

Alamo Heights ISD - Curriculum and Instruction Department



Alamo Heights ISD
Gifted and Talented Program Guide

Alamo Heights ISD – Curriculum and Instruction Department

AHISD Curriculum and Instruction Department

We are dedicated to the goal of providing a guaranteed and viable curriculum for all AHISD students. We believe all students deserve rigorous curriculum and engaging instruction. Our goal is to provide the leadership, resources, support and professional development necessary to lead all students to high achievement.

AHISD Administration

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Introduction

The Alamo Heights Independent School District is committed to recognizing the unique talents, gifts, and abilities of its diverse student population and to providing an environment which maximizes intellectual development.

The Texas Education Code 29.121 defines a "gifted and talented student" as follows:

"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:

- (1) exhibits high performance capability in an intellectual, creative, or artistic area;
- (2) possesses an unusual capacity for leadership; or
- (3) excels in a specific academic field."

Gifted and talented students in Alamo Heights shall be defined as those students who demonstrate a need for services through a specific screening and selection process in the areas of general intellectual ability or specific academic aptitude as evidenced by their performance on learning potential tests, achievement tests, classroom performance, and observed behaviors.

The program is designed to provide academically and intellectually gifted students with services to enhance the "self" as a learner and as a producer. The curriculum is designed to assist in assessing and capitalizing upon the talents, interests, and needs of the gifted student. The emphasis of the program is on learning processes which will serve the student in meeting the challenges of life-long learning.

Goals For Gifted And Talented Program

State Goal For Services For Gifted Students

Students who participate in services designed for gifted/talented students will demonstrate skills in self-directed learning, thinking, research and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience or environment. High school graduates who have participated in services for gifted/talented students will have produced products and performances of professional quality as part of their program services.

Elementary Goal For Services For Gifted Students

The program for gifted students in kindergarten through fifth grade is called HEIGHTS, an acronym for Helping Enrich Intellectually Gifted (through) Higher Level Thinking Skills.

The HEIGHTS Program is designed to:

- Assist students in becoming self-directed learners.
- Provide students with a curriculum that is a blending of advanced content and thinking skills.
- Provide opportunities for students to work in interest areas.
- Encourage students to become creative producers.
- Assist students in developing a keener awareness of their own talents, a positive self-concept, and an appreciation of their value to self and to others.
- Provide opportunities for community service.

Secondary Goal For Services For Gifted Students

The Gifted and Talented (GT) Program will provide instructional opportunities and other services designed to meet the needs of students with significantly advanced general intellectual ability and/or specific subject matter aptitude.

Student Eligibility

The district will not discriminate against students with regard to race, color, creed, religious affiliation, sex, or disability.

A student is classified as eligible for participation in the GT Program based upon criteria set by the district according to the guidelines of the Texas Education Agency.

Gifted And Talented Program Description

Service Design

Elementary GT identified students in grades K-5 are provided with differentiated instruction as needed in the four core academic areas by their regular classroom teacher(s) on a daily basis. Students are also served by a GT-certified specialist in a weekly pull-out enrichment class, which provides challenging learning experiences integrating all four core academic areas.

A resource teacher trained in gifted education strategies meets with gifted students on a weekly basis as follows:

- Kindergarten - 2 hours weekly
- First and Second Grades - 2-3 hours weekly
- Third, Fourth and Fifth Grades - One day a week

Junior School GT identified students in grades 6-8 are served in Language Arts, Mathematics, Social Studies, and/or Science by a teacher highly qualified in the subject area and GT qualified or certified. Based on the number of students identified enrolled in each subject area, students will be served in subject-specific GT classes, cluster grouped in subject-specific Pre-Advanced Placement (Pre-AP) classes, and GT student needs will be met through differentiated instruction within the heterogeneously grouped classroom.

High School GT identified students in grades 9-12 are served through Pre-Advanced Placement (Pre-AP) courses designed to prepare students to excel in Advanced Placement (AP) and dual credit courses. When scheduling permits, separate GT sections of Pre-AP courses will be offered. When scheduling does not permit separate GT sections, GT students will be cluster grouped together in subject-specific Pre-Advanced Placement (Pre-AP) and Advanced Placement (AP) classes, and GT student needs will be met through differentiated instruction within the heterogeneously grouped classroom.

GT sections of PreAP/AP course are expected to be different in the way content is covered, in the processes that are used, and in the products that are created. GT will be taught using techniques that are considered best practices for GT students. Although the curriculum and general grading standards will be very similar to non-GT courses, the instruction and work will be differentiated to meet the learning needs of GT students. Different, however, should not simply mean “more work” or “outrageously challenging,” but it refers to *different* types of assignments, products, processes, pacing, etc. Non-GT sections of PreAP/AP maintain a high level of intellectual challenge and academic rigor.

PreAP/AP Guidelines

GT students enrolled in PreAP/AP courses are expected to follow guidelines for those courses set forth in the parent/student contracts and other district guidelines.

Acceleration Through Credit By Exam

Elementary school students (grade 1 through grade 5) may earn credit for a grade level and accelerate to the next grade level if three conditions are met.

1. The student must score at least 80% on each of the exams in the grade level that he or she wants to skip in the subject areas of language arts, mathematics, science, and social studies.
2. A district representative must recommend that the student be advanced to the next grade level.
3. The grade advancement must be approved in writing by the student's parent or
4. guardian.

For grades 6 and above, students may receive credit based solely on their score on the CBE exam. A school district must give students who score 80% or higher on the board-approved exam credit for the assessment subject area. It should be noted that when accepting Credit by Exam for high school courses that the score earned on the exam will be listed on the student's transcript.

AHISD provides four testing. Specific information about the dates can be located through the counseling office on each campus. Students that are homeless or in foster care that transfer to the district after the start of the year school are able to take CBE assessments at any time during the school year. Additionally, a student may only take the examination for a specific high school course one time during the testing window. A student may not attempt to earn credit by exam more than two times for the same course. 19 Tex. Admin. Code § 74.23(a), (c)(6), (c)(9).

AHISD does not charge for a CBE assessment, and a student who earns credit by exam for a subject is not required to take an EOC assessment for that same subject. Tex. Educ. Code § 28.023(c); 19 Tex. Admin. Code §74.24(a)(3).

Accelerated Campus Courses

In middle school, students have the opportunity to take high school courses in mathematics and world languages. Students in high school have the opportunity to take Advanced Placement courses or Dual Credit courses. These courses provide the opportunity to earn college credits, which may be applied to a degree plan once enrolled in college.

Referral And Identification

Identification Criteria

Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Multiple factors, including both qualitative and quantitative measures, are taken into account during the identification process. Students are assessed in the areas of achievement, and ability. The criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities. Assessments are subject to change from year to year.

- Ability tests include the Cognitive Abilities Test, or CogAT, the Otis-Lennon School Abilities Test (OLSAT), etc.
- Achievement tests include the Iowa Test of Basic Skills (ITBS), the Stanford achievement tests, the Iowa Test of Educational Development (ITED), etc.
- The subjective criteria include semester grades and teacher behavioral checklists.
- Individual Education Plans and 504 Plans are taken into consideration.

Elementary Qualifying Scores for AHISD Gifted and Talented Program

Grade Level	Quantitative Score Abilities Test	Quantitative Score Achievement Test	Qualitative Score Observational Checklist	Qualifying Profile
Kindergarten	132 on CogAT -verbal -nonverbal -quantitative	N/A	Superior Rating Parents and/or Teacher	2 out of 3 scores on CogAT, and Superior Rating Parents and/or Teacher
First- Second	132 on CogAT -verbal -nonverbal -quantitative	98% National Age Equivalent -math -reading	Superior Rating Parents and/or Teacher	5 out of 7 scores on CogAT or IOWA and Superior Rating Parents and/or Teacher
Third- Fifth	132 on CogAT -verbal -nonverbal -quantitative	98% National Age Equivalent -math -reading	Superior Rating Parents and/or Teacher	5 out of 8 scores on CogAT or IOWA, grade point average >95, and Superior Rating Parents and/or Teacher

Junior School Subject-Specific Qualifying Scores

Alamo Heights Independent School District <i>Gifted/Talented Program</i>						
English, Math, Social Studies, Science				Grade Level: 6 th , 7 th , and 8 th		
Student _____			Teacher _____			
Student ID# _____			Current Grade _____		Date _____	
CRITERIA				GT	Non-GT Placement	
OBJECTIVE	ABILITY TESTS		NPR	SAS	150-132	<132
	CogAT/OLSAT Verbal (Eng & Soc St)					
	CogAT/OLSAT Non-Verbal (Math & Sci)					
	CogAT Nonverbal (Eng, Soc St, Math, & Sci)					
	ACHIEVEMENT TESTS				99-96%ile	<96 %ile
	Iowa/Stanford Reading Total NPR (Eng & Soc St)					
	Iowa/Stanford Math Total NPR (Math & Sci)					
SUBJECTIVE	STUDENT EVALUATION				20-17	<17
	Rating Scale	English				
		Social Studies				
		Math				
		Science				
	GRADES				100-95	<95
	Semester Average	English				
		Social Studies				
		Math				
Science						

English: 3 of 5 indicators with 2 in the objective area
 Social Studies: 3 of 5 indicators with at least 1 in the objective area
 Math: 3 of 5 indicators with 2 in the objective area
 Science: 3 of 5 indicators with 2 in the objective area

High School Subject-Specific Qualifying Scores

Alamo Heights Independent School District: <i>Gifted/Talented Program</i>				
<i>English (E), Math (M), Social Studies (SS), Science (Sc)</i>		<i>Grade Level: 9-12</i>		
CRITERIA		G/T	Non-GT placement	
OBJECTIVE	ABILITY TEST(S)		150-132	<132
	CogAT Verbal Battery	<i>E—M—SS—Sc</i>		
	CogAT Quantitative Thinking	<i>M—Sc</i>		
	CogAT Nonverbal Battery	<i>E—M—SS—Sc</i>		
	ACHIEVEMENT TEST(S)		99-96%ile	<96%ile
	Iowa Assessments Vocabulary	<i>English</i>		
	Iowa Assessments Written Expression	<i>English</i>		
	Iowa Assessments Mathematics	<i>Mathematics</i>		
	Iowa Assessments Social Studies	<i>Social Studies</i>		
	Iowa Assessments Science	<i>Science</i>		
SUBJECTIVE	BEHAVIORAL CHECKLIST		5	<5
	Rating Scale	English		
		Math		
		Social Studies		
		Science		
	GRADES		100-95	<95
	Semester Average	English		
		Math		
		Social Studies		
Science				

English: 4 of 6 indicators with at least 2 in the objective area, at least 1 an ability score
Social Studies: 3 of 5 indicators with at least 1 in the objective area
Math: 3 of 5 indicators with at least 2 in the objective area
Science: 4 of 6 indicators with at least 2 in the objective area

Timeline For Identification And Placement

Elementary school: Students in grades K-5 are tested once a year during grade level specific testing windows.

Junior school: 6th, 7th, and 8th graders who seek placement up the following year are tested during the preceding school year. Specific dates are available in the school guidance office. A Parent Permission to Test form must be turned in by the established deadline to sign up for testing. More information about these forms may be sought in the guidance office.

High school: 9th- 11th graders who seek GT placement are tested during the spring semester (typically in February & March; June & August). Specific dates are available in the high school guidance office. Students may begin signing up for testing in February, after counselors have handed out course selection sheets for the following year. A Parent Permission to Test form must be turned in by the established deadline to sign up for testing. More information about these forms may be sought in the Assistant Principal's office.

Universal Screening For Kindergarten, Second, And Fifth Grade

The Texas Education Agency mandates that all kindergarten students be screened for possible identification and service in their district's gifted and talented program.

AHISD uses a wide variety of criteria in the evaluation and identification of our kindergarten students. The process assures that all kindergarten students are screened and considered for possible identification and services through the district's Gifted and Talented.

All kindergarten students will be given the CogAT, an ability test, in January or February of their kindergarten year.

Kindergarten students that meet the requirements will begin services in March as a two-hour pull-out program once a week with a district Gifted & Talented teacher.

In second and fifth grade, all students are given both the CogAT and IOWA exams in January. In second grade this information is used for selection into the HEIGHTS program. In fifth grade, this information is used to guide decisions for course selection for the Junior School and to ensure that all students are considered for possible identification and services through the district's secondary gifted and talented program.

Transfer Students

Transfer students in grades K-5 previously identified as gifted in another school district can be screened within two weeks of enrollment for possible placement in the HEIGHTS program, and they must meet the local criteria to be admitted.

Transfer students in grades 6-12 must meet the Alamo Heights criteria to be admitted to the GT program. Students will be screened for possible placement within two weeks of enrollment in the district. Transfer students will be assigned to the appropriate non-GT classes until the assessment is accomplished. Transfer students who enroll early enough will be screened in August, prior to the start of school.

Identification Committee

An identification committee composed of at least three professional educators who have received training in the nature and needs of gifted students shall be established at the elementary level, middle school level, and high school level.

The committees shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities. This committees shall evaluate each referred student according to the established criteria and shall select those students for whom gifted program services are appropriate.

In K-5, the identification committee may be composed of:

- A principal
- An assistant principal
- A counselor
- A teacher from each of the elementary schools
- The Executive Director for Curriculum and Instruction or his/her designee
- The HEIGHTS program teachers

Appeals

Parents, students, teachers, or counselors may appeal any final decision of the identification committee regarding identification for or removal from the gifted program. Appeal shall be made first to the identification committee. Appeals shall contain new information supporting that one or more of the appeal conditions exist. All appeals must be completed by May 15th of the same year as initial testing.

Conditions for appeals:

- There is substantial evidence to introduce that, when added to the existing information, creates a compelling ‘preponderance of evidence’ regarding the student’s need for program services.
- There is substantial evidence to introduce that an inconsistent or improper application of the identification process has occurred.
- Any subsequent appeals shall be made in accordance with local board policy. (Refer to FNG Local.)

A written appeal must be submitted **no later than 15 calendar days** after the identification committee has communicated its decision. The Placement Review Request form (EHBB REGULATION X) should be turned in with the letter of appeal.

- Students in grades six through twelve shall submit the appeal to the student’s counselor (JS) or Assistant Principal (HS).
- For students in kindergarten through fifth grade the appeal shall be submitted to the HEIGHTS program coordinator.

Probationary Placement

The selection committee, upon initial placement, or the appeals committee, if it decides to grant an appeal of placement, may place a student on probationary status. If a student is placed into a gifted and talented course on a probationary status, the student is required to maintain an 80 or above at the end of the first grading cycle. If that grade is not met, then the student will be removed from the class and placed into the next lower level available. If the grade is met at the end of the first grade cycle, then the student comes off of probationary status and must meet the regular maintenance requirement for full placement.

Outside Testing

Appeal information from private testing is considered, however, scores from private testing do not supplant scores received through AHISD testing. This means that current AHISD students must participate in local testing for gifted and talented services before submitting outside testing. Supplement not supplant also means that outside testing individual scores are considered in conjunction with local data. Outside testing scores alone will not qualify a student for gifted and talented services. All outside testing is reviewed by AHISD faculty members with appropriate certifications and licensure to review psychological testing.

A parent may seek outside testing at their own expense. Private evaluation results will only be accepted if the following criteria have been met:

1. The test is administered by a professional who possesses the appropriate license and/or credentials to administer an assessment (i.e. psychologists, school psychologists, psychometrists or psychiatrists).
2. WISC-V, CTP 4 or Woodcock Johnson IV are the only outside testing instruments that will be reviewed. All other tests must be approved by the AHISD Curriculum Office .
3. Results from the test must be sent by the testing professional to the identification office and cannot be accepted from a parent/guardian. Parents will be notified if the outside evaluation scores are accepted or if additional information is needed.
4. A copy of the cover of the test protocol should be included, along with a brief summary of the test results. A diagnostic interpretation is not needed.

Students with a qualifying score obtained from outside testing must still meet the district’s additional qualitative criteria required for the full referral process to be complete. The outside evaluation guidelines are designed to maintain fair and equitable procedures for identifying students for the program. There will be no deviation from these guidelines without the written permission of the AHISD Curriculum Office.

Notification

Parents shall be notified in writing upon selection of the student for the gifted program. Written parental consent shall be obtained before any student can participate in services through the gifted and talented program. Participation in any program or services provided for gifted students is voluntary.

Reassessment

Students identified for the gifted and talented program in grades K-5 will remain in the program through fifth grade. During the fifth grade year, the district shall reassess students to determine appropriate program placement at the middle school level. Students must meet the program requirements to be eligible for placement in the secondary gifted/talented courses.

Student Expectations

Maintenance Requirement (EHBB Regulation)

Student performance in the gifted and talented program shall be monitored. In order to remain in the program/course, students must maintain an acceptable standard.

At the secondary level, “acceptable standard” shall be defined as a semester average of 70 or above. Teachers are required to send progress reports to parents should a student’s average fall below 70 any time after the third week of a grading period.

At the end of the semester, teachers shall provide counselors with the names of students who have not earned a semester average of 70 and a recommendation regarding continuation. If a student does not meet an acceptable standard, one of the following options will be exercised:

- Continue in the course(s) on probationary status for a specified period of time as recommended by the teacher.
- Request a furlough.
- Exit the program/course(s).

Students who did not make the grade requirement at the end of the year and are placed on a furlough must meet performance requirements the following year. During the following school year, the student must be placed in the grade level class. If the student maintains an overall average of a 90, then the student may come off the furlough and be placed back into the GT placement in the fall semester of the following year. If the student does not maintain an overall average of a 90, then the student exits the program. When a student exits the program, the only way to get back in is to requalify.

Students who did not make the grade requirement at the end of the fall semester and are placed on a furlough must meet performance requirements the following spring semester. During the spring semester, if the student maintains an overall average of a 90 in the grade level class, then her/she may come off the furlough and be placed back into the GT placement in the fall semester the following year. If the student does not maintain an overall average of a 90, then the student exits the program. When a student exits the program, the only way to get back in is to requalify.

Specific modifications to gifted and talented sections of secondary courses are articulated in the Year-at-a-Glance (YAG) curriculum document for each course and available from the AHISD Curriculum website.

Furloughs (EHBB Regulation)

The purpose of a furlough is to provide the student an opportunity to attain performance goals established by the selection committee.

A furlough may be requested by a student, parent, teacher, and/or counselor.

The Placement Review Request form, also called a “furlough form” by school officials, is used to apply for a furlough (SEE APPENDIX FOR SAMPLE). The request must be in writing to the student’s counselor (grades six through twelve). This person shall convene the selection committee to rule on the furlough request.

A student may be furloughed for a period of time deemed appropriate by the selection 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.

The parent and/or student, upon consultation with the teacher and counselor, shall initiate a request for a furlough from the gifted program. The request must occur within the first grading period of the semester or at the end of a semester.

For the student’s sake, we recommend that a furlough request be processed during the 1st 10 days of a semester. After the 1st 10 days of a semester, furloughs should be requested after the 3rd day after the end of the first grading cycle or by the 3rd day after the end of a semester.

When a furlough is granted during the first semester of a full-year course, the student will not be readmitted during the second semester of that full-year course because of the sequential nature of a full-year course.

If a furlough is taken during the second semester of a full-year course, the student may be considered for admission into the next sequential course.

Reassignment to the gifted course is contingent upon a review of the student-initiated written request by the selection committee or its representative and upon the student earning the minimum grade required for admittance to the course.

Note: Students who are not able to be in a GT section of a PreAP/AP course because of a scheduling conflict are not considered on furlough.

Exit Provisions

A student shall be removed from the gifted and talented program at any time the selection committee determines it is in the student’s best interest. If a student or parent requests removal from the program, the District shall honor that request after a conference with the selection committee or its representative. If the student, with parental consent, withdraws from the program, he/she may not reapply for admission during that school year. Should the student desire readmission thereafter, the student must re-qualify on the basis of selection criteria in effect at the time re-admittance is requested.

Coordination Of Classwork And Heights Program

Classroom teachers and HEIGHTS teachers will maintain ongoing communication regarding the performance of gifted students in the regular classroom as well as in HEIGHTS.

HEIGHTS students will not make up classroom work that occurs while they are attending HEIGHTS. The classroom teacher will establish a process to ensure that HEIGHTS students are aware of routine material covered in their absence and informed of any special assignments or projects which will need to be completed.

The HEIGHTS students are responsible for turning in homework due on their HEIGHTS day before going to the HEIGHTS class.

Long term assignments given by the classroom teacher will be due on or before the due date.

Efforts will be made by the classroom teacher to schedule major tests on days when HEIGHTS students are present. Special arrangements may be made with HEIGHTS teachers to assist in test administration if a conflict is unavoidable.

Communication With Parents And Community

Student Evaluation

An evaluation of student performance in HEIGHTS will be sent to the parents of students in grades 1-5 twice yearly, once during the first semester and once during the second semester. Student progress is documented by using a variety of methods that may include the following:

- student self-evaluations
- student and parent interviews or questionnaires
- teacher observations
- peer evaluations
- attitude checklists
- student products
- comments or statements from mentors or experts in the area of student talent
- criterion-referenced tests
- standardized tests

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.

Probationary Placement

The selection committee, upon initial placement, or the appeals committee, if it decides to grant an appeal of placement, may place a student on probationary status. If a student is placed into a gifted and talented course on a probationary status, the student is required to maintain an 80 or above at the end of the first grading cycle. If that grade is not met, then the student will be removed from the class and placed into the next lower level available. If the grade is met at the end of the first grade cycle, then the student comes off of probationary status and must meet the regular maintenance requirement for full placement.

Annual Evaluation

The gifted and talented program shall be evaluated annually, and evaluation information shall be shared with Board members, administrators, teachers, counselors, parents, and the community. The evaluation process shall ensure that those involved in the planning and implementation of the gifted program are also involved in its evaluation.

District GT Leadership Committee

The purpose of the GT Leadership Committee is to serve in an advisory capacity to the district administration and staff for the gifted and talented program. The GT Leadership Committee will assist in the evaluation of the gifted and talented program by reviewing data. The GT Advisory Council will review and assist in the revision of the GT Long Range Plan as needed. The GT Leadership Committee is composed of the Executive Director for Curriculum and Instruction, elementary and secondary GT Program Coordinators, classroom teachers, parents of GT students, campus administrators, and campus counselors.

Professional Development

Required Professional Development

Teachers who provide instruction and services as part of the Alamo Heights ISD Gifted and Talented Program must have a minimum of 30 hours of professional development. Teachers who provide instruction and services that are part of the gifted and talented program without the required training must complete the 30-hour training requirement within one semester. Teachers who provide instruction and services that are part of the program for gifted students must have a minimum of six hours annually of professional development in gifted education. Ongoing PD is offered through AHISD adult learning and the Region XX GT Coop.

Initial or Foundation Teacher Training	30 hours
Prior to teacher GT students, teachers must complete a 30-hour GT Foundation Training program.	
Core Knowledge Area/Teacher Competency	Minimum Number of Hours
Creativity & Instructional Strategies for Gifted Learners	6
Differentiated Curriculum for Gifted Learners	6
Identification & Assessment for Gifted Learners	6
Nature & Needs of Gifted Learners	6
Social & Emotional Needs of Gifted Learners	6
Annual Update	6 hours
Each additional year, teachers must receive 6 hours of GT training in any of the core knowledge areas. Additionally, service or volunteer hours with student enrichment opportunities such as Destination Imagination, Odyssey of the Mind, Science Olympiad, and UIL events can count towards the 6 hour annual update.	
Administrator and Counselor Training	6 hours
Administrators and counselors who have authority for service decisions complete a minimum of 6 hours of professional development in the following areas.	
Core Knowledge Area/Teacher Competency	Minimum Number of Hours
Nature & Needs of Gifted Learners	3
Service Options for Gifted Learners	3

For Pre-AP/AP teachers the 30-hour training may be obtained through the following trainings.

- Nature and Needs of Gifted Students (6 Hours)
- Identification and Assessment of Gifted Students (6 Hours)
- Social and Emotional Needs of Gifted Students (6 Hours)
- College Board Approved Content Specific Courses can be 12 of the 30- hour training.

Beginning in the 2022-2023 school year, AHISD administrators, counselors, and Trustees will be provided with annual training on gifted and talented education.

Supporting Your Child

Although gifted children need guidance and understanding from their parents in terms of their special aptitudes and needs, they are still children with emotional, social and physical needs which are universal to childhood.

You can assist your gifted child by:

- Showing genuine interest in, respect for, and unconditional acceptance of the child.
- Maintaining ongoing communication and involvement with an emphasis on actively spending time with the child.
- Allowing the child freedom or independence to explore, to take risks, and to think for him/herself.
- Encouraging the child to set his/her own goals.
- Helping the child recognize his/her individual strengths and weaknesses.
- Setting reasonable standards of behavior and seeing that the child understands and meets them.
- Avoiding the tendency to over schedule your child's time. Provide time to think, to daydream. No one performs at top capacity at all times.
- Helping the child develop self-discipline by facing the consequences of one's actions and decisions.
- Allowing him/her to experience failure as well as success, and to deal with both.
- Not accepting the complaint "I'm bored," but encouraging the child to assume responsibility for initiating constructive activity.
- Helping the child deal constructively with approval and disapproval of others.
- Recognizing the merits of each of your children and avoiding a comparison between them.
- Avoiding the tendency to center on the child's "giftedness" as a source of overt pride, which generates the resentment and hostility of others.



**ALAMO HEIGHTS INDEPENDENT SCHOOL DISTRICT
GIFTED/TALENTED PROGRAM
PLACEMENT REVIEW REQUEST**

Appeal Process

Parents, students, teachers, or counselors may appeal any final decision of the identification committee regarding identification for or removal from gifted and talented services. There are two conditions for appeals:

1. There is substantial evidence to introduce that, when added to the existing information, creates a compelling 'preponderance of evidence' regarding the student's need for GT program services.
2. There is substantial evidence to introduce that an inconsistent or improper application of the identification process has occurred.

Outside Testing

Appeal information from private testing is considered; however, scores from private testing do not supplant scores received through AHISD testing. Supplement not supplant means that outside testing individual scores are considered in conjunction with local data. **Outside testing scores alone will not qualify a student for gifted and talented services.** In addition, current AHISD students must participate in local testing for gifted and talented services before submitting outside testing. All outside testing is reviewed by AHISD faculty members with appropriate certifications and licensure to review psychological testing.

A parent may seek outside testing at their own expense. Private evaluation results will only be accepted if the following criteria have been met:

1. The test is administered by a professional who possesses the appropriate license and/or credentials to administer an assessment (i.e. psychologists, school psychologists, psychometrists or psychiatrists).
2. WISC-V, CTP 4 or Woodcock Johnson IV are the only outside testing instruments that will be reviewed. All other tests must be approved by the AHISD Curriculum Office
3. A copy of the test protocol should be included along with a brief summary of the test results.
4. Students with a qualifying score obtained from outside testing must still meet the district's additional qualitative criteria required for the full referral process to be complete.

Results from the test must be sent by the testing professional to AHISD Curriculum Office and cannot be accepted from a parent/guardian. Outside testing to appeal September- May GT testing must be received by the Curriculum Office before May 15th.

AHISD Curriculum Office
7101 Broadway
San Antonio, TX
78209
Attn : GT Testing

The outside evaluation guidelines are designed to maintain fair and equitable procedures for identifying students for GT services.

Notification

Parents will be notified if the outside evaluation scores are accepted or if additional information is needed.

Elementary Heights Office

Program Coordinator Ann Veazey
Secretary Tamera Slowey
Phone 832-5844

Secondary Coordinators

Junior School- John Sheppard 210-832-5823 or jdshepp@ahisd.net
High School- Joseph Holzmann 210-820-8850 or jholzmann@ahisd.net



**ALAMO HEIGHTS INDEPENDENT SCHOOL DISTRICT
GIFTED/TALENTED PROGRAM
PLACEMENT REVIEW REQUEST**

Student Name _____ Campus _____

Parent Name _____
Address _____

I. Appeal Request

- Appeal the decision of the Selection Committee for placement in GT services.
(Identify reason below or attach letter stating reason for appeal and providing new evidence to be considered.)
- Other: _____

II. State Reason for Request

Attach additional pages as needed. Include information about intent to seek outside testing, if applicable.

Person Completing Form Signature _____
Date

- III. Committee Recommendation
- Appeal Granted
 - Appeal Denial
 - Furlough: _____
 - Other: _____

IV. Comments

Identification Representative Signature _____
Date

Program Organization

Curriculum Office

Dr. Jimmie Walker jwalker@ahisd.net

Elementary Heights Office

Program Coordinator Ann Veazey
Secretary Tamera Slowey
Phone 832-5844

Elementary Teachers

Cambridge

Cheryl Duckers
Ann Veazey
Julie Draper

Woodridge

Karyl Hernandez
Carol Walters
Celine Bordelon

Secondary Coordinators

Junior School

John Sheppard 210-832-5823 or jdshepp@ahisd.net

High School

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