

Atlanta Independent School District



Gifted & Talented Program

2018-2019

ATLANTA INDEPENDENT SCHOOL DISTRICT GIFTED/TALENTED PROGRAM

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Atlanta ISD does not discriminate on the basis of sex, ethnicity, race, color, age or national origin in its educational programs or employment as required by Title IX, Section 504 and Title VI.

**ATLANTA INDEPENDENT SCHOOL DISTRICT
GIFTED/TALENTED PROGRAM**

DISTRICT POLICY

The District shall establish a process for identifying and serving gifted and talented students and shall establish a program for those students in each grade level. The District may establish a shared services arrangement with other districts. *Education code 29.122*

Definition:

Gifted students are those who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience or environment. These students exhibit high performance capacity in intellectual ability, creativity, leadership and/or a specific academic field. Gifted students can be identified in any cultural group or within any economic stratum and require special instruction, services and/or activities not ordinarily provided by the general education program.

“Gifted and talented student” means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who exhibits high performance capability in an intellectual, creative, or artistic area, possesses an unusual capacity for leadership, or excels in a specific academic field. *Education Code 29.121*

Identification:

Students shall be identified as gifted/talented in accordance with a written policy that includes:

1. Provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in *Education Code 29.121*.
2. Assessment measures collected from multiple sources according to each area defined in the Texas State Plan for the education of Gifted/Talented Students.
3. Data and procedures designed to ensure that students from all populations in the District have access to assessment and, if identified, to services provided for the gifted/talented program.
4. Provisions for final selection of students to be made by a committee of at least three local District educators who have received training in the nature and needs of gifted students.
5. Provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of District decisions regarding program placement.

Learning Opportunities:

The District shall provide an array of learning opportunities for gifted/talented students in **kindergarten through grade 12** and shall inform parents of the opportunities. Options shall include:

1. Instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently.
2. A continuum of learning experiences that leads to the development of advanced-level products and performances.
3. In-school, and when possible, out-of-school options relevant to the student's area of strength that are available during the school year.
4. Opportunities to accelerate in areas of strength. *19TAC89.3*

Staff Development:

The District shall ensure that:

1. Teachers who provide instruction and services that are part of the program for gifted students have a minimum of **30 hours of staff development** that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students.
2. Teachers who provide instruction and services that are part of a program for gifted students program receive a minimum of **six hours annually** of professional development in gifted education.
3. Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options. *19TAC89.2*
4. Professional development activities for G/T education are evaluated, and the results are used in making decisions regarding future staff development plans.

**ATLANTA INDEPENDENT SCHOOL DISTRICT
GIFTED/TALENTED PROGRAM**

PROGRAM DESIGN AND CURRICULUM

The TEKS-based program focuses on a differentiated curriculum based on interdisciplinary themes emphasizing the development of research skills, complex thinking skills (analysis, critical thinking, evaluation, logical thinking, and problem solving), affective skills and metacognitive skills especially the evaluation of self-progress. Individual interest centers, product development as well as cooperative learning are emphasized. The program addresses the strengths of students in the core academic areas.

Primary School

In grades K-2, students are served through regularly scheduled pullout programs with the appropriate GT resource teacher. Research skills and independent projects allow students to investigate and learn in areas of strength. Creativity, problem solving, decision making and critical/logical thinking are included in the process.

Opportunities for higher level thinking skills will be provided through the reading and math curriculum. Teachers will provide different activities for students who show unusual capability and need something beyond the usual enrichment.

Elementary School

In grades 3-5 gifted and talented students will be served through a pullout program. This will include learning opportunities that emphasize all four core content areas of (1) English language arts, (2) math, (3) science, and (4) social studies.

Middle School

In grades 6-8 gifted and talented students will be provided gifted and talented opportunities in their English, math, social studies, and science classes, through a differentiated curriculum. As well as, Math/Science Competitions, and U.I.L. Academic Meets.

High School

In grades 9-12 gifted and talented students will be served through a variety of courses at the high school including: Pre AP and AP courses in English, math, social studies, and science. As well as, Academic Competitions.

Learners identified as gifted and talented will not have to requalify for the program each year.

**ATLANTA INDEPENDENT SCHOOL DISTRICT
GIFTED/TALENTED PROGRAM**

PROGRAM GUIDELINES

Testing

The GT assessment will be administered once a calendar school year.

Selection

The selection committee will be composed of the Campus Principal, Campus Counselor, and the Director of Instruction of the District. Kindergarten students who meet **three out of four of the district criteria** will be considered for the Gifted and Talented Program. First through twelfth grade students who meet **three out of five of the district criteria** will be considered for the Gifted and Talented Program. The committee makes the final decision based on nature and characteristics of G/T students.

Notification

Parents and students shall be **notified in writing** of selection for the gifted and talented program. Participation in the gifted and talented program is voluntary. The district shall obtain **written permission of the parent(s)** before a student is placed in a gifted and talented program.

Transfer

Any incoming transfers who have been in a gifted and talented program **will automatically be enrolled in the gifted and talented program** at Atlanta ISD. Upon teacher observation reassessment may be necessary to retest to meet the criteria of AISD.

Exit Provisions

At any time the parent of a gifted and talented student, the gifted and talented teacher, or the campus principal may request a meeting for the purpose of reviewing a student's placement in the gifted and talented program. Review requests are made through the campus principal. For a student to exit the program, a meeting of the GT campus committee and the parent will be held to discuss the student's educational needs. If the consensus of the group concludes that the gifted and talented program is not meeting the student's educational needs, the student will be exited from the program.

A student who is exited from the program for any reason, other than moving out of the district, **may not re-enter during the same academic year**. The student must **re-qualify** and meet the criteria established by the identification/selection committee.

A parent may request that a student be withdrawn from the gifted and talented program at any time, and the child will be withdrawn. However, students and parents are encouraged to use the process previously stated.

Furloughs

The GT committee may place students who are unable to maintain satisfactory performance within the structure of the gifted and talented program on furlough. The purpose of such a furlough is to provide the student an opportunity to attain performance goals established by the GT committee. A furlough also may be granted at the request of the student and/or parent. Furloughs may be used for extenuating circumstances such as schedule conflicts or personal problems .

A student may be furloughed for a period of time deemed appropriate by the GT committee. At the end of the furlough, the student's progress shall be reassessed and the student may re-enter the gifted program, be removed from the program, or be placed on another furlough.

Appeals

Parents or student may appeal any final decision of the GT committee regarding selection for or removal from the gifted program. **Appeals shall be made first to the GT committee.**

Program Evaluation

The gifted program shall be evaluated periodically, and evaluation information shall be shared with Board members, administrators, teachers, counselors, students in the gifted and talented program, and the community.

Community Awareness

The District shall ensure that information about the District's gifted and talented program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program.

Other

Questions concerning the gifted program or mental ability scores should be referred to the counselor on each campus. **The Gifted and Talented Program Plan** is available on the district website and hard copies are available on request.

**ATLANTA INDEPENDENT SCHOOL DISTRICT
GIFTED/TALENTED PROGRAM**

PROCEDURE FOR REFERRAL

- ❑ A formal referral process for the Gifted and Talented Program will be conducted in the Fall. However, teachers, counselors, parents, or other interested persons may refer students at any time. Middle School and High School students may refer themselves. Referral forms may be obtained in the counselor's office on each campus.
- ❑ Students will be tested and selected for the program based on the criteria and tests on the "*Atlanta ISD Identification Profile Sheet.*" All testing will be done in the student's native language if needed. All decisions will be made by the GT committee and not on the recommendation of one person.

PARENTAL CONSENT

Written parental consent shall be obtained before any special testing or assessment is conducted as a part of the screening and identification process.

EVALUATION

Evaluation can be used as a means of improving any process or procedure. In the gifted and talented program, evaluation will be a continuous means of communication between the parent, the student, and the school. This will be accomplished through the use of questionnaires and open communication between the school personnel and the parents of target gifted and talented students. Examples of the forms to be used follow this explanation.

APPENDIX A:

FORMS

**ATLANTA INDEPENDENT SCHOOL DISTRICT
GIFTED/TALENTED PROGRAM**

PARENT/GUARDIAN REFERRAL FORM

Date _____

Student Name _____

Address _____

Phone _____

Current Grade Level _____

Parent/Guardian _____

Suspected area of giftedness:

General intellectual ability: _____

Specific subject matter aptitude: _____

Which subject? _____

Additional Comments: _____

I understand all decisions will be made by a GT committee and not on the sole recommendation of one person.

Parent/Guardian Signature

GIFTED/TALENTED PROGRAM

TEACHER REFERRAL FORM

Date _____

Teacher Name _____

Student Name _____

Address _____

Home Phone _____

Current Grade _____

Parent/Guardian _____

Suspected area of giftedness:

General intellectual ability _____

Specific subject matter aptitude _____

Which subject? _____

Additional Comments _____

I understand all decisions will be made by the GT committee and not on the sole recommendation of one person.

Parent/Guardian Signature

**ATLANTA INDEPENDENT SCHOOL DISTRICT
GIFTED/TALENTED PROGRAM**

STUDENT REFERRAL FORM

Date _____

Your Name _____

Address _____

Phone _____

Date of Birth _____

Current Grade _____

Parent/Guardian Signature

Date

Check One:

- Yes, I give my permission
- No, I do not give my permission

_____ is to be administered the necessary tests for this decision to be made. I understand all decisions will be made by a GT committee and not on the sole recommendation of one person.

**ATLANTA INDEPENDENT SCHOOL DISTRICT
GIFTED/TALENTED PROGRAM**

REFERRAL FORM FOR PERSONS OTHER THAN PARENTS OR TEACHERS/STAFF

Date _____

Student's Name _____ Current Grade _____

Name of School Child Attends _____

Name of Person Nominating Student _____

Address _____

Phone _____

Please check the suspected area of giftedness:

_____ General intellectual ability

_____ Specific subject matter aptitude

What subject? _____

Signature of Nominating Person

Date

I understand all decisions will be made by a selection committee and not on the sole recommendation of one person.

**ATLANTA INDEPENDENT SCHOOL DISTRICT
GIFTED/TALENTED PROGRAM**

PERMISSION FOR TESTING FORM

Before we can continue in the evaluation process for possible Gifted/Talented placement, we need to have written parental approval for testing.

Please complete this form and return it to your child's counselor.

I give Atlanta ISD permission to administer tests for:

Child's Name

Parent/Guardian Signature

Date

I understand all decisions will be made by a GT committee and not on the sole recommendation of one person.

Dear Parent or Guardian:

Thank you for nominating your child for the Talented and Gifted program (TAGS) at (insert campus name). Please complete the forms enclosed with this letter. These include a Permission to Test form and a Parent Rating Form. This rating form is one of the criteria used to identify for possible Gifted and Talented placement. After completing these forms, please return them to (insert name of school counselor) School Counselor, by (insert day and date) Testing will begin next week so please be sure your child is well rested and on time.

Sincerely,
(Insert name of counselor)
School Counselor
Date: _____

Dear Parent or Guardian:

Your child has been nominated for the Talented and Gifted program (TAGS) at (insert campus name). If you would like for your child to be considered for this program, please complete the forms enclosed with this letter. These include a Permission to Test Form and a Parent Rating Form. This rating form is one of the criteria used to identify for possible Gifted and Talented placement. After completing these forms please return them to (insert name of counselor) School Counselor, by (insert date). Testing will begin next week so please be sure your child is well rested and on time.

Sincerely,
(insert name of counselor)
School Counselor
Date: _____

To the Parent of,

Testing and evaluation for the Gifted and Talented program at (insert campus name) has been completed. This letter is to inform you that your child has met the qualifications for the program and with your permission will enter our program (date).

Enclosed you will a permission slip giving your approval for your child to start the program. This must be signed and returned before your child will be entered into the program.

If you have any questions concerning the evaluation and qualification process please contact your child's school counselor to set up an appointment.

Sincerely,

Atlanta ISD GT Committee

Date: _____

To the Parent of _____ ,

Testing and evaluation for the Gifted and Talented program at (insert campus name) has been completed. We regret to inform you that your child did not meet the qualifications for the program at this time. We know that a sampling of test scores administered at one time in a child's life is not the complete picture of that child. Your child has many strengths that will lead to future successes as you work together as a family to develop these talents and your child applies his/her abilities 100% to each task, both academic and extracurricular. Thank you for allowing us to test your child for the Gifted and Talented program. It is our pleasure to help them excel!

If you have any questions concerning the evaluation and qualification process please contact campus counselor to set up an appointment.

Sincerely,

Atlanta ISD GT Committee

TAGS Program

Parent/Student Agreement Form

Please consider the following points as you and your child make the decision about whether or not to participate in the Atlanta Independent School District talented and gifted program:

1. I understand that it is the responsibility of my child to participate actively in class activities, to demonstrate a positive attitude and display cooperative, respectful behavior in order to remain in the program.
2. I understand that in the event that grades drop drastically or consistently in any academic area, a comprehensive review and evaluation will be done to determine if the student should remain in the TAGS program.

 I wish for my child to participate in the TAGS program. I understand and agree to the terms listed above.

I do not wish for my child to participate in the TAGS program.

_____ Date

Parent/Guardian Signature

Student Signature

Please return this form to your school counselor.

**ATLANTA INDEPENDENT SCHOOL DISTRICT
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FURLOUGH FORM

This is to indicate that the GT Committee, the parents and the gifted and talented student met and have concluded that the gifted and talented student should be placed on furlough from:

Date _____

To Date _____

Principal

Gifted and Talented Teacher

Parent/Parents

Program Coordinator

Student

Counselor

Date of Conference

**ATLANTA INDEPENDENT SCHOOL DISTRICT
GIFTED/TALENTED PROGRAM**

EXIT PROCEDURE FORM

This is to indicate that the principal, GT Committee and the parents of the gifted and talented student, the gifted and talented student, and the student's gifted and talented teacher/teachers have met and have concluded that the best educational plan for the student would be not to continue in the gifted and talented program. We understand that the student will have to remain out of the program for the remainder of the academic year. At that time the student may be renominated for the gifted and talented program.

Principal

Gifted and Talented Teacher

Parent/Parents

Program Coordinator

Student

Counselor

Date of Conference

**ATLANTA INDEPENDENT SCHOOL DISTRICT
GIFTED/TALENTED PROGRAM**

**IDENTIFICATION PROFILE SHEET
GRADE K**

Name _____

Grade _____

School Year _____

| | District Line | Student Score | Qualified (+ or -) | Student Score | Qualified (+ or -) |
|--|---------------|---------------|--------------------|---------------|--------------------|
| Negleri School Ability Test | 120 | | | | |
| Creativity Test (Classroom activities) | 3/4 | | | | |
| OLSAT | 120 | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| SIGS Rating Scales: | | Home Rating | | School Rating | |
| | | | | | |
| Language Arts | 120 | | | 120 | |
| Math | 120 | | | 120 | |
| Science | 120 | | | 120 | |
| Social Studies | 120 | | | 120 | |
| Creativity | 120 | | | 120 | |
| | | | | | |

All decisions will be made by GT committee and not on the sole recommendation of one person.

**ATLANTA INDEPENDENT SCHOOL DISTRICT
GIFTED/TALENTED PROGRAM**

**IDENTIFICATION PROFILE SHEET
GRADE 1**

Name _____

Grade _____

School Year _____

| | District Line | Student Score | Qualified (+ or -) | | |
|---------------------------|---------------|---------------|--------------------|---------------|-------|
| OLSAT School Ability Test | 120 | | | | |
| Torrence Creativity Test | 120 | | | | |
| Stanford 10 Achievement: | _____ | _____ | _____ | _____ | _____ |
| Reading | 90 | | | | |
| Math | 90 | | | | |
| Environmental | 90 | | | | |
| | | | | | |
| SIGS Rating Scales: | | Home Rating | | School Rating | |
| | | | | | |
| Language Arts | 120 | | | | |
| Math | 120 | | | | |
| Science | 120 | | | | |
| Social Studies | 120 | | | | |
| Creativity | 120 | | | | |
| | | | | | |

All decisions will be made by a selection committee and not on the sole recommendation of one person.

**ATLANTA INDEPENDENT SCHOOL DISTRICT
GIFTED/TALENTED PROGRAM**

**IDENTIFICATION PROFILE SHEET
GRADES 2 – 12**

Name _____

Grade _____

School Year _____

| | District Line | Student Score | Qualified (+ or -) | Student Score | Qualified (+ or -) |
|---------------------------|---------------|---------------|--------------------|---------------|--------------------|
| OLSAT School Ability Test | 120 | | | | |
| Torrence Creativity Test | 120 | | | | |
| Stanford 10 Achievement: | | | | | |
| Reading | 90 | | | | |
| Math | 90 | | | | |
| Science/Enviro. | 90 | | | | |
| Social Studies | 90 | | | | |
| SIGS Rating Scales: | | Home Rating | | School Rating | |
| | | | | | |
| Language Arts | 120 | | | | |
| Math | 120 | | | | |
| Science | 120 | | | | |
| Social Studies | 120 | | | | |
| Creativity | 120 | | | | |
| | | | | | |

All decisions will be made by GT committee and not on the sole recommendation of one person.



Atlanta Primary School TAGS Evaluation



| Student: | 1st Six Weeks | 2nd Six Weeks | 3rd Six Weeks | 4th Six Weeks | 5th Six Weeks | 6th Six Weeks |
|---|--|------------------|------------------|------------------|------------------|------------------|
| Parent Signature: | | | | | | |
| Teacher: | | | | | | |
| Grade: | | | | | | |
| Critical and Creative Thinking Characteristics | | | | | | |
| 1. Solves problems logically | | | | | | |
| 2. Approaches problems creatively | | | | | | |
| 3. Exhibits originality in written expression | | | | | | |
| 4. Asks critical questions | | | | | | |
| 5. Links content to new situations | | | | | | |
| 6. Applies research to solve problems | | | | | | |
| Work Characteristics | | | | | | |
| 7. Works independently | | | | | | |
| 8. Organizes and uses time wisely | | | | | | |
| 9. Is persistent and completes projects | | | | | | |
| 10. Listens carefully to instructions | | | | | | |
| Behavior Characteristics | | | | | | |
| 11. Has a positive attitude towards work | | | | | | |
| 12. Displays a good sense of humor | | | | | | |
| 13. Shows keen observation / notes details | | | | | | |
| 14. Self-motivated | | | | | | |
| 15. Displays appropriate classroom behavior | | | | | | |
| Interpersonal Relationships | | | | | | |
| 16. Participates in group discussions | | | | | | |
| 17. Demonstrates positive leadership abilities | | | | | | |
| 18. Shows tolerance for others and their ideas | | | | | | |
| Comments: | E=Expert P= Practitioner A=Apprentice N=Novice | | | | | |
| 1st | | | | | | |
| 2nd | | | | | | |
| 3rd | | | | | | |
| 4th | | | | | | |
| 5th | | | | | | |
| 6th | | | | | | |



Atlanta Elementary School TAGS Evaluation



| Student: | 1st Six Weeks | 2nd Six Weeks | 3rd Six Weeks | 4th Six Weeks | 5th Six Weeks | 6th Six Weeks |
|---|--|------------------|------------------|------------------|------------------|------------------|
| Parent Signature: | | | | | | |
| Teacher: | Grade: | | | | | |
| Critical and Creative Thinking Characteristics | | | | | | |
| 1. Solves problems logically | | | | | | |
| 2. Approaches problems creatively | | | | | | |
| 3. Exhibits originality in written expression | | | | | | |
| 4. Asks critical questions | | | | | | |
| 5. Links content to new situations | | | | | | |
| 6. Applies research to solve problems | | | | | | |
| Work Characteristics | | | | | | |
| 7. Works independently | | | | | | |
| 8. Organizes and uses time wisely | | | | | | |
| 9. Is persistent and completes projects | | | | | | |
| 10. Listens carefully to instructions | | | | | | |
| Behavior Characteristics | | | | | | |
| 11. Has a positive attitude towards work | | | | | | |
| 12. Displays a good sense of humor | | | | | | |
| 13. Shows keen observation / notes details | | | | | | |
| 14. Self-motivated | | | | | | |
| 15. Displays appropriate classroom behavior | | | | | | |
| Interpersonal Relationships | | | | | | |
| 16. Participates in group discussions | | | | | | |
| 17. Demonstrates positive leadership abilities | | | | | | |
| 18. Shows tolerance for others and their ideas | | | | | | |
| Comments: | E=Expert P= Practitioner A=Apprentice N=Novice | | | | | |
| 1st | | | | | | |
| 2nd | | | | | | |
| 3rd | | | | | | |
| 4th | | | | | | |
| 5th | | | | | | |
| 6th | | | | | | |
| | | | | | | |
| | | | | | | |