



ARLINGTON INDEPENDENT SCHOOL DISTRICT

**Gifted and Talented Education
Policies and Procedures**

**Placement, Enrollment, Exit,
Furlough, and Appeal**

Fall 2006

IDENTIFICATION PROCEDURE FOR GIFTED/TALENTED EDUCATION

Staff Development for School Staff on Definition and Characteristics

NOMINATION



SCREENING

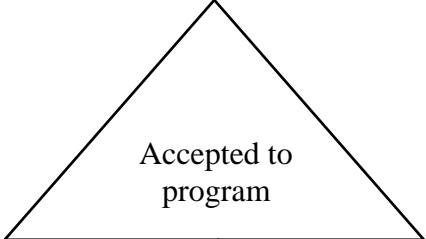
At least five criteria gathered by committee, some objective, some subjective. These should be from several sources.

SELECTION

Identification Committee makes decisions for placement (profile, minimum scores, etc.)

Not accepted at this time

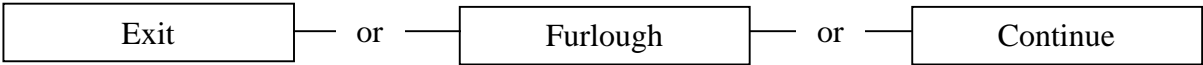
Maintain cumulative data



Parent permission to participate

Parent may say no.

PARTICIPATION



Committee decision;
parents informed
prior to exit

ARLINGTON INDEPENDENT SCHOOL DISTRICT
Gifted and Talented
Policies and Procedures
for
Placement, Enrollment, Exit, Furlough, and Appeal

I. Philosophy

The Arlington Independent School District is committed to the discovery of talent in our schools and to the development of comprehensive programming that will be appropriate for both a range of abilities and for abilities in diverse domains. District programs for able learners are based on flexible pacing and curricular enrichment.

The following are practices utilized by the district:

- * Monitor the process for assessing student abilities to include a larger population than those customarily identified as “gifted students.”
- * Assess the abilities of all students and use the results as a basis for appropriate programming decisions.
- * Recognize that there is neither a single kind of intelligence nor a single instrument for measuring intelligence. Rather, there are multiple intelligences and multiple measures.
- * Encourage parents, primary teachers, and others responsible for supervision of children to note their abilities and interests early.
- * Observe the ability of children to solve problems or fashion products over an extended period as an indicator of interest and ability.
- * Use puzzles and games that young children find motivating to discover their talents. Pay close attention to the child’s ability to use other symbol systems as well as the verbal.
- * Use a wide range of testing strategies, including out-of-level testing. If abilities are to be assessed with standardized instruments, be sure they have a good congruence or “match” with the objectives of the curriculum and programming.
- * Throw a wide net, keeping entrance requirements fairly modest and tentative. Avoid arbitrary cut-offs. The goal is to include all students who can benefit from enriched programming rather than exclude any who are marginal. Monitor regularly and let those with talent and motivation move ahead.

- * Provide a psychologically safe environment. Teach students to value their abilities and to use their individual strengths.

II. Services to Students

Program options for able learners, including the gifted and talented, offer both acceleration and enrichment or a differentiated curriculum to meet the needs of the individual learners.

A. Elementary (K – 6) Pyramid Project

Elementary students are served in the regular classroom through special grouping arrangements that allow for flexible pacing through the mathematics and language arts curricula. Enrichment experiences in the four core areas are provided through special offerings such as Math Olympiad, Camp Invention, Destination Imagination contests, competitions, community programs, and a central enrichment materials resource system. Specific talent development in the arts and physical education is provided by music, art, and physical education teachers.

B. Secondary (7 – 12)

Secondary students are served primarily in one or more of five program options: honors, Pre-Advanced Placement, Advanced Placement, International Baccalaureate, or dual credit enrollment. Specific talent development in the arts and physical education is provided by comprehensive athletic opportunities and advanced courses in the arts. Other enrichment experiences are provided through UIL competitions, Academic Decathlon, and other extracurricular and co-curricular activities.

III. Responsibility for Placement Decisions

In the Arlington Independent School District, the abilities of all students are assessed, and the results are used as a basis for appropriate programming decisions. Assessment and placement are the responsibility of professional educators within each school. A campus committee composed of the following individuals assumes responsibility for placement of students in program options in grades K through 12:

- * Campus administrators
- * Classroom teachers (previous and/or present)
- * Counselors

These committees also have the responsibility for placement of new and/or newly enrolled students. Possible errors in placement are considered by the committee and

adjustments are made, if needed. Appropriate placement is an ongoing process that is implemented in a consistent manner throughout the school district.

Parents/guardians or other individuals having questions regarding the placement process may contact the campus principal. Parents/guardians and members of the community are encouraged to make suggestions regarding any aspect of the Gifted and Talented Program.

IV. Criteria for Placement

Placement decisions are based upon multiple and specific criteria and upon both objective and subjective information. Standardized instruments that are used are selected because of their congruence or “match” with the objectives of the curriculum and programming. The instruments possess sound technical properties (reliability and validity.) District staff and external consultants who have expertise in psychometrics are available to interpret results of tests for administrators, teachers, and parents/guardians.

The following methods/criteria are used to assess student needs and to provide appropriate programming:

A. Elementary (K – 6) Pyramid Project

1. Standardized and Objective Criteria

- * **Texas Assessment of Knowledge and Skills (TAKS)** is administered to students in grades 3 – 6 in the spring of the year.
- * **Primary Test of Cognitive Skills** is administered, with parental permission, in January to kindergarten students nominated from a variety of sources.
- * **Cognitive Abilities Test** is administered to all students in grades 1, 3, and 6 in the fall of the year.
- * **Naglieri Nonverbal Ability Test** is administered for Limited English Proficiency students, nominated from a variety of sources.
- * **Criterion-referenced tests** that may accompany the state-adopted textbook series may be administered in the fall of the year.
- * **Placement tests** for grade advancement are administered on request to students in elementary grades.
- * **Shaw-Hiehle Test** of basics computation is administered to all high-performing math students in grade six.

2. Other Data Used

- * Parent/Guardian requests are reviewed.
- * Teacher observations and recommendations are completed.
- * Products or student samples of work are collected and reviewed.
- * Cumulative records are reviewed.

B. Secondary (7 – 12)

1. Standardized and Objective Criteria

- * **Texas Assessment of Knowledge and Skills (TAKS)** is administered to students in grades 7 – 11 in the spring of the year.
- * **Preliminary Scholastic Aptitude Test (PSAT)** is administered on request to students in grades 10 and 11 and to identified students in grade 7.
- * **American College Testing Program (ACT)** is administered on request to students in grades 11 and 12.
- * **Scholastic Aptitude Test (SAT)** is administered on request to students in grades 11 and 12.
- * **Placement tests** for grade advancement or course credit are administered on request to students in grades 7 – 12.

2. Other Data Used

- * Teacher observations and recommendations are completed.
- * Parent/Guardian input and approval are reviewed.
- * Cumulative records are reviewed.

V. Using Student Assessment Information

Student assessment is an ongoing process. The following are ways that the assessment information is used.

- * Develop individual student profiles that are used by teachers for diagnosis and instructional grouping.

- * Communicate status and progress to parents/guardians.
- * Select enrichment materials for students who have mastered basal curriculum materials.
- * Appropriately place newly enrolled students.
- * Monitor progress of individuals and groups and move them ahead as they demonstrate mastery of skills.
- * Discover errors in placement and make adjustments as needed.
- * Plan and conduct staff development and awareness activities for various audiences, including teachers, parents/guardians, and administrators.

VI. Enrollment Procedures for Identified Students

A. Within District

Students who move from one campus to another within the district are automatically enrolled in the same gifted and talented program at the receiving campus.

B. Outside District

The Campus Committee will review the records of students enrolling from outside the district to determine the appropriate placement for these students.

VII. Exit Procedures

Either the parent/guardian or the teacher may initiate the exit process if the program activities appear not to meet the student's needs. A decision regarding placement will be made following a conference with the parent/guardian and the Campus Committee.

VIII. Furlough Procedures

Either the parent/guardian or the teacher may initiate the furlough process if the program activities appear not to meet the student's needs at a specific time. The student will not participate in program activities for a specified period of time. Following a conference between the parent/guardian and the teacher, the student will be allowed to reenter the program at the end of this designated time.

IX. Appeal Procedures

If questions regarding student placement cannot be resolved at the campus level, an appeal may be presented to the Executive Director of Elementary or Secondary Instruction.