



P.O. Box 409 · Troy, Texas 76579 · 254.938.7886 · fax 254.938.2328

Gifted and Talented Program

January 4, 2022

Dear Parents/Guardians,

Troy ISD recognizes that gifted students within the district require a program that addresses their unique needs and has a strong commitment to providing an appropriate venue for students needing this service. Troy ISD's Gifted and Talented Program serves G/T students within the four core areas of language, math, science, and social studies.

Nominations for the Gifted and Talented Program are open to all students. Nomination forms may be accessed on the Troy ISD website (on the main page, select Departments → Curriculum and Accountability → Gifted and Talented → 2022 Troy ISD Parent Referral Form) or from your campus office. **The nomination window is January 4, 2022 through January 28, 2022.** Parent nomination forms must be received before the end of the nomination window. No late nomination forms will be accepted.

Because students are identified based on both qualitative (observable) and quantitative (tested) data, it is important to complete the parent nomination form in as much detail as possible. After the screening process has been completed for students in Grades 3-12, a letter of determination will be mailed to parents in May.

Most very bright students are best served by the regular curriculum. Only truly gifted students have an educational need for a differentiated curriculum. The following list of characteristics may help you to determine if your child does demonstrate such an educational need.

Bright Child

Knows the answers
Is interested
Has good ideas
Answers the question
Top Group
Enjoys Peers

Gifted Learner

Asks the questions
Is highly curious
Has wild, silly ideas at times
Discusses in detail, elaborates
Beyond the group
Prefers Adults

If you have any additional questions, please feel free to call me, your child's counselor, or your school office.

Sincerely,

A handwritten signature in black ink that reads 'Samantha Preece'.

Samantha Preece

Troy ISD

GT Program Coordinator

Samantha.Preece@troyisd.org

Referral for GT Screening - Parent



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The purpose of the Troy ISD Gifted and Talented Program is to identify gifted students and nurture their special abilities, thereby assisting them in translating their gifts into products that are commensurate with their abilities. High school graduates who have participated in services for gifted students will have been offered the opportunity to develop products and performances of professional quality as part of their program services, which exceeds the Troy ISD graduation profile. If you wish to refer a student for the Troy ISD Gifted and Talented Program, please complete the following referral form and return it to the district GT Coordinator.

***It is vital that all of the information be completely filled out.
Referrals are accepted until January 28, 2022.***

Student First Name	Student Last Name	Date	
Date of Birth (Month • Day • Year)	Grade	Campus	
Person Making Referral	Relationship to student		
Parent(s)/Guardian(s) Name(s)	Phone Number		
Address	City	State	Zip Code

Reasons for Referral: Please review the characteristics of Gifted and Talented students listed on the next page and identify any of the characteristics you feel best describe the student and the reasons you are referring this student.

Does this student receive any special needs accommodations or modifications? Yes No

Identified Gifted Students New to District ONLY Complete This Section: If transferring from another district, please attach a copy of the most recent standardized test reports. Complete and return this referral with the **Request for GT Records form.**

Name of District: _____ Name of School: _____

Permission to Screen (Required):

In the event that the Troy ISD GT Committee deems testing necessary, I give permission for my child to be tested for these services.

Parent/Guardian Signature: _____ Date: _____



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Samantha.Preece@troyisd.org

Gifted and Talented Program
Parent Inventory

As a part of the Gifted and Talented Program screening process, parents of students involved are asked to provide input for consideration by the District GT Placement Committee. Please respond to each of the statements on the next page by carefully following the directions. Please feel free to add comments at the end if you would like to provide justification for any of your responses, however, it is not required.

Student First Name	Student Last Name	Grade	Date (Month • Day • Year)
Campus	ID Number	Date of Birth (Month • Day • Year)	
Parent(s)/Guardian(s) Name(s)		Parent Signature	

Special education or educational testing modifications required: _____

Directions for next page: Give us an idea of how FREQUENTLY your child exhibits each of the following behaviors when he/she is with you by placing a check mark in only ONE of the descriptors listed. It is imperative that you NOT project how you think they respond in the educational setting. This instrument is used to capture the time away from the classroom. Please be as objective as possible.

Student's Name: _____	I have never observed this	I have seen this once or twice	I see this every once in a while	I see this almost all the time
Renzulli-Hartman Inventory: Learning Characteristics	0	1	2	3
Student has an unusually advanced vocabulary for his/her age; uses terms in a meaningful way; has verbal behavior characterized by "richness" of expression, elaboration and fluency.				
Student possesses a large storehouse of information about a variety of topics, beyond the usual interests of children in their age group.				
Student has a quick mastery and recall of factual information.				
Student has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions; wants to know what makes things or people "tick."				
Student has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things; looks for similarities and differences in events, people, and things				
Student is keenly observant; "sees more" and "gets more" out of a story, film, etc. than others of the same age.				
Student learned to read at an early age; is independently absorbed in books and reading; usually prefers much higher level or adult level books; does not avoid difficult material, may show a preference for biography, autobiography, encyclopedias, and atlases.				
Student tries to understand complex material by separating it into its respective parts; sees logical and common-sense answers.				
Renzulli-Hartman Inventory: Motivational Characteristics				
Student becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion; sometimes difficult to get him/her to move on to another topic.				
Student is easily bored with routine tasks.				
Student prefers to work independently; requires little direction from teachers.				
Student is self-critical, always striving for perfection; is not easily satisfied with his/her own speed or products.				
Student is interested in and ask questions about "adult" problems such as religion, politics, world crisis, etc.				
Student is self-assertive, perhaps even aggressive; stubborn in his/her beliefs.				
Student likes to organize and bring structure to people, things, and situations.				
Student is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things.				
Renzulli-Hartman Inventory: Creativity Characteristics				
Student displays a great deal of curiosity about many things; is constantly asking questions about anything and everything.				
Student generates a large number of ideas or solutions to problems and questions; often offering unique and clever responses.				
Student is uninhibited in expressions of opinion; is sometimes radical and spirited in disagreements; is tenacious.				
Student is a high risk taker; is adventurous and speculative.				

Student displays a good deal of intellectual playfulness; fantasizes; imagines "I wonder what would happen if"; manipulates ideas; is often concerned with adapting, improving, and modifying institutions, objects and systems.				
Student displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.				
Student is usually aware of his/her impulses and more open to the irrational in himself/herself; freer expression of feminine interests for boys, greater than usual amount of independence for girls; shows emotional sensitivity.				
Student is sensitive to beauty; attends to aesthetic characteristics of things.				
Student is nonconforming; accepts disorder; is not interested in details; is individualistic, does not fear being different .				
Student criticizes constructively; is unwilling to accept authoritarian pronouncements without critical examination .				
Total Points				

Please use this page to tell us anything you think is important about your child that we have not asked. Feel free to add any information you think might be useful in giving us a clear picture of what your child has done. Be as specific as possible in describing your child's interests and accomplishments. If you can share some copies of your child's creative work, we would be delighted to have them.