

# GIFTED AND TALENTED SERVICES ELKO COUNTY SCHOOL DISTRICT

Elementary Curriculum

P.O. Box 1012

Elko, NV 89803

## Program Handbook



"Building Intellectual Bridges"



**ELKO COUNTY SCHOOL DISTRICT**  
**Educational Program for the Gifted and Talented**

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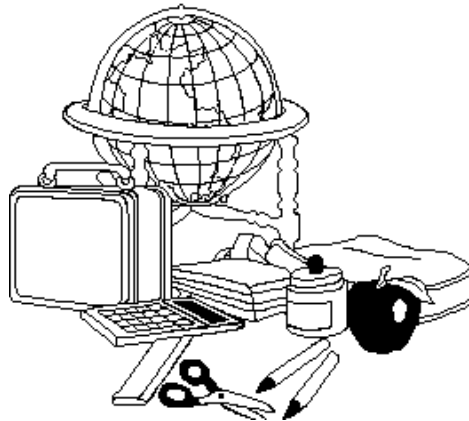
**Elko County School District  
Educational Program for the Gifted and Talented**

**Nevada State Definition of Gifted and Talented**

“Gifted and talented pupil” means a person under the age of 18 years who demonstrates such outstanding academic skills or aptitudes that he cannot progress effectively in a regular school program and therefore needs special instruction or special services.”  
(Nevada Rev. Stat. § 388.440)

**District Philosophy on Gifted Education**

The intent of the Elko County School District's Gifted and Talented Program is to identify children who exhibit above average intellectual ability, task commitment, and creativity. We strive to meet the specific learning needs of these children through a differentiated curriculum that supports, expands and enriches the goals of a standards based education.



**Who to Contact**

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## Elko County School District Educational Program for the Gifted and Talented

### Mission

The mission of the ECSD Gifted and Talented Program is to empower academically talented students with the knowledge, skills, and attitudes essential to becoming life long learners. A continuum of services provides instruction that will challenge, support, and inspire these students to think critically, reason logically, and use problem solving creatively to contribute productively to a global society.

### Goals

**Goal One:** A range of educational learning opportunities and accommodations will be provided in core curricular areas aligned with the ECSD curriculum that challenges gifted students in their specific areas of ability.

- **Objective 1** – The Gifted and Talented Program is a collaborative process. Gifted education teachers work in partnerships with administrators, classroom teachers, guidance counselors, school psychologists, and parents.
- **Objective 2** – A continuum of programming services including differentiation, cluster grouping, pull-out instruction, and special competitions/programs (e.g., Destination Imagination, ThinkQuest, Technology Fair, etc.) will be available.

**Goal Two:** The Gifted and Talented Program teachers will collaborate with the classroom teachers to provide students with differentiated curricular opportunities and learning environments that foster creativity, high-level thinking, and problem solving activities.

- **Objective 1** – A variety of support strategies will be offered which include modeling teaching methods in classrooms and working with teachers to design instructional units and activities to meet the needs of high end learners.
- **Objective 2** – Professional development opportunities will be provided to help teachers identify gifted students, develop an awareness of their special needs, and apply research-based strategies to differentiate regular classroom curriculum.

**Goal Three:** A district Gifted and Talented Advisory Committee (GTAC) will be implemented to advise and support the continued development of the program.

- **Objective 1** – The committee may include the school administrator, a counselor, parents, teachers, a school psychologist, community members, and gifted and talented teachers.
- **Objective 2** – The role of the GTAC will be to work collaboratively to set goals for the program, be a sounding board for ideas, provide recommendations, and help others understand and support the gifted education services provided by the district.



**Elko County School District**  
**Educational Program for the Gifted and Talented**

**Overview of GT Services**

The Elko County School District seeks to serve the needs of gifted and talented students in grades three through six in a variety of ways. Faculty in each building determines programming strategies and options with an emphasis on meeting the student's academic needs. The district offers a variety of programming options to meet the diverse educational needs of gifted students.

- Students in grades 3-6 are eligible for services.
- Students will be evaluated and identified according to the identification process outlined in this handbook.
- GT "cluster classrooms" will be established in grades 3-6.
- Students will be clustered in groups of 5-8 students in one or more heterogeneous classrooms per grade level.

**Continuum of GT Services for Grades 3-6**

Services will be designed to create a continuum that includes both direct and indirect services. Direct services are the sole responsibility of the gifted education teacher. Indirect services are prepared and delivered as a shared responsibility between the gifted education teacher and the general education teacher through consultation and collaborative activities.

- Services may include enrichment, grade and/or subject acceleration, differentiated lessons by content, process or product; academic competitions, mentorships, independent study, and research projects.
- Services may be provided through flexible instructional arrangements, to include small group instruction within the general education classroom or pull-out instruction.
- Programming will reflect individual student need and engage students with rigorous content that aligns with the scope and sequence of the general education curriculum.
- Programming will be designed to engage students in processing information in more challenging ways, and in creating products that require content knowledge and higher level thinking skills.

**Secondary Enrichment Services for Grades 7-12**

- Honors classes
- Independent study opportunities
- Grade and/or subject acceleration
- Academic competitions
- Special interest clubs; activities and programs
- Dual credit college classes
- Advanced Placement classes



**Elko County School District  
Educational Program for the Gifted and Talented**

**Characteristics of Gifted Children**

The following characteristics are common but not universal:

- Shows superior abilities to reason, generalize or problem solve.
- Shows persistent intellectual curiosity.
- Has a wide range of interests; develops one or more interests to considerable depth.
- Produces superior written work or has a large vocabulary.
- Reads avidly.
- Learns quickly and retains what is learned.
- Grasps mathematical or scientific concepts readily.
- Shows creative ability or imaginative expression in the arts.
- Sustains concentration for lengthy periods on topics or activities of interest.
- Sets high standards for self.
- Shows initiative, originality, or flexibility in thinking; considers problems from a number of viewpoints.
- Observes keenly and is responsive to new ideas.
- Shows social poise or an ability to communicate with adults in a mature way.
- Enjoys intellectual challenge; shows an alert and subtle sense of humor.

These characteristics can lead to conflicts in the regular classroom, as the gifted child may:

- Get bored with routine tasks.
- Resist changing away from interesting topics or activities.
- Be overly critical of self and others, impatient with failure, perfectionist.
- Disagree vocally with others, argue with teachers.
- Make jokes or puns at times adults consider inappropriate.
- Be so emotionally sensitive and empathetic that adults consider it over-reaction, may get angry, or cry when things go wrong or seem unfair.
- Ignore details, turn in messy work.
- Reject authority; be non-conforming, stubborn.
- Dominate or withdraw in cooperative learning situations.
- Be highly sensitive to environmental stimuli such as lights or noises.



**Elko County School District  
Educational Program for the Gifted and Talented**

**Characteristics of an Effective GT Cluster Classroom**

- The individual learning characteristics of gifted students are recognized and nurtured
- Individual differences are valued and accepted
- Conditions are created in which all students will be stretched to learn
- Students are able to demonstrate and get full credit for previously mastered material
- Opportunities are provided for faster pacing of new material
- Differentiated learning tasks are provided
- Student's passionate interests are integrated into their independent studies
- Flexible grouping opportunities are provided

**The Role of the Cluster Teacher**

- Collaborate with a GT teacher on a consistent basis throughout the school year
- Work closely with the GT teacher to become proficient with the differentiation strategies
- Use pre-assessments as a diagnostic tool to facilitate differentiation
- Utilize specialist as a resource to work with GT students on projects directly related to the differentiated lessons/unit
- Become flexible in teaching style and allow students more flexibility in their learning behaviors
- Recognize that students are at different levels in their learning and need constant opportunities to work at those various levels

**The Roles/Responsibilities of the GT Teacher**

- Planning: Assist with developing and implementing a plan for the school to provide a continuum of services for gifted and talented students
- GT Identification: Identify students appropriate for gifted and talented services using district guidelines and maintaining records.
- Testing: Test students for eligibility and complete all required paperwork.
- Staff Consultant: Provide resources and opportunities for enriching the classroom experience for gifted and talented students. Provide ideas, strategies, feedback and support as teachers attempt new instructional strategies and learn how to differentiate for high ability students.
- Staff Developer: Provide group or individual staff development/modeling on differentiation strategies such as curriculum compacting, cluster grouping, etc. and on the affective needs and characteristics of gifted children.
- Accelerated Learning Consultant: Help to assess and place high achieving students in appropriate accelerated learning opportunities, both within and outside of their home school such as subject and grade acceleration.
- Student Support: Provide/find appropriate opportunities to meet the affective and academic needs of gifted children, provide/support peer group opportunities, ensure appropriate placement within the school/district, facilitate appropriate services from school staff, and facilitate appropriate challenges within the classroom.
- Parent Support: Provide parents with information regarding student strengths and progress as well as resources they can access for supplemental interventions.



**Elko County School District  
Educational Program for the Gifted and Talented**

**Student Referral and Assessment Process**

**REFERRALS:**

Students may be referred for GT by teachers, parents or self referral. Students may be referred in the fall and spring of each school year. Eligibility determinations will be made twice a year in the fall and spring. Students transferring into the district with GT eligibility may be referred at any time.

1. The referring person completes:
  - GT Referral Form and obtains the principal's signature
  - *Scales for Rating the Behavior Characteristics of Superior Students*
2. The regular classroom teacher sends home to parent/guardian:
  - Parental Authorization for Evaluation
  - Characteristics of Gifted Children (Parent information)
  - "Things My Child Likes to Do" survey
3. The parent or guardian must provide written consent before any special testing or individual assessment is conducted. Therefore, the parent will:
  - Sign the Parental Authorization for Evaluation
  - Complete the "Things My Child Likes to Do" survey
  - Return completed forms to the classroom teacher
4. The classroom teacher returns the completed forms to the GT teacher. A copy of the *Referral and Permission to Evaluate* form is forwarded to Special Services.

**ASSESSMENT:**

Data collected through both objective and subjective assessments will be utilized to determine eligibility for GT services. Assessment tools may include, but are not limited to the following: achievement test, intelligence tests, and behavioral checklists completed by teachers and parents.

1. The GT teacher will complete the following when all forms and assessments are completed:
  - Administer the *Otis Lennon School Abilities Test* to all referred students
  - Administer the *Kaufman Test of Educational Abilities* to all referred 2<sup>nd</sup> grade students
  - Collect group achievement test scores if available
  - Record student information on the Eligibility Determination Form
2. When additional cognitive ability testing is warranted the *Wechsler Intelligence Scale for Children (WISC-IV)* will be administered by a school psychologist.
3. When all testing has been completed the GT Eligibility Committee will evaluate each student according to the established criteria and will select those students for whom gifted services are the most appropriate educational option.

**GT TRANSFER STUDENTS:**

1. Individuals moving into the school district as a new student must also be referred using our district referral forms. Every effort will be made to utilize existing data to reduce the need for additional testing, however, additional testing may be required if the evaluation data is not similar to our district requirements.
2. Outside evaluation reports must be attached to the referral and will be reviewed by the GT Eligibility Committee for possible eligibility in our school district program.



**Elko County School District  
Educational Program for the Gifted and Talented**

**Eligibility Committee**

**Eligibility Committee Review of Student Information:**

- Rating scales and test results will be compiled for each student and reviewed by the GT Eligibility Committee in order to determine a student's eligibility for GT services. The eligibility committee may include the GT teacher, a school psychologist, the Director of Special Services, school principal or appointee from referring school.

**Informing the Parents:**

- Parents will receive written notice of the results of the eligibility process from Special Services. For qualifying students, a *Permission for Participation* will be sent to the parent/guardian by the GT teacher.
- Parents may contact the GT teacher if they would like to request a conference to discuss the assessment results.

**Student Records**

- The records of identified G/T students participating in the program shall include:
  - Records of all testing
  - A Referral for a Gifted and Talented Evaluation form
  - A Parent Authorization for Evaluation form
  - An Eligibility Determination form, a Student Profile form
  - A Parent Consent for Placement form and will be maintained and housed by the GT teacher of that child's school.
  - A copy of the Eligibility Matrix and Parental Consent for Programming will be kept at the Special Services Office.
- Parents may request to review the records by contacting the GT teacher.
- The G/T teacher at each school will be responsible for the maintenance of completed student's G/T records as long as the child is enrolled at a given school.
- When students complete the sixth grade, their educational records/evidence of GT programming will be forwarded to the guidance office of the receiving secondary school.



**Elko County School District  
Educational Program for the Gifted and Talented**

**Advisory Committee**

**Committee Members:**

- Representatives from various stakeholders are to include the following:
  - a. Elementary and Secondary Directors of Curriculum
  - b. Director of Special Services
  - c. Three GT Teachers
  - d. Three parent representatives
  - e. Two cluster teachers
  - f. Two school administrators
  - g. One school counselor
  - h. One school psychologist
  - i. One Great Basin College faculty member
- Individuals who have expressed interest in the GT program in our school district

**Role of the Committee:**

- Receive information about our current services
- Provide recommendations
- Work collaboratively with school district staff on various tasks to improve services
- Act as a resource for ideas
- Help others understand and support GT services

**Commitment:**

- Length of term: two years
- Attend meetings every other month

**Program Accountability and Evaluation**

- Elko County School District provides a structure for continual program review and evaluation through the GT Advisory Committee. District-wide surveys are distributed at the end of each school year to classroom teachers, administrators, cluster teachers, students and parents to gather information about the program's value, effectiveness, and utilization. Survey results will be shared with the GT staff, the Advisory Committee, and the Superintendent.



## Elko County School District Educational Program for the Gifted and Talented

### Glossary of Common Educational Terms

- **Ability Grouping** - Placing students of similar ability in the same class or group for purposes of instruction. Research shows higher academic achievement gains for all students when grouped by ability and taught at a pace that matches their learning rates. Compare with tracking.
- **Acceleration** – moving at a faster pace through academic content: examples include grade skipping; subject acceleration; advanced placement classes; concurrent enrollment in elementary & middle school or middle and high school; post secondary options (earning both high school and college credit for college courses completed).
- **Affective Needs** – the social and emotional considerations of an individual
- **Assessment** - standardized or informal methods to determine mastery or prior knowledge of skill or content
- **Cluster Grouping** – the intentional placement of a group of similar ability students in an otherwise heterogeneous (mixed ability) classroom for a particular learning activity or school year.
- **Cognitive Needs** – the intellectual needs of an individual
- **Cooperative Learning** – an instructional strategy in which small, usually heterogeneous, groups of students work collaboratively to learn
- **Cross grade/Multi-age Grouping** – grouping strategy that mixes children of different ages for instruction
- **Curriculum Compacting** – an instructional strategy in which a student's grasp of a subject area is frequently reassessed by the instructor, and following demonstration of mastery of the subject, the student is allowed to progress to the next level or is given more in-depth work in the same subject area
- **Differentiation** – the modification of programming and instruction based on a student's academic need and intellectual ability
- **Enrichment** - the enhancement of the curricular program with additional opportunities and avenues of learning that involve higher level thinking skills and guided problem solving
- **Heterogeneous/Homogeneous Groupings** - those in which students are taught in groups of mixed or similar ability, respectively
- **High Ability** – capacity to see abstract relationships, make connections through critical analysis, and formulate original hypotheses
- **Intelligence Quotient (IQ)** – A numerical calculation which represents the ration of the mental age of an individual to the mental age considered normal for those of the same chronological age
- **Learning Styles** – the different ways in which an individual begins to concentrate, process, internalize, and remember new and difficult academic knowledge (e.g., auditory-sequential /analytical thinking /left-brained and visual-spatial /global thinking /right brained)
- **Mentorship** – a cooperative arrangement between a student and a professional adult for the purpose of sharing common interests in a particular skills, knowledge or career orientation
- **Multiple Intelligences** – based on Dr. Howard Gardner's *Theory of Multiple Intelligences* which vary in relative strength with each individual and include linguistic, musical, logical mathematical, spatial, bodily-kinesthetic, interpersonal, intrapersonal, and the naturalist
- **Pull-out Programs** – classes and activities held during the school day but outside the regular classroom

-From the *Excellence through Partnership Handbook for Parents of Gifted and Talented Children*  
Cherry Creek Schools, Cherry Creek, Colorado



**Elko County School District  
Educational Program for the Gifted and Talented**

**Resources**

National Association for Gifted Children: <http://www.nagc.org/default.aspx>

Nevada Gifted and Talented Association: <http://www.nevadagt.org/home.htm>

PAGE (Parent Advocacy Group for Educational Excellence) <http://www.elkopage.org>

Hoagies' Gifted Education Page: <http://www.hoagiesgifted.org/>

Davidson Institute for Talent Development: <http://www.ditd.org/>

Davidson Academy: [http://www.davidsonacademy.unr.edu/?NavID=2\\_0](http://www.davidsonacademy.unr.edu/?NavID=2_0)

SENG (Supporting the Emotional Needs of the Gifted): <http://www.sengifted.org/>

**Elko County School District  
Elementary Curriculum  
Gifted and Talented Services  
P.O. Box 1012  
Elko, Nevada 89803**

**Referral Form for Gifted and Talented Evaluation**

Student Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_

School of Attendance: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

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

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

Parent Email Address: \_\_\_\_\_

Home Language Used by the Student: \_\_\_\_\_

List the primary reason(s) for referring this student for services:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Describe the student's performance on district-wide or classroom based assessment measures. Attach any available test results (CRTs, ITBS, Standards Master, PALS, Star Reading, STAR Math, etc.).

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Attach a copy of the *Scales for Rating Characteristics of Academically Gifted Students* completed by the classroom teacher. Return all forms to the GT Teacher assigned to your school.**

Referring Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_

8/07

**Elko County School District  
Elementary Curriculum  
Gifted and Talented Services  
P.O. Box 1012  
Elko, NV 89803**

**PARENTAL AUTHORIZATION FOR EVALUATION FOR  
GIFTED AND TALENTED SERVICES**

Dear Parent or Guardian:

Your child \_\_\_\_\_ has been referred for possible Gifted and Talented (GT) services through the Elko County School District.

Eligibility for services is determined by using multiple criteria. The assessment process includes rating scales, achievement testing, and a measure of the student's cognitive abilities that relates to their ability to learn in school. The classroom teacher will complete a rating scale based on observations of your child that includes characteristics in the following areas: learning, creativity, motivation, math and reading. Parents will also be asked to complete a survey called, "Things My Child Likes to Do". A multidisciplinary team will review all collected data to determine eligibility for services.

Parental or guardian approval for the testing must be obtained on this form before the evaluation may be conducted. If you have any questions concerning the proposed eligibility testing process or about GT services please contact the teacher of the Gifted and Talented program at your child's school as circled below:

Kathy Balliet  
738-7236

Cari Garcia  
753-1844

Kim Paris  
738-3731

Sarah Arendt  
753-1844

***I do not want*** my child evaluated for Gifted and Talented services through the Elko County School District.

Permission is granted to evaluate my child for **possible** Gifted and Talented services through the Elko County School District.

\_\_\_\_\_  
School

\_\_\_\_\_  
Date

\_\_\_\_\_  
Child's Name

\_\_\_\_\_  
Parent or Guardian Signature

**Elko County School District  
Elementary Curriculum  
Gifted and Talented Services  
P.O. Box 1012  
Elko, NV 89803**

DATE: \_\_\_\_\_

TO: Parents of Students Nominated for eligibility for GT Services

FROM: Kathy Balliet, Kim Paris, Cari Garcia or Sarah Arendt, GT Teachers

SUBJECT: *“Things My Child Likes to Do” Questionnaire*

You are receiving this survey because your child has been nominated for possible eligibility in the Elko County School District’s Gifted and Talented program.

Although the work your child does in school gives us many opportunities to observe his or her strengths and interests, the activities that your child pursues at home can also help us to find ways for enriching his or her school program. For this reason, we are asking you to complete the enclosed questionnaire and return it to us at your earliest convenience.

The questionnaire contains 14 items. Each of the items deals with a general type of interest or activity that you may or may not have seen in your child. The interests or activities might be the result of school assignments, extracurricular, club activities such as – Girl Scouts or 4-H projects or other activities in which your child has developed an interest. To help clarify the 14 items, we have also included an example. Please keep in mind that each example is included only to help clarify the meaning of the item. In other words, you would remember that you are rating your child on each of the fourteen general items rather than the specific example. It will, of course, be very helpful if you can jot down specific examples of your child’s interests or activities in the right hand column of the questionnaire.

If you should have any questions about this questionnaire you may contact one of the GT teacher assigned to your child’s school as listed below. Also enclosed is information about the characteristics of gifted children.

If you do not want to have your child considered for the GT program, please call your child’s school. We very much appreciate your assistance in helping us to provide the best possible educational program for your child.

**Elko County School District GT Teachers**

Kathy Balliet  
GT Teacher  
775-738-7236

Kim D. Paris  
GT Teacher  
775-738-3731  
[kparis@elko.k12.nv.us](mailto:kparis@elko.k12.nv.us)

Cari Garcia  
GT Teacher  
775-738-1844  
[cgarcia@elko.k12.nv.us](mailto:cgarcia@elko.k12.nv.us)

Sarah Arendt  
GT Teacher  
775-738-1844  
[sarendt@elko.k12.nv.us](mailto:sarendt@elko.k12.nv.us)

8/07

**Elko County School District**  
**Elementary Curriculum**  
 Gifted and Talented Services  
 P.O. Box 1012  
 Elko, NV 89803

Scales for Rating the Behavior Characteristics of Superior Students

Name: \_\_\_\_\_ Male  Female

	Year	Month	Day
Date of Birth	_____	_____	_____
Date Scales Completed	_____	_____	_____

Teacher Completing Scales: \_\_\_\_\_ Title: \_\_\_\_\_

- Instructions** for completing the *Scales for Rating the Behavior Characteristics of Superior Students*:
1. Read each item on each scale and rate the student's behavior in accordance with behaviors you have observed.
  2. Add the column total and multiply by the weight. *Add Weighted Column Totals* together to get the *Scale Total*.
  3. Record the *Scale Total* below.

**RECORD OF SCALE SCORES**

<u>Individual Scale</u>	<u>Scale Total</u>	<u>Individual Scale</u>	<u>Scale Total</u>
Learning Characteristics	<input style="width: 80px; height: 25px;" type="text"/>	Creativity Characteristics	<input style="width: 80px; height: 25px;" type="text"/>
Mathematics Characteristics	<input style="width: 80px; height: 25px;" type="text"/>	Motivation Characteristics	<input style="width: 80px; height: 25px;" type="text"/>
Reading Characteristics	<input style="width: 80px; height: 25px;" type="text"/>		

**Elko County School District  
Elementary Curriculum  
P.O. Box 1012  
Elko, NV 89803  
Telephone: (775) 738-5196**

**Parent Notification of Eligibility and Permission for Participation**

\_\_\_\_\_  
Child's Name

\_\_\_\_\_  
School

Dear Parent/Guardian:

Your son/daughter has been identified for the district's Gifted and Talented Services. These services may include one or more of the following:

<input type="checkbox"/>	Differentiated curriculum in the regular classroom provided by the classroom teacher.
<input type="checkbox"/>	Placement in the cluster classroom with other identified students for differentiated curriculum.
<input type="checkbox"/>	Part-time grouping of GT students for advanced or enriched curriculum during the school day.
<input type="checkbox"/>	Pull out enrichment activities designed for gifted and talented students.
<input type="checkbox"/>	Subject acceleration referral
<input type="checkbox"/>	Grade acceleration referral
<input type="checkbox"/>	Independent study projects
<input type="checkbox"/>	Curriculum compacting in a specific subject area
<input type="checkbox"/>	Other _____

To give permission for your son/daughter to receive Gifted and Talented services, please sign and return this letter to your child's school. If you would like to schedule an appointment to discuss these services with the Gifted and Talented teacher at your school, please contact \_\_\_\_\_ at this number \_\_\_\_\_.

Sincerely,

Susan Lawrence  
Director of Special Services

I give permission for my son/daughter to receive Gifted and Talented services

I do not want my son/daughter to receive Gifted and Talented services at this time

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

\_\_\_\_\_  
Date

**Form Distribution: 1. GT folder 2. Cumulative Record Folder 3. Special Services Office 4. Parent Copy**

**8/2007**

ELKO COUNTY SCHOOL DISTRICT

Elementary Curriculum

10 P.O. Box 1012

Elko, Nevada 89803

Telephone: (775) 753-8646 Fax: (775) 777-1195

**STUDENT PROFILE**

DATE: \_\_\_\_\_

NAME: \_\_\_\_\_ DATE OF BIRTH: \_\_\_\_\_

GRADE LEVEL: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

CLASSROOM TEACHER: \_\_\_\_\_

GT TEACHER: \_\_\_\_\_

**AREAS OF STRENGTHS AND INTERESTS FOR THE STUDENT**

STRENGTHS INTERESTS/PASSIONS

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PERSONAL GOALS/DREAMS**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PREFERRED LEARNING STYLES**

\_\_\_\_\_

\_\_\_\_\_

**STRATEGIES TO MEET NEEDS OF STUDENT**

- Grade Acceleration Referral
- Subject Acceleration Referral
- Curriculum Compacting
- Placement in the cluster classroom
- Enrichment clusters (in and out of the classroom)
- Independent Study
- Other (Explain)

\_\_\_\_\_  
Parent or Guardian Signature

\_\_\_\_\_  
Classroom Teacher Signature

\_\_\_\_\_  
GT Teacher Signature

**ELKO COUNTY SCHOOL DISTRICT  
GIFTED AND TALENTED EDUCATION PROGRAM  
\*ELIGIBILITY DETERMINATION FORM\***

Student: \_\_\_\_\_ (Last) \_\_\_\_\_ (First) DOB: \_\_\_\_\_ Student ID: \_\_\_\_\_  
Grade: \_\_\_\_\_ School: \_\_\_\_\_ Gender: \_\_\_\_\_ Ethnic Code: \_\_\_\_\_

Important Dates:	GT Review Committee Meeting:	Eligibility Decision: (Check one)
_____ Referral Form Received _____ Teacher Rating Scale _____ Authorization to Test Signed _____ Test scores recorded _____ Ineligible Letter _____ Authorization for Placement _____ Student Withdrawal Form	Date Testing Completed: _____ GT Eligibility Review Committee: Administrator or Designee: _____ GT Teacher: _____ General Education Teacher: _____ Psychologist: _____ Other: _____	1) _____ Student is eligible for GT through <u>single</u> criteria: 98%ile on the WISC-IV 2) _____ Student is eligible for GT through <u>multiple</u> criteria: A total of <b>9</b> or more points on the matrix 3) _____ Reciprocity from another school district- Score on <u>individually</u> administered general intellectual ability test at or above the 98%ile; Test: _____ Score: _____ 4) _____ Student is <u>NOT</u> eligible for services.

	STUDENT SCORE	5	4	3	2	1	0	POINTS EARNED
<b>ABILITY</b>								
OLSAT or		99-98%ile	97-95%ile	94-90%ile	89-80%ile	79-71%ile	<70%ile	
WISC-IV		98%ile	96-94%ile	93-91%ile	90-87%ile	86-84%ile	<84%ile	
<b>RATING SCALES</b>								
TEACHER					L 55-66 M 46-60 R 33-36	L 47-54 M 39-45 R 27-32	L >47 M >39 R >27	
PARENT		N/A	N/A	N/A	32-42	18-31	0-17	
<b>ACHIEVEMENT</b>								
Grade 2 K-TEA II Brief Reading		99-97%ile	96-94%ile	93-91%ile	90-87%ile	86-84%ile	<84%ile	
Math		99-97%ile	96-94%ile	93-91%ile	90-87%ile	86-84%ile	<84%ile	
Grades 3-6 CRT Reading Achievement or ITBS Reading		N/A	N/A	N/A	4	3	2 or 1	
		N/A	N/A	N/A	99-90%ile	89-80%ile	<79%ile	
Grades 3-6 CRT Math Achievement or ITBS Math		N/A	N/A	N/A	4	3	2 or 1	
		N/A	N/A	N/A	99-90%ile	89-80%ile	<79%ile	

\*Ineligible students may be referred a second time (ONLY), six calendar months after the initial referral.

**TOTAL POINTS** \_\_\_\_\_

Distribution: 1. GT Folder (eligible) 2. Cumulative Folder (eligible or ineligible)

May 07