



MOUNT PLEASANT

INDEPENDENT SCHOOL DISTRICT

**Gifted and Talented
Education Program**

**Policies and Procedures for
Screening and Assessment**

**2230 North Edwards
Mt. Pleasant, Texas 75455
903-575-2000**

**Kevin Rasco
Director of Gifted and Talented Education
903-434-8727 krasco@mpisd.net**

Purpose and Definition

The Mount Pleasant Independent School District (MPISD) Gifted and Talented (GT) program is designed to provide appropriate educational experiences for those students who perform at a remarkably high level of accomplishment or show the potential for performing at a remarkably high level of accomplishment when compared to students of similar age, experience, or environment.

The MPISD GT program delivers rigorous curriculum and instruction using enrichment models. The program is designed to challenge and push students to reach their full potential. This is coupled with high expectations for student participation, motivation, and progress.

Program Goal

Students who participate in the GT program in MPISD will develop and demonstrate advanced skills in the following areas:

- Self-directed learning
- Critical thinking, creative thinking, and problem solving
- Research skills in one or more disciplines
- Communication and leadership

Students who participate in the GT program in MPISD will demonstrate their advanced skills through the development of innovative products, performances, and demonstrations that reflect creativity, individuality, and professional-level quality.

Participation in the Gifted and Talented Program

Students may qualify to participate in the GT program based on evidence of their remarkably high level of performance or evidence of their potential for remarkably high level of performance.

The policies and procedures articulated in this document describe the process established by MPISD for determining how and when a student qualifies for participation in the GT program.

There are two phases of participation in which students may qualify:

- MPISD elementary GT program (kindergarten-4th grade)
- MPISD secondary GT program (5th-12th grade)

Gifted and Talented Committee

The District Gifted and Talented Committee (GTC) will make all participation decisions for the program. The GTC will consider all applications/referrals for participation in the program and make decisions based on appropriate sources of information.

- The GTC must consist of not less than five educators working in the district.
- All of the members of the GTC must have completed a minimum of 30 hours of staff development in gifted education.
- The District Coordinator or GT Director must serve on the GTC.
- One counselor must serve on the GTC.
- Three teachers from the GT program must serve on the GTC.

The GTC will make all decision based on data collected. In an effort to remove bias from the decision making process all identifying information will be removed from the student's application and work submitted except for their student identification number, grade level, age, and campus name. Members of the GTC who are not familiar with the student will conduct the initial evaluation of the student's work.

Application to Participate in the Gifted and Talented Program

A student may apply to participate in the GT program at any grade level. Applications are available from the district GT coordinator, the campus GT coordinator, and the district website.

A student may apply to participate in the elementary and secondary GT program each year while they are in MPISD.

A teacher, counselor, parent, or administrator may refer a student for consideration to participate in the program at any grade level regardless of whether the student has applied for participation previously. All referrals are submitted for approval to the GTC.

Parents/Guardians can nominate a student for GT only during the nomination period, but a teacher, counselor, or administrator can nominate at any time during the school year. These nominations are stored with the campus GT coordinator until the GTC can meet.

Nomination to Participate in the Gifted and Talented Program

Parents, teachers, counselors, and administrators may nominate a student for consideration to participate in the GT program. Nomination for participation should be based upon observed performance on school work, standardized examinations, or other measures of achievement that indicate that the student is performing at or has the potential to perform at a remarkably high level of accomplishment.

Nominations to participate in the GT program should be returned to the campus GT coordinator. Parent/Guardian nominations are accepted until the last instructional day in September.

The forms for nomination to participate in the GT program are available from the district GT coordinator, campus GT coordinator and on the MPISD website.

Gifted and Talented Students Transferring to Mount Pleasant ISD

Students who have been actively participating in the GT program in another school district will be provisionally placed into the GT program immediately upon registration based upon the following criteria:

- The student provides written documentation from the previous school district to verify that he/she participated in the GT program prior to moving to Mount Pleasant
- The student (or parent/guardian) completes the GT transfer student application

Transfer placement is considered provisional for one full semester. If a student transfers during a semester, he/she is placed in GT. During provisional placement, the student is coded as active GT in student records. The provisional placement becomes an official placement to participate in the GT program if the student maintains satisfactory performance in all classes during the provisional semester.

Gifted and Talented Students Transferring from Mount Pleasant ISD

Students who have been actively participating in the GT program at MPISD will receive paperwork indicating their placement into the GT program as well as the justification for their placement.

Testing Process to Qualify for Gifted and Talented Participation

Students who are applying for participation in the GT program will undergo a series of exams and tasks that are designed to allow students to demonstrate their specific gifts and/or talents. The early exams and tasks are designed as screeners. As the student progresses through the identification process, the exams and tasks are designed to target the specific areas the student shows strengths.

Examples of the exams and tasks students are asked to complete:

- Reynolds Intellectual Screening Test (RIST)
- Naglieri Nonverbal Ability Test, 2nd Edition (NNAT2)
- Otis-Lennon School Ability Test (OLSAT8)
- Stanford Achievement Test Series, 10th Edition
- Screening Assessment for Gifted Students, 2nd Edition (SAGES2)
- Renaissance Learning STAR Universal Screener
- Student Authentic Assessment Portfolio
- Student Interviews with GT Staff
- Slocomb Payne Teacher Inventory

Furlough from the Gifted and Talented Program

Students who have qualified to participate in the GT program are allowed a temporary furlough. The furlough must be based upon extenuating circumstances that have or will inhibit the student from performing at a remarkably high level during a specified period of time. To apply for a furlough, the student must complete the GT furlough application. The application will require the student or parent/guardian to explain the circumstance that will temporarily inhibit performance. The furlough application is available from the campus GT coordinator or the MPISD website. The completed form must be returned to the counselor and the furlough must be approved by the GTC. The furlough application will be approved as long as the GTC deems the request to be based on a temporary circumstance and expects the student to perform at a remarkably high level when the circumstance has passed.

At all levels, an approved furlough will last until the end of the school year unless the student requests a return to the program sooner than the end of the school year. At the end of the furlough period, the student must complete a return to active status application. The return form is available from the campus GT coordinator or the district website. If the student elects not to return to active status at the end of the furlough period, the student will be exited from the GT program and must re-apply to participate in the future.

Exit from the Gifted and Talented Program

A student who qualifies to participate in the GT program may be exited from participation under the following circumstances:

- The GTC Determines that it is in the Best Interest of the Child
- Parent/Guardian Request
- Teacher Request
- Poor Academic Performance
- Failure to Participate in GT Activities

The GTC must approve an exit from the program unless the exit is at the parent/guardian request. Parent/Guardians may obtain an exit form from the campus GT coordinator or the district website. An exit form from GT enrollment must be signed by the district GT coordinator and entered into the student's file.

The exit procedure is based on an underlying principle. A student should be placed in an educational environment or schedule that is rigorous as well as appropriate. If a student is failing to achieve standards in the most rigorous setting, we have an obligation to move that student to a more appropriate setting or schedule.

Clarification of Poor Academic Performance

The following examples are deemed to characterize poor academic performance that may warrant a campus GTC to exit a student from participation in the GT program.

Elementary Level

- Failure to meet standard on one or more state assessments (i.e. STAAR).
- Below expectation performance in core academic courses.
- Below expectation performance on campus or district assessments.
- Low level of student participation.

Secondary Level

- Failure to meet standard on one or more state assessments (i.e. STAAR).
- Grade averages below 70 in core academic courses.
- Low level of student participation.

Appealing a Placement Decision

A student who does not qualify to participate in the GT program at either the elementary or the secondary level may appeal the decision of the GTC. The appeal process is designed to ensure that appropriate decisions are made in the best interest of students and that they follow district and state guidelines. The GT appeal form is available from the campus GT coordinator and the district website. To make an appeal, complete all sections of the GT appeal form and return it to the campus GT coordinator.

Appeals must be made within 30 days of the GTC decision. Students will not be coded as GT during the appeal process. Additional testing may be required based on an appeal, but additional testing is not guaranteed. The campus GT coordinator, district GT coordinator, or the GTC determines when additional testing is necessary.

The GTC will make all decision based on data collected. In an effort to remove bias from the decision making process all identifying information will be removed from the student's appeal and work submitted except for their student identification number, grade level, age, and campus name. Members of the GTC who are not familiar with the student will conduct the initial evaluation of the student's work.

Appeals are sent to the campus GTC for re-evaluation. The GTC will consider the appeal and make one of three possible decisions:

1. Change the original decision and approve the student for participation in the GT program.
2. Confirm the original decision and not approve the student for participation without gathering further assessment data.
3. Confirm the original decision and not approve the student for participation in light of additionally gathered assessment data.

Authentic Assessment Portfolio

Authentic assessment of student work is one mechanism for identifying students who demonstrate the ability for participation in the GT program. Authentic assessment of student work assists the GTC in making a decision about whether the student is demonstrating performance at a remarkably high level of achievement.

For the purposes of identifying students for participation in the GT program, student work is collected as a portfolio and assessed by the GTC on specific standards of performance. The portfolio is assigned a percentile rank indicating the percentage of students that they have surpassed in demonstrating giftedness. A student will earn a single summary percentile rank for their work in the portfolio.

Seven Gifted and Talented Portfolio Performance Standards

- Advanced Language:
The student unassumingly and appropriately displays an advanced vocabulary and an ability to effectively use more complex language in a variety of situations. The student naturally uses similes, metaphors, and analogies to express insights.
- Analytical Thinking:
The student demonstrates an ability to discern components of a whole, solves more difficult problems, and strives to determine more complex, abstract relationships and patterns in procedures, experiences, ideas, and/or objects. The student may not appear organized yet enjoys organizing and planning events and procedures.
- Meaning Motivation:
The student exhibits an inner drive for thorough, independent understanding that results in the development of expertise in one or more areas. The student is philosophical, pursues issues atypical of peers, demonstrates an extensive memory, and asks penetrating, intellectual questions.
- Perspective:
The student develops unique graphics or patterns and displays an ability to interpret and incorporate unexpected or unusual points of view through oral language, writing, manipulatives, art, and/or problem solving. The student insightfully interprets another's point of view.
- Sense of Humor:
The student demonstrates an appreciation of high levels of humor and an application of a finely developed sense of humor by understanding the subtle humor of others or by producing original jokes, puns, or other humorous effects. The student successfully uses humor to defuse volatile situations and gain approval.
- Sensitivity:
The student is very concerned about human issues, demonstrates a strong sense of justice, is intensely sensitive to the needs and motivations of others, and sets high standards for self and others. Empathy is expressed through words, art, or actions.
- Accelerated Learning:
The student demonstrates mastery or an ability to learn and interpret materials and concepts beyond the level typically expected for that age group. Exposure increases the rate of learning. The student ably uses a variety of tools to assess information beyond peers.

Description of the Portfolio

Portfolios come in many shapes and sizes. The portfolio used for the GT screening process is an evaluation portfolio with the sole purpose of making a decision of whether the student has demonstrated the criteria needed for participation. The basic question being asked in this evaluation is whether the student is performing at a remarkably high level when compared to students of similar age, experience, or environment.

Items Collected in the Portfolio

The GT Portfolio will contain work samples assigned by GT staff. The work in the portfolio should represent individual work of the student. The work should not represent group work assignments or products in which the student's parent or teacher assisted in the development.

Sample Common Tasks Directed by Educators

- Creative Writing Prompts
- Problem Solving Tasks
- Sorting, Patterning, and Classification Activities

The GT portfolio may also contain work samples completed by the student on their own. The work in the portfolio should represent individual work of the student. The work should not represent group work assignments or products in which the student's parent or teacher assisted in the development.

Samples of Outside Work

- Research conducted in areas of special interest to the student
- Samples of artwork or creativity
- Samples of music or other performing arts
- Samples of technological expertise

Assigning a Final Score to the Portfolio

The GTC will assign a percentile rank to the student's portfolio. In an effort to remove bias from the decision making process all identifying information will be removed from the student's portfolio except for their student identification number, grade level, age, and campus name. Members of the GTC who are not familiar with the student will conduct the initial evaluation of the student's work.

Portfolio Score Interpretation

Percentile Rank	Score Range	Interpretation of Score
100% - 98%	3,4 - Remarkably high level of performance (gifted range)	Work in this portfolio is of an exceptionally high level of performance when compared to students of similar age or experience. Work in this portfolio typically shows evidence of all the GT indicators. A score in this range is indicative of a gifted student with a broad range of talent.
97% - 92%		Work in this portfolio is of an exceptionally high level of performance when compared to students of similar age or experience. Work in this portfolio typically shows evidence of all but one of the GT performance indicators. A score in this range is indicative of a gifted student.
		Work in this portfolio is of a remarkably high level of performance when compared to students of similar age or experience. Work in this portfolio typically shows evidence of most of the GT performance indicators. A score in this range is indicative of a gifted student.
91% - 76%	2 - Above Average	Work in this portfolio reflects performance that is clearly above average when compared to students of similar age or experience. Work in this portfolio shows evidence of at least a few of the GT performance indicators. A score in this range may indicate performance similar to those participating in the gifted and talented program.
		Work in this portfolio reflects above average performance when compared to students of similar age or experience. Though a score in this range indicates quality performance, it is not indicative of gifted levels of performance.
		Work in this portfolio reflects slightly above average performance when compared to students of similar age or experience. Though a score in this range indicates quality performance, it is not indicative of gifted levels of performance.
75% - 24%	1 - Average or on-grade level performance	Work in this portfolio is typical of students compared to students of similar age or experience, but may show some strengths that indicate some skills slightly above grade level expectations. Portfolios with a score in this range indicate that the student is performing similarly to the majority of students of the same grade or age.
		Work in this portfolio is typical of students compared to students of similar age or experience. Portfolios with a score in this range indicate that the student is performing similarly to the majority of students of the same grade or age.
		Work in this portfolio is typical of students compared to students of similar age or experience, but may show some weaknesses that indicate some skills slightly below grade level expectations. Portfolios with a score of two indicate that the student is performing similarly to the majority of students of the same grade or age.
23% - 0%	0 - Below Average	Work in this portfolio is below the expectation of students at this grade level or age group. Portfolios with a score of one indicate that the student is not performing in a way consistent with the regular classroom expectations.

Student Portfolio Grading Rubric

Student: _____ Grade: _____

Campus: _____ Date: _____

COMMENTS	HOLISTIC SCORE:					
	PERCENTILE					
	2	16	50	84	98	99.9
	-2SD	-1SD	MEAN	+1SD	+2SD	+3SD
1.						
2.						
3.						
4.						
5.						
ACTION PLAN			Average	Above Average	Superior	Very Superior
		24%		76%	92%	98%

Assignment 1 Rank: _____

Assignment 2 Rank: _____

Assignment 3 Rank: _____

Assignment 4 Rank: _____

Assignment 5 Rank: _____

Avg. Percentile Rank: _____



MPISD Gifted and Talented Education Committee Program Identification Profile

Student Name: _____

ID#: _____

Campus: _____

Date: _____

Criteria for Selection: A preponderance of evidence for placing this student in the gifted and talented program is demonstrated by:

Assessment	District Score	Student Score
NNAT2	120	
Authentic Assessment Portfolios	92%	
Slocumb-Payne Teacher Assessments	68	
SAGES 2	120	

Gifted and Talented Committee Recommendation

Student did qualify.

Student did not qualify.

_____ Date of Decision

GTC Signatures:

A copy of this document is to be filed in the student's cumulative folder.

**Mount Pleasant ISD Gifted and Talented Education Program
Gifted and Talented Transfer Student Application**

The Mount Pleasant ISD gifted and talented program is designed to provide appropriate educational experiences for those students who perform at a remarkably high level of accomplishment or show the potential for performing at a remarkably high level of accomplishment when compared to students of similar age, experience, or environment.

Students may qualify to participate in the gifted and talented program based on evidence of their remarkably high level of performance or evidence of their potential for remarkably high level of performance. There are two phases of participation in which students may qualify:

- MPISD elementary gifted and talented program (kindergarten – 4th grade)
- MPISD secondary gifted and talented program (5th – 12th grade)

A participating student who meets specified standards as part of the elementary gifted and talented program will qualify without further assessment to participate in the secondary program.

Transfer Policy Acknowledgement

Students who have been actively participating in the gifted and talented program in another school district will be placed into the gifted and talented program in MPISD upon registration based on evidence from the previous school district that the student had been formally identified and participating in a gifted and talented program.

I understand the nature of the transfer placement and wish to have my child participate in the gifted and talented program in Mount Pleasant ISD.

Parent Signature: _____ Date: _____

Printed Parent Name: _____

Student: _____

School: _____ Grade: _____ Teacher: _____

Address: _____ City: _____ Zip: _____

Home Phone: _____ Mobile/Work Phone: _____

Student's Date of Birth: ____/____/____ Current Age: Years: _____ Months: _____

Previous School and District: _____

Mount Pleasant ISD Gifted and Talented Education Program
Teacher/Counselor/Administrator Referral

The Mount Pleasant ISD gifted and talented program is designed to provide appropriate educational experiences for those students who perform at a remarkably high level of accomplishment or show the potential for performing at a remarkably high level of accomplishment when compared to students of similar age, experience, or environment.

Students may qualify to participate in the gifted and talented program based on evidence of their remarkably high level of performance or evidence of their potential for remarkably high level of performance. There are two phases of participation in which students may qualify:

- MPISD elementary gifted and talented program (kindergarten – 4th grade)
- MPISD secondary gifted and talented program (5th – 12th grade)

GTC Approval

Teacher/Counselor/Administrator referrals for possible participation in the gifted and talented program should be submitted to the Gifted and Talented Committee.

Teacher/Counselor Making Referral: _____

Campus: _____ Date of Referral: _____

Student Name: _____ Current Grade: _____

Briefly describe your experience with the student upon which you base this referral:

**Mount Pleasant ISD Gifted and Talented Education Program
Appeal of Placement Decision**

Return this form to the gifted and talented coordinator at your campus.

Name of Student: _____ Date of Appeal: _____

Name of Individual Making the Appeal: _____

Phone Number: _____ Alternate Phone Number: _____

By making this appeal, you are stating that you disagree with the gifted and talented committee's decision. Please state below your rationale for the appeal including any specific evidence that supports your claim that the participation decision for your student should be reconsidered. You may attach additional pages.

Parent/Guardian Signature: _____ Date: _____

GTC Review Date of Review _____ (Select one of the following.) <input type="checkbox"/> Overturn the original decision and recommend participation in GT program. <input type="checkbox"/> Confirm the original decision without further testing. <input type="checkbox"/> Confirm the original decision after further data collection.

**Mount Pleasant ISD Gifted and Talented Education Program
Gifted and Talented Furlough Application**

Return this form to the gifted and talented coordinator at your campus.

Student Name: _____ Date of Request: _____

Campus: _____ Current Grade Level: _____

Please explain the rationale for this request for furlough including a description of the circumstance that will temporarily inhibit performance.

Parent/Guardian Signature: _____ Date: _____

**Mount Pleasant ISD Gifted and Talented Education Program
Gifted and Talented Program Exit**

A student who qualifies to participate in the GT program may be exited from participation under the following circumstances:

- The GTC Determines that it is in the Best Interest of the Child
- Parent/Guardian Request
- Teacher Request
- Poor Academic Performance
- Failure to Participate in GT Activities

The director of gifted and talented education must approve an exit from the program unless the exit is at the parent/guardian request. Parent/Guardians may obtain an exit form from the campus GT coordinator or the district website. An exit form from GT enrollment must be signed by the district GT director and entered into the student's file.

Elementary Level

- Failure to meet standard on one or more state assessments (i.e. STAAR).
- Below expectation performance in core academic courses.
- Below expectation performance on campus or district assessments.
- Low level of student participation.

Secondary Level

- Failure to meet standard on one or more state assessments (i.e. STAAR).
- Grade averages below 70 in core academic courses.
- Low level of student participation.

Reason for exit (attach evidence and documentation as necessary):

Date of Exit: _____

Director Signature: _____

**Mount Pleasant ISD Gifted and Talented Education Program
Parent Nomination Packet Pick Up
September 2015**

	Date	Parent Name Padre o tutor	Student Nombre de Estudiante	Teacher Maestro(a)	Return Date
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					
26.					
27.					
28.					
29.					
30.					

Explore Nomination Packet
Distributed by Campuses
Due The Last Instructional Day in September



EXPLORE NOMINATION PACKET

GIFTED AND TALENTED PROGRAM

TABLE OF CONTENTS

- 2015-2016 Calendar
- Parent Permission Form
- Parent Nomination Form
- Directory of GT Staff

Each student nominated for the Explore Gifted and Talented Program during the 2014-2015 school year must have the parent nomination form and parent permission form contained in this packet completed and sent to the student's school counselor or GT Coordinator by September 30, 2015. If there are any questions about the nominations process or the forms, please contact the counselor at the student's campus.



PAQUETE DE NOMINACIÓN DE EXPLORAR

EL PROGRAMA DE DOTADOS Y TALENTOSOS

TABLA DE CONTENIDO

- Calendario del 2015-2016
- Forma de permiso de los padres
- Forma de nominación del estudiante por los padres
- Directorio del Personal Dotados y Talentosos

Cada estudiante que se nominará para el Programa EXPLORAR de dotados y talentosos tiene que llevar su forma de nominación del estudiante y la forma de permiso de los padres a la consejera a más tardar el 30 de septiembre del 2015. Si tienen preguntas acerca del procedimiento de nominación o de las formas, por favor póngase en contacto con la consejera de la escuela de su niño(a).



**2014-2015 Calendar
Gifted and Talented Nomination,
Screening, and Selection
Grades Kindergarten through Eleven**

Date	Activity Description
Sept 1 - 30, 2015	Parent nomination period
Oct. 1, 2015	Orientation for parents of nominated Administration building board room at 6:00pm
Oct. 5 - Dec. 4, 2015	Construction of portfolio items for students grades K-8
Oct. 5 - Dec. 4, 2015	Test administration/ Portfolio building
Jan. 6-7, 2016	Portfolios evaluated
Jan. 8, 2016	Selection committee meets
Jan. 15, 2016	Placement letters mailed

Services for identified kindergarten – 6th grade students
will begin the week of January 18, 2016.

Services for identified students in grades 7 - 11
will begin the following school year.

PLEASE KEEP THIS SHEET FOR YOUR RECORDS



**MOUNT PLEASANT ISD
GIFTED AND TALENTED PROGRAM
PERMISSION FOR TESTING**

I, parent or guardian of _____, give my permission for my child to be tested for placement in the Mt. Pleasant ISD Gifted and Talented Program. I understand the time line of testing and that the campus coordinator will administer the tests.

Parent/Guardian Signature _____

Date _____



**MOUNT PLEASANT ISD
EL PROGRAMA DE DOTADOS Y
TALENTOSOS
PERMISO PARA DAR EXÁMENES**

Yo, padre ó tutor de _____, doy mi permiso para que mi hijo(a) reciba los exámenes necesarios para ser colocado en el Programa de niños dotados y talentosos de Distrito Escolar de Mt. Pleasant. Entiendo los horarios fijados para los exámenes y que la consejera escolar dará los exámenes.

Firma del padre / tutor _____

Fecha _____

STUDENT ID: _____



2015-2016
Parent Nomination Form
Forma nominación por padres

Explore Gifted and Talented Program
Mount Pleasant ISD

Date/Fecha _____

Name of Child _____
Nombre del estudiante

Age _____ Birthdate _____ Grade _____
Edad Fecha de nacimiento Grado

Teacher's Name _____
Nombre del Maestro

School _____
Escuela del estudiante

Parent or Guardian _____
Padre o tutor

Address _____
Dirección

Phone Number _____

Please read the following characteristics and see if they describe your child. Mark **"Sometimes"** or **"Most of the Time"** for each characteristic. Please give an example when you mark **"Most of the Time."**

Favor de leer las siguientes características. Marque **"A veces"** o **"Casi siempre"** según lo que observe en su niño o niña. Favor de anotar ejemplos cuando **marque "Casi siempre."**

1. Learns Rapidly _____ Sometimes _____ Most of the Time
Aprende rápidamente *A veces* *Casi siempre*

2. Creative or Inventive _____ Sometimes _____ Most of the Time
Es creativo o innovador *A veces* *Casi siempre*

3. Defends own ideas _____ Sometimes _____ Most of the Time
Defiende ideas propias *A veces* *Casi siempre*

4. Independent _____ Sometimes _____ Most of the Time
Es independiente *A veces* *Casi siempre*

5. Responsible _____ Sometimes _____ Most of the Time
Es responsable *A veces* *Casi siempre*

6. Excellent Memory _____ Sometimes _____ Most of the Time
Tiene excelente memoria *A veces* *Casi siempre*

7. Concerned with Fairness _____ Sometimes _____ Most of the Time
Le preocupa la justicia *A veces* *Casi siempre*

8. Asks for Information _____ Sometimes _____ Most of the Time
Pide información *A veces* *Casi siempre*

9. Leader _____ Sometimes _____ Most of the Time
Es lider A veces Casi siempre

10. Prefers older friends or adults _____ Sometimes _____ Most of the Time
Prefiere amigos mayores A veces Casi siempre
de su edad o adultos

11. Wide range of interests _____ Sometimes _____ Most of the Time
Tiene muchos intereses A veces Casi siempre

12. Large vocabulary in dominant language
Tiene un vocabulario extensor en el idioma que domina
_____ Sometimes _____ Most of the Time
A veces Casi siempre

Do you have other children who have been identified as gifted and talented?
¿Tiene ud otros niños que han sido identificados como dotados y talentosos?

yes/si

no

Is your child fluent in more than one language?
¿Domina/habla su niño(a) más de un idioma?

yes/si

no



**Mount Pleasant ISD
Gifted and Talented Program
Staff for the 2015-2016 School Year**

Mount Pleasant High – 903-575-2020

- Dawn Trickey – Freshman Counselor – dtrickey@mpisd.net
- Lisa Bradley – Sophomore Counselor - lbradley@mpisd.net
- Todd Burns – Junior Counselor - tburns@mpisd.net
- Lela Elliott – Senior Counselor - lelliott@mpisd.net

Mount Pleasant Junior High – 903-575-2110

- Jay Silman – Assistant Principal – jsilman@mpisd.net
- Candice Majors – Counselor - cmajors@mpisd.net

Wallace Middle – 903-575-2040

- Jessica Ramsey – Assistant Principal – jramsey@mpisd.net
- Linda Miche – Counselor – lmiche@mpisd.net

Brice Elementary – 903-575-2057

- Randi Rasco – Counselor – rrasco@mpisd.net

Corprew Elementary – 903-575-2050

- Sarah Long – Counselor – slong@mpisd.net

Fowler Elementary – 903-575-2070

- Sheila Eddy – GT Teacher – seddy@mpisd.net
- Debra Williamson – Counselor – dwilliamson@mpisd.net

Sims Elementary – 903-575-2062

- Gina Landrum – GT Teacher – glandrum@mpisd.net
- Diane McAdams – Counselor – dmcadams@mpisd.net

Administration – 903-575-2000

- Elementary Advanced Academics
Deb Smith – dsmith@mpisd.net
- Director of Gifted and Talented
Kevin Rasco - 903-434-8727 - krasco@mpisd.net