students gifted in creativity.
6. (Optional) Use a **leadership scale** such as a behavioral rating scale, type indicator, or self-concept scale to identify giftedness in the area of leadership. **Limitation:** District should be meeting the needs of students gifted in leadership.
7. Fill out **district matrix** on each nominated student.
8. Meet with the **Gifted and Talented Selection Committee** to review results.
9. Post all results in Eduphoria. Qualifying students' service plans should be added to Eduphoria.

**Suggested approach to apply recommendations to current identification year:**

- Use **Creativity assessment** for some students in process if needed or requested by teacher if student exhibits evidence of creativity.
- Use Renzulli leadership and creativity rating scales to identify gifted students with leadership or creativity capabilities.
- Use **Renzulli** parent/teacher surveys for all nominated students.
- Use **CogAT** for all nominated students.
- Use Stanford Achievement Test (grades 4-12) or Iowa Test of Basic Skills (grades K-3) on all nominated students.
- Order the **Naglieri** for all kinder and for ESL students if needed.

### 4. List of Screening and Assessment Criteria that may be used by Alvord ISD:

- Non-Verbal Assessment such as Naglieri-used to screen all kindergarteners and nominated ESL students
- Teachers may use achievement test results to screen all students in primary grades to find potential gifted students

- during nomination process
- Teacher Rating Scale such as Renzulli-Hartman or GATES
- Parent/Community Member Survey such as the Gifted and Talented Evaluation Scales (GATES), Renzulli-Hartman, or Scales for Identifying Gifted Students(SIGS)
- Abilities/Aptitude Test such as the Cognitive Abilities Test (CogAT) or the Screening Assessment for Gifted Elementary and middle school Students (SAGES)
- Achievement test such as Metropolitan, Iowa Test of Basic Skills (ITBS), California (CAT), Stanford (SAT)
- Torrance Tests of Creative Thinking (TCCT)
- Renzulli Scales for Rating the Behavioral Characteristics of Superior Students in the areas of learning, creativity, motivation, leadership, artistic, musical, dramatics, communication, planning, mathematics, reading, technology, science
- Renzulli 3 Rings of Giftedness
- Observation Inventory such as the Kingore (KOI) for kindergarten or Ohio State University

Other criteria to consider when screening and selecting gifted and talented students:

- State test scores such as State of Texas Assessment of Academic Readiness (STAAR) or End of Course Exams (EOC)
- Previous school year report card grades
- Student portfolios
- Classroom observations
- Texas Primary Reading Inventory
- Benchmark and Curriculum-based assessment data
- Holistic view of student
- College entrance exam scores

#### 4. Testing Eligibility

A student is eligible for testing upon recommendation by a teacher, staff member, parent, guardian, community member, peer, or himself/herself. Parent/guardians must return “Permission for Testing” forms before testing can begin. Students in K-5 may be tested at least annually while secondary students in 6-12 may be tested bi-annually if needed. Administrators and G/T specialists may use discretion to determine whether a student should be re-assessed for G/T services within the same calendar year.

#### 5. Selection Process

Selected students qualify for BRIDGE Services based on the results of multiple and specific criteria both quantitative and qualitative in nature. The BRIDGE Selection Committee made up of at least 3 professional educators with 30 hours of G/T training and annual 6-hour update shall act as the gifted and talented selection committee. The committee will consider the results of all criteria used to make professionally sound decisions for individual student identification **rather than** adhering rigidly to fixed cutoff scores. As stated in the Student Attendance Accounting Handbook, kindergarten students must be identified and served before March 1 of the current school year in order for the student to be eligible for G/T funding. However, no more than 5% of the district’s students are eligible for G/T funding.

#### 6. Individual Service Plan

“3.12.1 Gifted/Talented Education Plans for identified students detail the individual gifted/talented needs and services.” (TSPEGTS, 2019)

Teachers serving gifted students may access individualized gifted and talented service plans on Eduphoria. The plan will include gifted areas, service options, assessment results, selection committee input, and optional comments related to best serving each G/T student’s needs. Services provided to G/T students may include:

- Independent research
- Development of advanced level products or performances
- Acceleration
- Flexible pacing
- Schedule modifications
- Adaptations or modifications of core curriculum

#### 7. New Student/Guardian Orientation

New student orientation will be offered bi-annually in early fall and early spring to introduce new G/T students to the district G/T services. This orientation may take place during and/or after school hours or virtually. The orientation will include topics such as enrichment classes, supplies needed, expectations, field trip information, academic opportunities, and explanations of independent research projects or other services offered to G/T students within the regular school day. Parents/guardians will be provided information about the parent advocacy group.

## 8. Appeal Process

Parents/Guardians of nominated students not selected for BRIDGE Services may register an appeal to the selection committee under the following conditions:

- a. Student must be above district range in at least one area of abilities/aptitude test—quantitative, verbal, non-verbal, or composite
- b. Student must be above district range in at least 5 of the 7 major criteria areas on the identification matrix—abilities test, achievement test, parent survey, teacher rating scale, non-verbal assessment, leadership scale, or creativity test/scale.

## 9. Provisions for Transfer Students

- a. Transfer from campus within district

All Alvord ISD campuses will recognize a student receiving BRIDGE Services at the previous campus as still qualifying for BRIDGE Services. The gifted student will remain eligible for all BRIDGE Services including cluster-grouping, BRIDGE Enrichment classes if available, BRIDGE special projects, and differentiation in the regular classroom. The student's records from BRIDGE Services shall follow the student through his/her school career. If professional staff members at the new campus are concerned about the student's performance or eligibility, a meeting shall be held as discussed in furlough/exit procedures.

- b. Transfer from another school district

If a student transfers from another school district to Alvord ISD, the student may also transfer his/her qualifications for gifted services on a probationary basis under the following conditions:

- The previous district verifies the student's identification and qualification criteria
- At the end of the 30 school-day probation period (6 weeks), the G/T instructor recommends the student be removed from probationary placement. Alvord ISD recognizes the student as qualifying for BRIDGE services.
- If at the end of the 30-day probationary period, the G/T instructor recommends the student be exited from the program, the parent or guardian may request that the student be screened based on the criteria in the Alvord ISD identification process.

- c. Provisions for child of military personnel

A child with parents/guardians currently serving in the military who transferred from another school with evidence of previous qualifications for gifted services is automatically qualified for BRIDGE Services without a probationary period. Because of the student's frequent transitions from school to school, it is not necessary to place the student on a probationary period or begin the identification process.

## 10. Furlough Procedures

Once a student has been identified for BRIDGE Services, the student remains in the BRIDGE program until exiting procedures have been completed. A student may elect to be non-participatory by not attending BRIDGE Enrichment classes, field trips, or other special projects and activities. Non-participation does not automatically exit the student from BRIDGE Services. The student shall still receive services in the regular classroom through differentiated instruction.

Students who are unable to maintain satisfactory performance within the structure of the BRIDGE Services may be placed on furlough by the Professional BRIDGE Committee. The purpose of such a furlough is to provide the student an opportunity to attain performance goals established by the committee. A furlough may also be granted at the request of the student and/or parent/guardian. A student may be placed on furlough for a period of time deemed appropriate by the committee. At the end of the furlough, the student's progress shall be re-evaluated. At which time the student will be

eligible for BRIDGE Services, permanently exited from all BRIDGE Services, or given a furlough extension.

## 11. Exit Procedures

At anytime during the school year, a student's qualifications for BRIDGE Services may be reviewed if a G/T specialist/instructor requests a review meeting. If exiting or furlough placement is under consideration, a meeting of all persons associated with the student (principal, counselor, teacher(s), parents, and the gifted student) along with the Professional BRIDGE Committee will be held to determine whether or not the student's needs are being best served by continuation of BRIDGE Services. Exiting may be accomplished by a unanimous vote of members. A student who has been exited from gifted services may not apply for re-evaluation until one full academic year has elapsed. A parent may request that their child be withdrawn from G/T services at any time. It is recommended, however, that the review process described above be followed.

## D. Family and Community Involvement

1. Parents/Guardians are given the opportunity to initiate or join a parent advocacy group.
2. The purpose of the advocacy group is to educate parents/community members about the needs of gifted and talented students so that they may:
  - a. Increase community and family support of our G/T students
  - b. Increase awareness of G/T services and how it serves students
  - c. Award scholarship(s) each year to a graduating G/T senior
  - d. Raise funds to support G/T students and G/T programs
  - e. Encourage participation of our gifted students in at least 1 competitive academic competition such as Lego, Destination Imagination, or Odyssey of the Mind
3. The advocacy group officers along with the G/T specialist will promote at least 1 meeting per month.
4. The G/T specialist will assist the advocacy group officers in promoting the group through digital newsletters, announcements, or updates that keep parents informed of BRIDGE Services and other opportunities for the families of gifted students
5. The advocacy group will continue to develop goals, objectives, and plans to better serve the Alvord ISD gifted students.

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

<https://tea.texas.gov/sites/default/files/Approved%20Final%20Draft%20of%20Texas%20State%20Plan%202019.pdf>

(when viewing this document online, you may  
click the above length to access the TSPEGTS)



## II. Federal Regulations

(included in Texas State Plan for Ed. of G/T)

[https://www.txgifted.org/laws\\_guidance](https://www.txgifted.org/laws_guidance)

and

## Local School Board Policy

<https://pol.tasb.org/Policy/Code/1256?filter=EHBB>

(Can be accessed from the District website School Board-Policy-EHBB)

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.

§29.122. Establishment.

(a) Using criteria established by the State Board of Education, each school district shall adopt a process for identifying and serving gifted and talented students in the district and shall establish a program for those students in each grade level. A district may establish a shared services arrangement program with one or more other districts.

(b) Each school district shall adopt a policy regarding the use of funds to support the district's program for gifted and talented students.

§29.124. Certification and Reporting Required.

(a) Each school district shall annually certify to the commissioner that the district has established a program for gifted and talented students as required by this subchapter and that the program is consistent with the state plan developed under Section 29.123.

(b) If the commissioner determines that a school district has failed to comply with Subsection (a) for a school year, the commissioner shall reduce the total amount of funding to which the district is entitled under Chapter 48 for that school year by an amount equal to the basic allotment multiplied by the product of:

(1) 0.12; and

(2) an amount equal to five percent of the students in average daily attendance in the district.

(c) The commissioner may restore to a school district all or part of the funding withheld from the district's entitlement under Subsection (b) if during the school year the district complies with Subsection (a).

(d) At the same time that a school district makes the certification required under Subsection (a), the district shall report to the commissioner regarding the use of funds on the district's program for gifted and talented students as provided by State Board of Education rule.

(e) Nothing in this section may be construed as limiting the number of students that a school district may identify as gifted and talented or serve under the district's program for gifted and talented students.

Texas Education Code as amended by the 86th Legislature of the State of Texas.

Effective September 1, 2019.

23 TEXAS EDUCATION CODE CHAPTER 42.

FOUNDATION SCHOOL PROGRAM Subchapter C.

Special Allotments §42.156. Gifted and Talented Student Allotment.

(a) For each identified student a school district serves in a program for gifted and talented students that the district certifies to the commissioner as complying with Subchapter D, Chapter 29, a district is entitled to an annual allotment equal to the district's adjusted basic allotment as determined under Section 42.102 or Section 42.103, as applicable, multiplied by .12 for each school year or a greater amount provided by appropriation.

(b) Funds allocated under this section, other than the amount that represents the programs share of general administrative costs, must be used in providing programs for gifted and talented students under Subchapter D, Chapter 29, including programs sanctioned by International Baccalaureate and Advanced Placement, or in developing programs for gifted and talented students. Each district must account for the expenditure of state funds as provided by rule of the State Board of Education. If by the end of the 12th month after receiving an allotment for developing a program a district has failed to implement a program, the district must refund the amount of the allotment to the agency within 30 days.

(c) Not more than five percent of a district's students in average daily attendance are eligible for funding under this section.

(d) If the amount of state funds for which school districts are eligible under this section exceeds the amount of state funds appropriated in any year for the programs, the commissioner shall reduce each district's tier one allotments in the same manner described for a reduction in allotments under Section 42.253.

(e) If the total amount of funds allotted under this section before a date set by rule of the State Board of Education is less than the total amount appropriated for a school year, the commissioner shall transfer the remainder to any program for which an allotment under Section 42.152 may be used.

(f) After each district has received allotted funds for this program, the State Board of Education may use up to \$500,000 of the funds allocated under this section for programs such as MATHCOUNTS, Future Problem Solving, Odyssey of the Mind, and Academic Decathlon, as long as these funds are used to train personnel and provide program services. To be eligible for funding under this subsection, a program must be determined by the State Board of Education to provide services that are effective and consistent with the state plan for gifted and talented education.

[Sections 42.157-42.200 reserved for expansion]

Texas Education Code as repealed by the 86th Legislature of the State of Texas.

Effective September 1, 1995.

24 TEXAS ADMINISTRATIVE CODE Title 19, Part II Chapter 89.

Adaptations for Special Populations Subchapter A.

Gifted/Talented Education §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 assessment and, if

identified, services for the gifted/ talented program;

(4) provide for final selection of students 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.

Source: The provisions of the §89.1 adopted to be effective September 1, 1996, 21 TexReg 5690. §89.2 Professional Development.

School districts shall ensure that:

(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.

Source: The provisions of this §89.2 adopted to be effective September 1, 1996, 21 TexReg 5690; amended to be effective February 13, 2000, 25 TexReg 776.

§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; 25

(2) a continuum of learning experiences that leads to the development of advanced-level products and performances;

(3) in-school and, when possible, out-of-school options relevant to the student's area(s) of strength that are available during the entire school year; and

(4) opportunities to accelerate in areas of strength.

Source: The provisions of this §89.3 adopted to be effective September 1, 1996, 21 TexReg 5690.

§89.4 Fiscal Responsibility. Repealed. Please see §105.11 below.

Source: The provisions of this §89.4 repealed to be effective May 23, 2011, 36 TexReg 3187.

§89.5 Program Accountability.

School districts shall ensure that student assessment and services for gifted/talented students comply with accountability standards defined in the Texas State Plan for the Education of the Gifted/Talented. Source: The provisions of this §89.5 adopted to be effective September 1, 1996, 21 TexReg 5690. §105.11. Maximum Allowable Indirect Cost.

No more than 48% of each school district's Foundation School Program (FSP) special allotments under the Texas Education Code, Chapter 42, Subchapter C, may be expended for indirect costs related to the following programs: compensatory education, bilingual education and special language programs, and special education.

No more than 45% of each school district's FSP special allotments under the Texas Education Code, Chapter 42, Subchapter C, may be expended for indirect costs related to gifted and talented education programs.

No more than 42% of each school district's FSP special allotments under the Texas Education Code, Chapter 42, Subchapter C, may be expended for indirect costs related to career and technical education programs. Indirect costs may be attributed to the following expenditure function codes:

34—Student Transportation; 41—General Administration; 81—Facilities Acquisition and Construction; and the Function 90 series of the general fund, as defined in the Texas Education Agency publication, Financial Accountability System Resource Guide.

(b) For the 2012–2013 school year and each year thereafter, a school district may choose to use a greater indirect cost allotment under the Texas Education Code, §§ 42.151, 42.153, 42.154, and 42.156, to the extent the school district receives less funding per weighted student in state and local maintenance and operations revenue than in the 2011–2012 school year. The commissioner of education shall develop a methodology for a school district to make a determination under this section and may require any information necessary to implement this subsection. The commissioner's methodology must limit the percentage increase in allowable indirect cost to no more than the percentage decrease in state and local maintenance and operations revenue from the 2011–2012 school year.

Source: The provisions of this §105.11 adopted to be effective September 1, 1996, 21 TexReg 5710; amended to be effective December 5, 2004, 29 TexReg 11347; amended to be effective December 31, 2009, 34 TexReg 9439; amended to be effective December 26, 2011, 36 TexReg 8825.

V. User-Friendly  
Differentiation Ideas  
For the Classroom,  
Suggested Identification  
Approach Model, Services  
Improvement Plan Chart

## Top Ten Effective Instructional Practices for Gifted Learners:

-Differentiation methods all teachers can utilize in the regular classroom

1. Pre-Assessment
2. Depth and Complexity
3. Flexible Grouping
4. Questioning Methods
5. Tiered Assignments
6. Curriculum Compacting—Alternative Learning Experiences
7. Learning Contracts
8. Creative Problem-Solving
9. Independent Study
10. Acceleration—early admission, grade-skipping, subject-matter acceleration, telescoping curriculum, correspondence courses, IBP, concurrent/dual enrollment, early college-entrance

## Differentiation Ideas for High-Achieving Elementary Students

- "What can I do when I'm finished?" Cards: Individualized student index card files that specify activities appropriate for that student to work on when finished with class assignments—often include skill practice
- COFFEE activities: (Tin Man Press Publication activities)
  - ✓ Creativity
  - ✓ Originality
  - ✓ Flexibility
  - ✓ Fluency
  - ✓ Elaboration
  - ✓ Evaluation
- \*Tiered Menu Choice Boards: Appetizers—Easy Warm-ups, Main Dishes—Content for all students, Desserts—Challenging Extension Activities
- \*Tic-Tac-Toe Activity Boards
- RAFTS charts: Role, Audience, Format, Topic, Strong Verb  
Ex. R-Fireman, A-kids, F-Song, T-Fire Safety, SV-Compose
- Website Scavenger Hunts
- Acceleration or Self-Pace Activities like Drops in the Bucket, AR, Individual work in a gifted area, SRA cards, strategy games with leveled cards, etc.
- Texas Performance Standards  
Projects--<http://www.texaspsp.org/moregrades/additionaltasks.php>  
First Grade Projects include:
  - ✓ "It's a family affair: A study of Culture and Tradition"
  - ✓ Animal Nation
- \*Other independent study projects created by you and the student that incorporate the students' interests and gifted area. The project should require research through children's books and the internet as well as age-appropriate professional products created by student
- \*Clustering—group G/T or high-achievers together to work on cooperative learning tasks or missions.

Student Name: \_\_\_\_\_ Campus: Elementary

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

# I am finished! What can I do now?

Do the activities selected in the order provided by your teacher.

- o Read my AR book
- o Do my Reflex math practice
- o Practice my spelling words:
  - o Rainbow words (write in different colors with markers or crayons)
  - o Back-words (write backwards)
  - o Scrambled words (mix up letters and have a partner unscramble)
  - o Mass Media Medley (find words in newspapers, magazines, brochures, etc.)
  - o Choo-choo train words (string of words no spaces)
- o Fluency:
  - o Make a word collage with as many words that you can think of about \_\_\_\_\_
  - o A to Z Insanity words: Start with A and think of 26 words about \_\_\_\_\_
- o Find 2 objects and list what they have in common: \_\_\_\_\_ and \_\_\_\_\_
- o Invent/Create:
  - o Materials: \_\_\_\_\_
  - o Mission: \_\_\_\_\_
  - o Name of creation: \_\_\_\_\_
  - o What is it for? \_\_\_\_\_
- o Draw a picture and write a story, poem, or acrostic about your artwork.
- o Math Mania: (dice, dominoes, cards, spinner, etc. for +, -, x, ÷) (Check with calculator)
  - o Manipulative: \_\_\_\_\_ Skill: \_\_\_\_\_
- o File folder games or skill games provided by teacher: \_\_\_\_\_
- o Make a learning game for a teacher: (matching game, trivia, board game, Swat, etc.)
  - o Topic: \_\_\_\_\_ Skill: \_\_\_\_\_
  - o Type of game: \_\_\_\_\_ # of players: \_\_\_\_\_
- o Independent Study:
  - o Mission: \_\_\_\_\_
  - o Guiding research question(s): \_\_\_\_\_
  - o How many facts do I need to find?: \_\_\_\_\_
  - o How do I present my information?: \_\_\_\_\_
- o Internet Scavenger Hunts:
  - o Find \_\_\_ facts/details about: \_\_\_\_\_.
  - o Create a scavenger hunt for a friend/the class with \_\_\_ questions about \_\_\_\_\_.
  - o Find \_\_\_\_\_ new fancy words that start with the letter \_\_\_ and use them in a sentence correctly.
  - o Make a word collage with as many words that you can find about \_\_\_\_\_.
  - o Find \_\_\_ clues about a famous mystery person and see if your teacher can guess who it is.

Name \_\_\_\_\_ Campus: Elem Date \_\_\_\_\_

I am finished! What can I do now? Tic-Tac-Toe

Student Choice

Teacher Choice

3 in a row

Any 3

4 corners

Black-out

**Stop at Spelling Station**

- Rainbow words
- Scrambled words
- Back-words
- Choo-Choo Train words
- Mass Media Medley

**Build a Boardgame**

- Topic: \_\_\_\_\_
- # of players \_\_\_\_\_
- Matching style
  - Trivia style
  - Board game style

**Grab a Game**

Choose a file folder game or other learning games that your teacher has available in the classroom.

Game: \_\_\_\_\_

**Think Fast**

- Make a word collage with as many words as you can think of about \_\_\_\_\_
- A to Z Insanity! Start with A and think of 26 words about \_\_\_\_\_

**Be the Expert!**

My Mission: \_\_\_\_\_

Guiding Research Questions:

\_\_\_\_\_

\_\_\_\_\_

# of facts\_\_Project\_\_\_\_\_

**Stretch Your Brain!**

Choose 2 random objects:  
Make a Venn diagram of how the objects are the same and different. Compare them in unusual ways!  
\_\_\_\_\_ and \_\_\_\_\_

**Hunt for Technology Treasure**

- \*Find\_\_facts about\_\_\_\_\_
- \*Make a scavenger hunt for a friend with\_\_questions about \_\_\_\_\_
- \*Find\_\_clues about a famous person. Can your teacher guess the mystery person?
- \*Find\_\_fancy words about\_\_\_\_\_

**Imagine and Invent**

**Materials:** \_\_\_\_\_

**Mission:** \_\_\_\_\_

**Name of creation:** \_\_\_\_\_

**Purpose or description:**

\_\_\_\_\_

**Express Yourself**

Sketch and color an illustration.  
Write about your artwork:

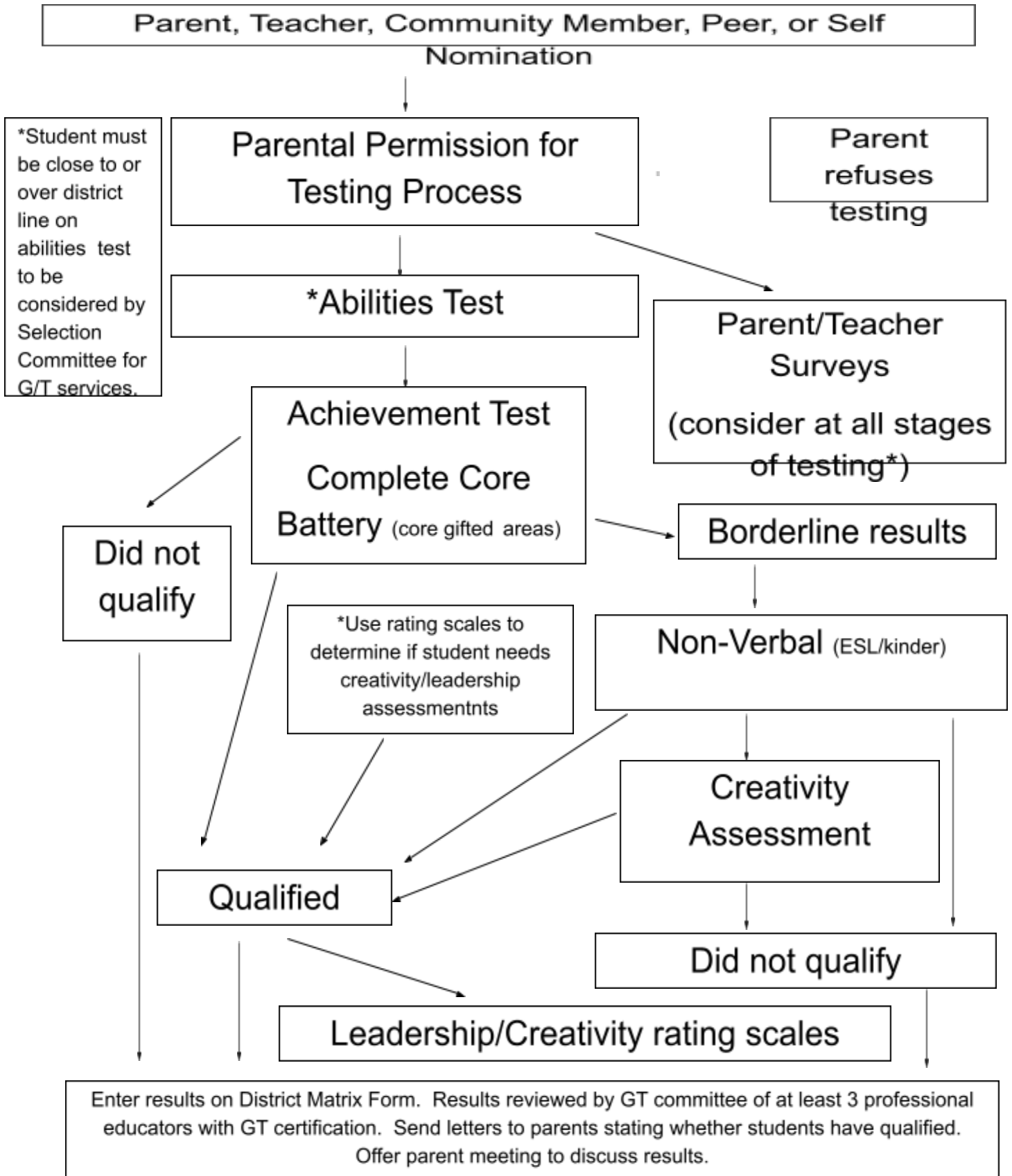
Story

Poem

acrostic



# Summary of Identification Steps



## Tentative Calendar of Events in Alvord ISD Gifted and Talented Services

<u>Event/Activity/Deadline/Period</u>	<u>Date (may be exact or approximate)</u>
○ Update Eduphoria files, Action Plan, rosters, blue folders, etc.	August/September
○ Check with all campus office for new GT transfer students	August/September (ongoing)
○ Teacher Communication—students, gifted areas, policies, Eduphoria	August/September
○ Utilize Parent Square, Website ongoing communication	Ongoing
○ Create welcome letter packet for G/T students	August/September
○ G/T Parent/Student Orientation Night (Enrichment/PAGTS)	August/September
○ Newsletters (digital/website)	Ongoing (each month or semester)
○ GT rosters, Enrichment schedules, lesson plans, student files	Ongoing
○ Initiate extracurricular opportunities—DI, Lego, TFPS, etc.	September
○ Fall Community Awareness Process—notes, Remind, emails, website	September
○ Fall Identification Process	September-December
○ Fall Nominations (1 <sup>st</sup> -12 <sup>th</sup> )*	Deadline 2 <sup>nd</sup> Friday in September
○ Order testing online licenses if needed (Riverside, Pearson)	September
○ Letters of Acknowledgement of nominations to parent/guardian	September
○ Guardian Permission for testing	September
○ Rating Scales (Teacher/Parent)	September-October
○ CogAT	September-October
○ Stanford Achievement or ITBS	October-November
○ NNAT2 (if needed) (ESL)	November-December
○ TTC (if needed) or portfolio for creativity	November-December
○ Start Enrichment Classes	3 <sup>rd</sup> week of school
○ October Museum/Presentations AES, AIS	before/on October 31
○ Independent Study Research	Ongoing throughout school year
○ Plan field trip	November-January
○ Fall Selection Committee Meeting	December/January
○ Community Awareness Meeting for spring	December/January
○ Spring Community Awareness Process	January
○ Publicize on Parent Square, website	January
○ Independent Study Project Display	Teacher's discretion
○ Spring Identification Process (Kinder, 1 <sup>st</sup> -11 <sup>th</sup> )*	December-May
○ Kinder Screening Process (NNAT2)	December
○ Spring Nominations	December-January
○ Order testing licenses if needed	January
○ Letter of Acknowledgement to parent/guardian	Ongoing December-January
○ Guardian Permission for testing	January
○ Rating Scales (Parent/Teacher)	February
○ CogAT	February-March
○ Stanford Achievement or ITBS	April-May
○ NNAT2 (if needed) (ESL)	April-May
○ TTC (if needed) or Creativity Portfolio	May
○ Selection Committee Meeting for Kinder for next year)	By March 1 (for funding for students)
○ Kinder Qualification Deadline	March 1
○ Spring Selection Committee Meeting for 1 <sup>st</sup> -12 <sup>th</sup>	May
○ Community Surveys on Google Forms (staff, student, guardians, community)	May
○ Use Rubrics to assess student projects (teacher discretion)	May
○ End Enrichment Classes	Mid-May
○ End of Year Summative Report (Breakdown of testing results)	Last 2 weeks of school
○ File Student Paperwork (Eduphoria, Blue folders, GT files)	Last 2 weeks of school
○ Enrichment Class End of the Year Celebrations	Last 2 weeks of school
○ Update Individual GT rosters and share (PEIMS, admin)	Last 2 weeks of school
○ Update blue folders in permanent student files	Last week of school

Red-Identification Process  
Orange-Seasonal

Purple-Communication  
Blue-Extracurricular gifted opportunities

Green-Enrichment Classes