

District Contact Information

**Terri Freeman – Northwest Local Curriculum Director**  
**740-259-5558**  
**Terri.Freeman@nwmohawks.net**  
**www.northwest.k12.oh.us**  
**Gifted Coordinator Services provided by: Scioto County Education**  
**Service Center – Kara Garrison**

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***DISTRICT POLICY  
FOR THE IDENTIFICATION OF AND  
SERVICES FOR  
STUDENTS WHO ARE GIFTED***

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**Information for Parents**

**Northwest Local School**  
**IRN 049635**  
**November 2009**  
**Services revised September 16, 2015**  
**Written Education Plans revised November 17,**  
**2016**

## SERVICES

### **Current Service Model:**

Students identified as gifted in grade 8 have the opportunity to participate in accelerated coursework for Algebra I. Students are taught by a gifted certified teacher. Instruction is based on the identified needs of students and a written education plan.

### **Other Gifted services may include:**

-Differentiation - varying content, process and/or product (strategies may include: curriculum compacting interest/learning centers, contracts, tiered assignments and independent study).

Additional gifted options include:

\*Cluster Grouping updated 9-16-2015

-Grade acceleration

-Early entrance into kindergarten

-Early graduation

-Subject acceleration

-Online Advance Placement Courses, available upon request for Reading & Math.

\*-Locally provided Advance Placement Courses at High School

-Dual enrollment including post secondary

-Optional advanced math course at middle school

\*-Post-Secondary Options

Appeals process is an option available to parents. Parents may contact the building principal to discuss concerns.

\*WEP was written for served students.

Withdrawal process in an option available to parents. Withdrawal form is available from building guidance department and must be signed by parent, building principal and gifted teacher. (See attachment #5) Signed withdrawal form will be placed in student permanent record folder.

## WRITTEN EDUCATION PLANS

Gifted services for students being served in Grade 8 Accelerated Courses will be provided in a cluster group setting by gifted teacher. Policies regarding waiver of assignments are not necessary. Students receiving services in other ways will follow the same process.

The certified Gifted teacher or teacher providing services in consultation with Gifted Coordinator will complete a "Written Education Plan" (WEP) for each student receiving service. The WEP goals will be reviewed two

times per year by gifted teacher. (See attachment #4 for sample WEP).

Methods used for evaluating WEP include, but not limited to: Short Cycle Assessment Results of 80% and placement of Advanced or Accelerated on Ohio Assessments. A copy of the WEP will be provided to parents and classroom teachers.

For students participating in "Accelerated Courses" a Written Acceleration Plan will be developed for the student. Updated 11-2016

## **Northwest Local Schools**

# **Assessment Instruments Used for Gifted Identification**

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Educational Service Center – Kara Garrison**

**Update Assessment scores based on 2/2015 fact sheet from ODE**  
**9-16-2015**

**Updated Assessment for qualification for Creative Thinking**  
**11-18-2016**

## Creative Thinking Ability

Otis Lennon School Ability Test – 8<sup>th</sup> Edition, Grades 1 & 4 and upon parent, teacher or student recommendation, (Screen = 109, ID = 110)

InView, upon parent, teacher or student recommendation, (Screen = 111, ID = 112)

Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS), 1997 Version (Creativity: Part II, Musical: Part VI, Dramatic: Part VII, Artistic: Part V), upon parent, teacher or student recommendation, (Screen = 50, ID = 51 and above)

Gifted and Talented Evaluation Scales (GATES), upon parent, teacher or student recommendation. Also use in combination with Otis Lennon ID score (Screen – 82, ID = 83) **Updated 11-18-2016**

## Visual & Performing Arts

Gifted and Talented Evaluation Scales (GATES), upon parent, teacher or student recommendation, (Screen – 82, ID = 83)

ODE Rubrics for Scoring (Dance, Drama, Art or Music) Audition/Performance, upon parent, teacher or student recommendation, (Screen Drama = 19, ID Drama = 20-24), (Screen Dance = 25, ID Dance = 26-30), (Screen Visual = 20, ID Visual = 21-25), (Screen Music = 17, ID Music = 18-21)

**Updated 9/16/2015**

District Screening and Identification Worksheet

District Name: Northwest Local IRN # 049635  
 Person completing this form: Tara Pennington Date: 11/2009

Section I: Superior Cognitive

A child shall be identified as exhibiting "superior cognitive ability" if the child did either of the following within the preceding twenty-four months:  
 Scored two standard deviations above the mean, minus the standard error of measurement, on an approved individual standardized intelligence test administered by a licensed or certified school psychologist or licensed psychologist; or

- Accomplished any one of the following:  
 Scored at least two standard deviations above the mean, minus the standard error of measurement, on an approved standardized group intelligence test;  
 Performed at or above the ninety-fifth percentile on an approved individual or group standardized basic or composite battery of a nationally normed achievement test or;  
 Attained an approved score on one or more above grade-level standardized, nationally normed approved tests.

Directions  
 1. Using the space in column 1, indicate the screening cut-off score the district uses for the instrument.  
 2. In column 2 indicate with a score the additional instrument used with students who have achieved a screening cut-off score.  
 3. Indicate in column 3 at which grade levels the instrument is used.  
 4. Indicate with an asterisk (\*) the tests specifically chosen for use with underrepresented populations.

| Screen ID | Score | Name of Instrument  | Grade Levels          |
|-----------|-------|---|-----------------------|
|           |       | ACT Assessment Program (AAP)  |                       |
|           |       | Bateria III Woodcock-Munoz - NU   |                       |
|           |       | Bateria-Woodcock-Munoz-Revisada: Puebas de habilidad (Bateria-R)                |                       |
|           |       | California Achievement Tests - 5th Edition - Complete Battery                   |                       |
|           |       | Cognitive Abilities Test (CogAT), Form 6  |                       |
|           |       | Das-Naglieri Cognitive Assessment Systems (CAS)                                 |                       |
|           |       | Differential Ability Scales - 1st or 2nd Edition                                |                       |
|           |       | EXPLORE   |                       |
| 127       | 128   | InView - A Measure of Cognitive Abilities (2)                                   | Upper elementary      |
|           |       | Iowa Tests of Basic Skills (ITBS), Form A, B, or C, Complete Battery            |                       |
|           |       | Iowa Tests of Educational Development (ITED), Form A, B, C, Complete Battery    |                       |
|           |       | Kaufman Assessment Battery for Children, 2nd Ed. (KABC-II)                      |                       |
|           |       | Kaufman Test of Educational Achievement, 2nd Ed., (KTEA-II)                     |                       |
|           |       | Letter International Performance Scale-Revised (Letter-R)                       |                       |
|           |       | Metropolitan Achievement Tests, Eighth Edition (Metropolitan), Complete Battery |                       |
|           |       | Naglieri Nonverbal Ability Test - 1st or 2nd Edition                            |                       |
| 125       | 126   | Otis Lennon School Ability Test (8th or 7th Edition) (1)                        | 1, 4 Upper elementary |
|           |       | PLAN  |                       |
|           |       | Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)         |                       |
|           |       | Raven's Progressive Matrices (Standard and Advanced Form)                       |                       |
|           |       | SATI Reasoning Test   |                       |
| 94%       | 95%   | Stanford Achievement Test - 9th or 10th Edition Complete                        | Upper elementary      |
|           |       | Stanford-Binet Intelligence Scales - 5th Edition                                |                       |

upon parent teacher or student recommendation

| Score      | In the spaces below, list any instruments used that are approved for screening only. | Grade Levels |
|------------|--|--------------|
|            | TerraNova, 2 <sup>nd</sup> Edition CAT 6 (California Achievement Test)               |              |
| 94%+ (95+) | TerraNova, Third Edition, Multiple Assessments                                       |              |
|            | Test of Cognitive Skills, Second Edition (TCS2)                                      |              |
|            | Tests of Achievement and Proficiency (TAP), Form K/L/M, Complete Battery             |              |
|            | Universal Nonverbal Intelligence Test (UNIT)   |              |
|            | Wechsler Individual Achievement Test (WIAT), 1 <sup>st</sup> or 2 <sup>nd</sup> Ed.  |              |
|            | Wechsler Intelligence Scale for Children - Spanish (WISC-IV Spanish)                 |              |
|            | Wechsler Intelligence Scale for Children, Fourth Edition (WISC-IV)                   |              |
|            | Wechsler Nonverbal Scale of Ability  |              |
|            | Wechsler Preschool and Primary Scale of Intelligence- Third Edition                  |              |
|            | Woodcock-Johnson III (WJIII), Tests of Achievement (including NU edition)            |              |
|            | Woodcock-Johnson III (WJIII), Tests of Cognitive Abilities (including NU edition)    |              |

District Screening and Identification Checklist

District Name:

Northwest Local

Attachment #1 page 2 of 5

| Screen ID    | Name of Instrument  | Grade Levels | Score |
|--------------|---|--------------|-------|
|              | ACT Assessment Program (AAP)  |              |       |
|              | Aprnda: La prueba de logros en Espanol – 2 <sup>nd</sup> or 3 <sup>rd</sup> Edicion |              |       |
|              | Basic Achievement Skills Inventory  |              |       |
|              | Bateria III Woodcock-Munoz – NU   |              |       |
|              | Bateria Woodcock-Munoz-Revisada: Pruebas de habilidad (Bateria-R)                   |              |       |
|              | California Achievement Tests, Fifth Edition (CAT/5)                                 |              |       |
|              | Comprehensive Test of Basic Skills (CTBS/4)   |              |       |
|              | EXPLORE   |              |       |
|              | Iowa Tests of Basic Skills (ITBS), Form A, B, or C                                  |              |       |
|              | Iowa Tests of Educational Development (ITED), Form A, B, C                          |              |       |
|              | Kaufman Test of Educational Achievement, 2nd Ed., (KTEA-II)                         |              |       |
|              | Metropolitan Achievement Tests, Eighth Edition (Metropolitan8)                      |              |       |
|              | PLAN  |              |       |
|              | Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)             |              |       |
|              | SAT I Reasoning Test  |              |       |
|              | Stanford Achievement Test <sup>10th Edition or Ninth Edition</sup>                  |              | 94-95 |
|              | Terra Nova, The Second Edition CAT (California Achievement Test 6)                  |              | 94-95 |
|              | TerraNova Third Edition   |              |       |
|              | Tests of Achievement and Proficiency (TAP), Form K/L/M                              |              |       |
|              | Wechsler Individual Achievement Test (WIAT)   |              |       |
|              | Wechsler Individual Achievement Test- 2nd Edition                                   |              |       |
|              | Woodcock-Johnson III (WJIII), Tests of Achievement and NU edition                   |              |       |
|              |   |              |       |
|              |   |              |       |
|              |   |              |       |
| Grade Levels | In the spaces below, list any instruments used that are approved for screening only | Grade Levels | Score |

upon request

2

- Directions**
- Using the space in column 1, indicate the screening cut-off score the district uses for the instrument.
  - In column 2 indicate with a check the additional instrument used with students who have achieved a screening cut-off score.
  - Indicate in column 3 at which grade levels the instrument is used.
  - Indicate with an asterisk (\*) the tests specifically chosen for use with underrepresented populations.

A child shall be identified as exhibiting "specific academic ability" superior to that of children of similar age in a specific academic ability field, if, within the preceding twenty-four months the child performs at or above the ninety-fifth percentile at the national level on an approved individual or group standardized achievement test of specific academic ability in that field. A child may be identified as gifted in more than one specific academic ability field.

**Section II Specific Academic Ability**

District Screening and Identification Checklist

District Name: Northwest Local

| Screen ID | Score | Name of Cognitive Tests  | Grade Levels |
|-----------|-------|--|--------------|
|           |       | Bateria III Woodcock-Munoz - NU  |              |
|           |       | Bateria-Woodcock-Munoz-Revisada: Pruebas de habilidad (Bateria-R)  |              |
|           |       | Cognitive Abilities Test (CogAT), Form 6   |              |
|           |       | Das-Naglieri Cognitive Assessment Systems (CAS)  |              |
|           |       | Differential Ability Scales - 1 <sup>st</sup> or 2 <sup>nd</sup> Edition   |              |
| 111       | 112   | InVew - A Measure of Cognitive Abilities   |              |
|           |       | Kaufman Assessment Battery for Children, 2nd Ed. (KABC-II)   |              |
|           |       | Letter International Performance Scale-Revised (Letter-R)  |              |
|           |       | Naglieri Nonverbal Ability Test- 1 <sup>st</sup> or 2 <sup>nd</sup> Edition  |              |
| 112       | 113   | Otis Lennon School Ability Test- 7 <sup>th</sup> or 8 <sup>th</sup> Edition  | 1, 4         |
|           |       | Raven's Progressive Matrices (Standard and Advanced Form)  |              |
|           |       | Stanford-Binet Intelligence Scales- 5th Edition  |              |
|           |       | Test of Cognitive Skills, Second Edition (TCS/2)   |              |
|           |       | Universal Nonverbal Intelligence Test (UNIT)   |              |
|           |       | Wechsler Intelligence Scale for Children, Fourth Edition (WISC-IV)   |              |
|           |       | Wechsler Preschool and Primary Scale of Intelligence- Third Edition  |              |
|           |       | Wechsler Intelligence Scale for Children - Fourth Edition, Spanish (WISC-IV Spanish)   |              |
|           |       | Woodcock-Johnson III (WJIII), Tests of Cognitive Abilities and NU edition  |              |
| Score     |       | Name of Tests of Creative Ability  | Grade Levels |
|           |       | Gifted and Talented Evaluation Scale (GATES) (Creative Thinking: Section IV, Items 21-30; Visual or Performing Arts: Section IV, Items 41-50)                            |              |
|           |       | Gifted Rating Scales   |              |
|           |       | Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS), 1997 Version (Creativity: Part II, Musical: Part VI, Dramatic: Part VII, Artistic: Part V) |              |
| Score     | 43    | In the spaces below, list any instruments used that are approved for screening only  | Grade Levels |

lppa parent, teacher or student recommendation

lppa parent, teacher or student recommendation

- Directions
- Using the space in column 1, indicate the screening cut-off score the district uses for the instrument.
  - In column 2 indicate with a check the additional instrument used with students who have achieved a screening cut-off score.
  - Indicate in column 3 at which grade levels the instrument is used.
  - Indicate with an asterisk (\*) the tests specifically chosen for use with underrepresented populations.

A child shall be identified as exhibiting "creative thinking ability" superior to children of a similar age, if within the previous twenty-four months; the child scored one standard deviation above the mean, minus the standard error of measurement, on an approved individual or group intelligence test and also did either of the following:

- Attained a sufficient score, as established by the department of education, on an approved individual or group test of creative ability; or
- Exhibited sufficient performance, as established by the department of education, on an approved checklist by a trained individual of creative behaviors.

Section III: Creative Thinking Ability

District Screening and Identification Checklist

District Name: Northwest Local



ODE Rubric for Scoring  
 Screen Visual = 20  
 ID Visual = 21-25  
 Screen Drama = 19  
 ID Drama = 20-24  
 Screen Dance = 25  
 ID Dance = 26-30  
 Screen Music = 17  
 ID Music = 18-24

Revised 3/23/09

| Screen ID | Name of Behavior Checklist  | Grade Levels                                  |
|-----------|---|---|
| 82        | Gifted and Talented Evaluation Scales (GATES)   | upon parent request, 1, 5                     |
|           | Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS), 1997 Version (Musical: Part VI, Dramatic: Part VII, Artistic: Part V) | upon parent request                           |
|           | Name of Performance Evaluation Instrument   | Grade Levels                                  |
|           | Art Advanced Placement Scoring Guidelines   |   |
|           | Clark's Drawing Abilities Test  |   |
|           | Dance Talent Assessment Process (DTAP)  |   |
|           | Display of Work, Audition, or Performance (Observation or Evaluation)   |   |
|           | Music Talent Assessment Process (MTAP)  |   |
|           | ODE Rubrics for Scoring (Dance, Drama, Art or Music) Audition / Performance   | upon parent teacher or student recommendation |
|           | Theatre Arts Talent Assessment Process (TTAP)   |   |

- Directions
- Using the space in column 1, indicate the screening cut-off score the district uses for the instrument.
  - In column 2 indicate with a check the additional instrument used with students who have achieved a screening cut-off score.
  - Indicate in column 3 at which grade levels the instrument is used.
  - Indicate with an asterisk (\*) the tests specifically chosen for use with underrepresented populations.

A child shall be identified as exhibiting "visual or performing arts ability" superior to that of children of similar age if the child has done both of the following:

- Demonstrated to a trained individual through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area; and
- Exhibited to a trained individual sufficient performance, as established by the department of education, on an approved checklist of behaviors related to a specific arts area.

**Section IV: Visual or Performing Arts Ability**

District Screening and Identification Checklist

District Name: Northwest Local

"Gifted" means students who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience or environment and who are identified under division (A), (B), (C), or (D) of section 3324.03 of the Ohio Revised Code.

**DEFINITION**

***If you disagree with any of the above information, you may appeal the decision by contacting your child's building principal.***

If you have any questions, please contact your building principal.

Your child's teacher(s) will be informed of these results and he/she may use this information to help provide appropriate educational experiences.

Your child has been identified in the area(s) of:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Your child's assessment results meet the State of Ohio criteria to be identified as gifted.

Your child's assessment results indicate the necessity for additional assessment(s) to determine whether your child meets the State of Ohio criteria to be identified as gifted.

Your child's assessment results indicate the necessity for additional assessment(s) to determine whether your child meets the State of Ohio criteria to be identified as gifted.

Recently, your child, \_\_\_\_\_, was assessed for possible Gifted Identification. The results of the assessment(s) are:

\_\_\_\_\_  
[parent/guardian]

:

Dear \_\_\_\_\_

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



**PARENT NOTIFICATION  
OF  
ASSESSMENT RESULTS**

**NORTHWEST LOCAL SCHOOL DISTRICT**  
McDermott, Ohio



Sincerely,

If you have any questions, please contact Terri Freeman, orthwest Local School District, at 740-259-2250, ext. 3325.

**Your child's teacher will be informed of your permission or decline of consent to further assessment.**

\_\_\_\_\_  
SIGNATURE: Parent/Guardian

\_\_\_\_\_  
Date

I, \_\_\_\_\_ assessed for identification as a gifted student. hereby **DECLINE CONSENT** for my child to be further

**REFUSAL OF CONSENT FOR ASSESSMENT(S)**



\_\_\_\_\_  
SIGNATURE: Parent/Guardian

\_\_\_\_\_  
Date

I, \_\_\_\_\_ assessed for identification as a gifted student. hereby **GRANT PERMISSION** for my child to be further

**CONSENT FOR ASSESSMENT(S)**

The results of previous test scores indicated the necessity for additional assessment(s) to determine whether your child meets the State of Ohio criteria to be identified as a gifted student. *Further assessment(s) does require the consent of a parent or guardian.*

Dear \_\_\_\_\_  
: \_\_\_\_\_  
[parent/guardian]

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

**PARENT NOTIFICATION  
REGARDING ADDITIONAL ASSESSMENT(S)**

NORTHWEST LOCAL SCHOOL DISTRICT  
McDermott, Ohio



Northwest Local Schools  
Written Education Plan

| Student Name  | Subject/Class   | Building   | Grade: |
|---|---|--|--------|
| <b>Assessment Record: Student is Identified Gifted in the following areas:</b>  |   |  |        |
| ___ Superior Cognitive ___ Creative Thinking Ability  |   |  |        |
| Specific Academic: ___ Reading ___ Math ___ Science ___ Social Studies  |   |  |        |
| Arts: ___ Drama ___ Music ___ Visual Arts   |   |  |        |
| EMIS Code   | Description of Service  | Service Provider   |        |
| 205047  | Regular classroom services with modifications for gifted students | Classroom Teacher(s)                                     |        |
| 205062  | Regular classroom with cluster grouping                           | Classroom Teacher(s)                                     |        |
| 205065  | Advanced Placement (AP) course(s)                                 | Classroom Teacher(s) with AP Training in Approved course |        |
| 205070  | Post-Secondary Enrollment Option Course(s) and/or Dual Enrollment | College/University Instructor                            |        |
| 205075  | Honors class(es)  | Classroom Teacher(s)                                     |        |
| 205080  | Educational option(s)   | Virtual Learning systems                                 |        |
| <b>Goals for Students:</b>  |   |  |        |
| ___ Student's reading skills will be strengthened, increased and developed at an advanced rate.                               |   |  |        |
| ___ Student will develop problem solving, critical thinking skills, research skills and creative thinking skills.             |   |  |        |
| ___ Student will learn advanced concepts in Mathematics through curriculum that is accelerated in pace and content.           |   |  |        |
| ___ Student will learn advanced concepts in Reading/Language Arts through curriculum that is accelerated in pace and content. |   |  |        |
| ___ Student will learn advanced concepts in Science through curriculum that is accelerated in pace and content.               |   |  |        |
| ___ Student will learn advanced concepts in Social Studies through curriculum that is accelerated in pace and content.        |   |  |        |
| ___ Student will acquire advanced skills and appreciation in fine arts.   |   |  |        |
| Other:  |   |  |        |

**Modifications for Gifted Students**

**General Considerations**

\_\_\_ Curriculum Compacting \_\_\_ Acceleration \_\_\_ Advanced Content \_\_\_ Tiered Assignments \_\_\_ Independent Study \_\_\_ Problem Based Learning  
 \_\_\_ In-depth study of a topic \_\_\_ Open-ended tasks

**Targeted Skills**

\_\_\_ Higher Order Thinking \_\_\_ Critical Thinking \_\_\_ Decision Making \_\_\_ Research Skills \_\_\_ Logical Reasoning \_\_\_ Metacognition  
 \_\_\_ Problem Solving

**Other Considerations**

\_\_\_ Career Planning \_\_\_ Guidance \_\_\_ Educational Options \_\_\_ Advanced Placement \_\_\_ Internships

**Measures of Progress**

\_\_\_ Progress Reports \_\_\_ Self-evaluation \_\_\_ Teacher Observation  
 \_\_\_ Checklists \_\_\_ Formative Assessments \_\_\_ State Assessments  
 \_\_\_ Data Folders \_\_\_ Summative Assessments \_\_\_ Work Samples or Portfolios

Other:

*\*Parents will receive Progress Reports and have two parent-teacher conferences per year. Quarterly Progress will also be reported on Progress Book.*

This student has qualified for gifted services in the Minford Local School District in the areas listed above according to the guidelines of the Minford Local School District Policy and Plan for the Identification and Service of Children who are Gifted (OAC3301-51-15(4) ). A Gifted Intervention Specialist will provide ongoing support to the teachers providing services through consultation as needed and in regard to the WEP. In the event that students who miss any assignment or tests in other classes due to the services provided under this WEP will be permitted to make up and reschedule the test; and/or assignments may be waived. This WEP will be reviewed each school year and will be based on services offered by the school at the present time according to the MLSD Policy & Plan for the Identification and Service of Children who are Gifted. Parents and the responsible staff will receive a copy of the WEP (Written Education Plan).

Person(s) Completing WEP

\_\_\_\_\_ Title \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_ Title \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_ Title \_\_\_\_\_ Date \_\_\_\_\_

CC: Student File; Teacher(s); Parent(s); Guidance office

NORTHWEST LOCAL SCHOOL DISTRICT  
McDermott, Ohio

**PARENT REQUEST  
FOR  
STUDENT WITHDRAWAL  
FROM  
GIFTED SERVICES**

- Northwest Elementary School
- Northwest Middle School
- Northwest High School

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

Dear Building Principal:

This is to advise you that I wish to withdraw my child, \_\_\_\_\_ from participation in "Gifted Services" provided by the Northwest Local School District for the \_\_\_\_\_ 20\_\_\_\_ - 20\_\_\_\_ school year.

I will contact you if I want to request that my child be re-evaluated for services.

\_\_\_\_\_  
**SIGNATURE: Parent/Guardian**

\_\_\_\_\_  
Date



**ACKNOWLEDGEMENTS**

\_\_\_\_\_  
**SIGNATURE: Gifted Educator**

\_\_\_\_\_  
Date

\_\_\_\_\_  
**SIGNATURE: Building Principal**

\_\_\_\_\_  
Date