

Alamo Heights Independent School District  
Secondary Gifted and Talented  
Placement Handbook

Table of Contents

Statement of Purpose	page 1
Service Delivery	page 1
GT and Non-GT Sections	page 1
PreAP/AP Guidelines	page 1
Identification and Placement	page 2
Transfer students	page 2
6-8 Grade Placement Matrix	page 4
High School Placement Matrix	page 5
Selection	page 6
Appeals	page 6
Probationary Placement	page 6
Maintenance Requirement (EHBB Regulation)	page 7
Furloughs (EHBB Regulation Exhibit)	page 8
Exit Provisions	page 8
Community Awareness	page 9
Program Evaluation	page 9

Appendices

PROCEDURAL FLOWCHART

EHBB REGULATION

EHBB REGULATION Exhibit (“Placement Review Request”)

EHBB LOCAL

JUNIOR SCHOOL PRE-AP COURSE AGREEMENT

HIGH SCHOOL PRE-AP/AP COURSE AGREEMENT

JUNIOR SCHOOL PRE-AP COURSE GUIDELINES

HIGH SCHOOL PRE-AP/AP COURSE GUIDELINES

## Secondary Gifted and Talented (GT)

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

### STATEMENT OF PURPOSE

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 (from the *Texas State Plan for the Education of Gifted/Talented Students*).

### SERVICE DELIVERY

In grades 6-8, Gifted and Talented services are offered through Pre-Advanced Placement (Pre-AP) courses designed to prepare students to excel in high school Pre-AP and Advanced Placement (AP) courses. When scheduling permits, separate GT sections of Pre-AP courses will be offered. When scheduling does not permit separate GT sections, GT student needs will be met through differentiated instruction within the heterogeneously grouped classroom. In grades 9-12, Gifted and Talented services are offered through Pre-AP/AP courses. When scheduling permits, separate GT sections of Pre-AP/AP courses will be offered. When scheduling does not permit separate GT sections, GT student needs will be met through differentiated instruction within the heterogeneously grouped classroom.

### GT AND NON-GT SECTIONS

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.

## Secondary GT Placement Procedures and Policies

### IDENTIFICATION AND PLACEMENT

- The Board-approved criteria for placement into various classes 6-12 include the objective criteria and subjective criteria.
  - The objective criteria include ability and achievement tests
  - Ability tests include the Cognitive Abilities Test, or CogAT, the Otis-Lennon School Abilities Test (OLSAT), etc.
  - Achievement tests include the Iowa Test, the Stanford achievement tests, the Iowa Test of Educational Development (ITED), etc.
  - The subjective criteria include semester grades and teacher behavioral checklists.
- Qualification is based on a combination of these scores, as seen at the bottom of the Student Summary Profile.
- For the entire matrix with each content area test for grades 6-8 or 9-12, please consult the sample Student Summary Profile

### TIMELINE FOR IDENTIFICATION AND PLACEMENT

Junior school: 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> 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: 9<sup>th</sup>- 11<sup>th</sup> graders who seek GT placement are tested during the spring semester (typically a Saturday March-April). 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 guidance office.

### TRANSFER STUDENTS

Transfer students 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.

Below are tables  
scores for

	G/T	Non G/T
<b>Ability Tests</b>	<b>150-132</b>	<b>&lt;132</b>
<b>Achievement Tests</b>	<b>99-96%ile</b>	<b>&lt;96</b>
<b>HS Behavioral Checklist</b>	<b>5</b>	<b>&lt;5</b>
<b>JS Behavioral Checklist</b>	<b>20-17</b>	<b>&lt;17</b>
<b>Grades</b>	<b>100-95</b>	<b>&lt;95</b>

with the cut-  
qualifying.

**Student Summary Profile**  
**Alamo Heights Independent School District**  
**Gifted/Talented Program**

**English, Math, Social Studies, Science**

*Grade Level: 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup>*

Student \_\_\_\_\_

Teacher \_\_\_\_\_

Student ID# \_\_\_\_\_

Current Grade \_\_\_\_\_ Date \_\_\_\_\_

CRITERIA				GT	Non-GT Placement	
<b>OBJECTIVE</b>	<b>ABILITY TESTS</b>		<b>SAS</b>	<b>SEM</b>	<b>150-132</b>	<b>&lt;132</b>
	CogAT/OLSAT Verbal ( Eng & Soc St)					
	CogAT/OLSAT Non-Verbal (Math & Sci )					
	CogAT Nonverbal ( Eng, Soc St, Math, & Sci)					
	<b>ACHIEVEMENT TESTS</b>				<b>99-96%ile</b>	<b>&lt;96 %ile</b>
	Iowa/Stanford Reading Total NPR ( Eng & Soc St)					
	Iowa/Stanford Math Total NPR (Math & Sci )					
<b>SUBJECTIVE</b>	<b>STUDENT EVALUATION</b>				<b>20-17</b>	<b>&lt;17</b>
	Rating Scale	English				
		Social Studies				
		Math				
		Science				
	<b>GRADES</b>				<b>100-95</b>	<b>&lt;95</b>
	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**

## Student Summary Profile

### Alamo Heights Independent School District Gifted/Talented Program

<i>English (E), Math (M), Social Studies (SS), Science (Sc)</i>		<i>Grade Level: 9-12</i>		
Student _____ Student ID# _____		Birth Date _____ Age: Y ____ M ____ Current Grade ____ Testing Date ____ / ____ / ____		
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

## SELECTION

- A selection 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 committee shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities.
- This committee shall evaluate each nominated student according to the established criteria and shall select those students for whom gifted program placement is the most appropriate educational setting.

## APPEALS

- Parents, students, teachers, or counselors may appeal any final decision of the selection committee regarding selection for or removal from the gifted program. Appeal shall be made first to the selection committee. 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 selection committee has announced its decision. The appeal must contain justification for the appeal and **provide new evidence** to be considered.
- 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.

## 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 GT class 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.

## 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 anytime 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:
  1. Continue in the course(s) on probationary status for a specified period of time as recommended by the teacher.
  2. Request a furlough.
  3. 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.



## 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).
- 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 1<sup>st</sup> 10 days of a semester. After the 1<sup>st</sup> 10 days of a semester, furloughs should be requested after the 3<sup>rd</sup> day after the end of the first grading cycle or by the 3<sup>rd</sup> day after the end of a semester.**
- The request must be submitted in writing to the student’s counselor (grades six through twelve). This person shall convene the selection committee to rule on the furlough request.
- 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.

## 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.

## 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.

## PROGRAM EVALUATION

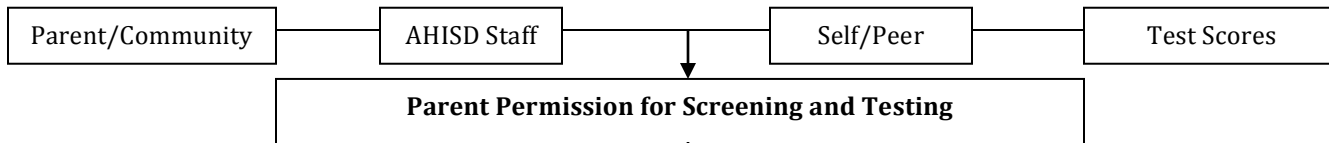
The GT program shall be evaluated annually, and evaluation information shall be shared with Board members, administrators, teachers, counselors, parents, and the community. The evaluation process shall ensure that those involved in the planning and implementation of the gifted program are also involved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

**PROCEDURAL FLOW CHART**

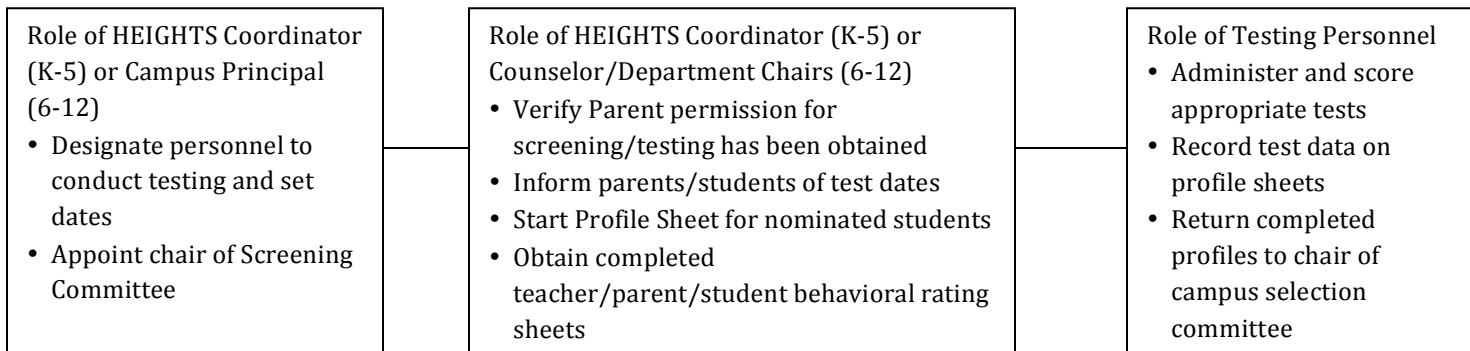
**PHASE ONE—INFORMATION MEETINGS**



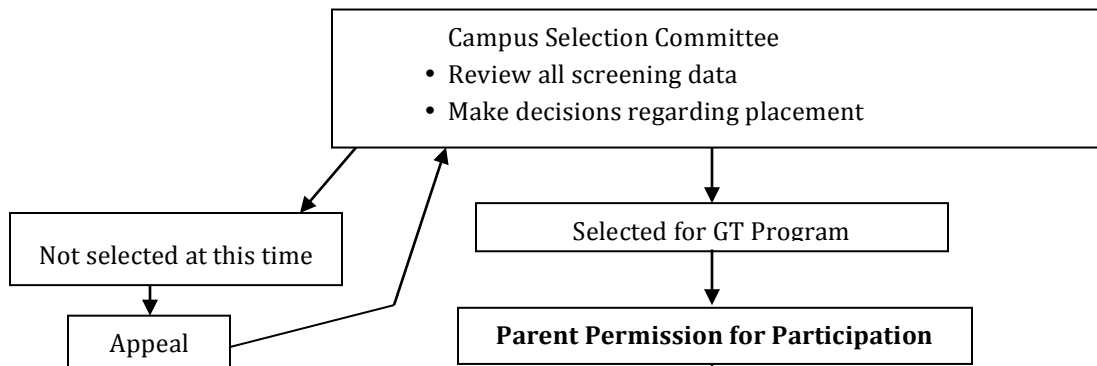
**PHASE TWO—NOMINATIONS**



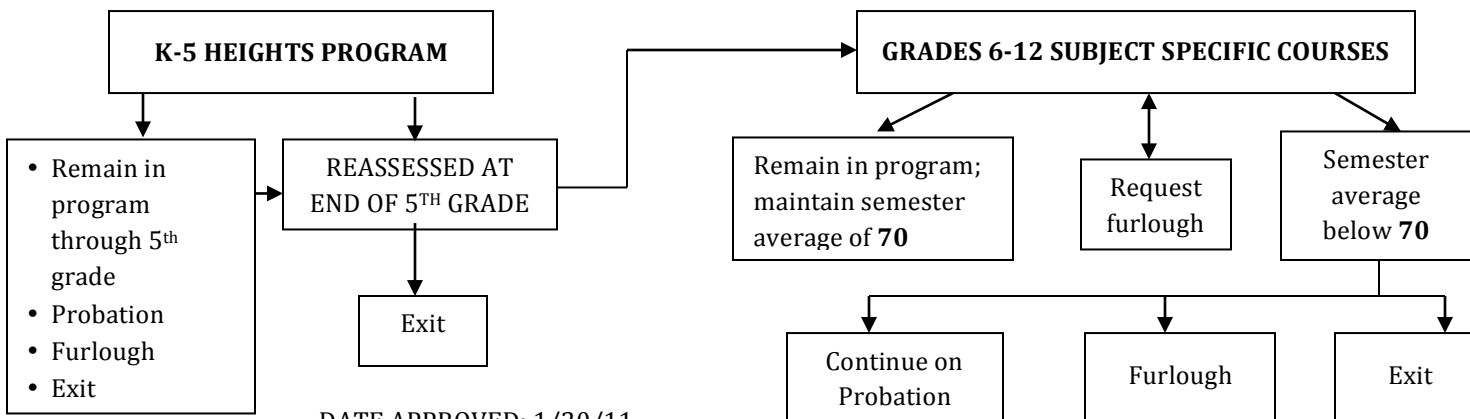
**PHASE THREE—SCREENING**



**PHASE FOUR—SELECTION**



**PHASE FIVE--PARTICIPATION**



SPECIAL PROGRAMS  
GIFTED AND TALENTED STUDENTS

EHBB  
(REGULATION)

MAINTENANCE  
REQUIREMENT –  
GRADES 6-12

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 anytime 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:

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

FURLOUGHS-  
GRADES 6-12

After school begins, a student enrolled in a GT course must stay in the course for the first ten days of class. In extenuating circumstances, determined by the principal- in consultation with the teacher, counselor, and parent- a student may be waived from the requirement to remain in the course the first ten days.

FURLOUGHS-  
GRADES 9-12

A student, parent, teacher, and/or counselor may initiate a request for a furlough from the gifted program/course(s). The request must occur by the third day after the first cycle grade is distributed or by the third day after the end of the semester.

FURLOUGHS-  
GRADES K-8

A student, parent, teacher, and/or counselor may initiate a request for a furlough from the gifted course(s). The request may occur whenever the need arises during the school year.

The request must be submitted in writing to the HEIGHTS Program Coordinator (kindergarten through fifth grades) or to the student’s counselor (grades six through twelve). This person shall convene the selection committee to rule on the furlough request.

The selection committee shall decide the length of the furlough. The sequential nature of the course(s) will determine whether a furlough is granted for one semester or a full year.

In most instances, when a furlough is granted for the spring semester, the student may reenter the program the following fall. If the furlough is requested for the fall semester, reentry into the course for the spring semester will depend upon the sequential nature of that course.

Reassignment to the gifted program/course is contingent upon a review of the student-initiated written request to the selection

committee or its representative and upon the student meeting the 90 semester average set by the selection committee.

Performance goals may include the grade earned in a course, conduct/effort requirements, tests scores, or other criteria set forth by the selection committee.

ALAMO HEIGHTS INDEPENDENT SCHOOL DISTRICT  
GIFTED/TALENTED PROGRAM

**PLACEMENT REVIEW REQUEST**

☐ Howard  
☐ Cambridge  
☐ Woodridge  
☐ AHJS  
☐ AHHS

Student Name \_\_\_\_\_ ID # \_\_\_\_\_

Parent Name \_\_\_\_\_ Address \_\_\_\_\_

I. Student Request

☐ Appeal the decision of the Selection Committee for placement in \_\_\_\_\_  
(Attach letter stating reason for appeal and providing new evidence to be considered.)

☐ Continue in \_\_\_\_\_ on Probation  
Course

☐ Furlough for \_\_\_\_\_ to \_\_\_\_\_  
Time Course/Level

☐ Exit Program/Course to \_\_\_\_\_  
Course/Level

II. State Reason for Request and provide details of the extenuating circumstances which you feel justifies reconsideration of the placement . Attach additional pages as needed.

\_\_\_\_\_  
Student Date Parent/Guardian Date

III. Committee Recommendation

☐ Appeal Granted

☐ Appeal Denied

☐ Continue in \_\_\_\_\_ on Probation  
Course/Level

☐ Furlough for \_\_\_\_\_ to \_\_\_\_\_  
Time Level

☐ Exit Program/Course to \_\_\_\_\_

IV. Comments

\_\_\_\_\_  
Screening Committee Representative Date

SPECIAL PROGRAMS  
GIFTED AND TALENTED STUDENTS

EHBB  
(LOCAL)

NOMINATION / REFERRAL	Students may be nominated/referred for the gifted and talented program at any time by teachers, counselors, parents, or other interested persons.
SCREENING AND IDENTIFICATION PROCESS	The District shall provide assessment opportunities to complete the screening and identification process for nominated/referred students at least once per school year.
PARENTAL CONSENT	The District shall obtain written parental consent before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies at FL.
IDENTIFICATION CRITERIA	The Board-approved program for the gifted and talented shall establish criteria to identify gifted and talented students. 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	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. Assessment tools may include, but are not limited to, the following: achievement tests, intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, student/parent conferences, and available student work products.
SELECTION	A selection committee shall evaluate each nominated/referred student according to the established criteria and shall identify those students for whom placement in the gifted and talented program is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students, as required by law, and shall be established at each campus.
NOTIFICATION	The District shall provide written notification to parents of students who qualify for services through the District's gifted and talented program. Participation in any program or services provided for gifted students shall be voluntary, and the District shall obtain written permission from the parents before placing a student in a gifted program.
REASSESSMENT	The District shall reassess students to determine appropriate program placement when a student moves from grade 5 to grade 6.
TRANSFER STUDENTS INTERDISTRICT	Transfer students shall meet the District's criteria to be admitted to the gifted program. A student previously identified by the sending district shall be screened for possible placement within two weeks

SPECIAL PROGRAMS  
GIFTED AND TALENTED STUDENTS

EHBB  
(LOCAL)

of enrollment in the District. All transfer students shall be assigned to regular classes until the assessment is accomplished.

INTRADISTRICT

A student who transfers from one campus in the District to the same grade level at another District campus shall continue to receive services in the District's gifted and talented program.

MAINTENANCE  
REQUIREMENT

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

FURLOUGHS

The District may place on a furlough any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted and talented program. A furlough may be initiated by the District, the parent, or the student.

In accordance with administrative regulations, a furlough shall be granted for specified reasons and for a specified period of time. At the end of a furlough, the student may reenter the gifted program, be placed on another furlough, or be exited from the program.

EXIT PROVISIONS

The District shall monitor student performance in the program. If at any time the selection committee determines it is in the best interest of the student and his or her educational needs, the committee may exit a student from the program. If a student or parent requests removal from the program, the selection committee shall meet with the parent and student before honoring the request. If the student, with parental consent, withdraws from the gifted and talented program/course, he or she shall not reapply for admission during that school year. Should the student desire readmission thereafter, the student must requalify on the basis of selection criteria in effect at the time readmittance is requested.

APPEALS

A parent or student may appeal any final decision of the selection committee regarding selection for or exit from the gifted program. Appeals shall be made first to the selection committee. A written appeal shall be submitted no later than 15 days after the selection committee has announced its decision. The appeal shall contain justification for the appeal and provide new evidence to be considered. For students in kindergarten through grade 5, the appeal shall be submitted to the HEIGHTS program coordinator. A student in grades 6 through 12 shall submit the appeal to the student's counselor.

Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.



SPECIAL PROGRAMS  
GIFTED AND TALENTED STUDENTS

EHBB  
(LOCAL)

PROGRAM  
EVALUATION

The District shall annually evaluate the effectiveness of the District's gifted program, and the results of the evaluation shall be used to modify and update the District and campus improvement plans. The District shall include parents in the evaluation process and shall share the information 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.



## Alamo Heights Junior School

7607 N. New Braunfels • San Antonio, Texas 78209 • Phone 210-824-323  
www.ahisd.net

### Pre-ADVANCED PLACEMENT (PRE-AP) AND GIFTED & TALENTED COURSE AGREEMENT Alamo Heights Junior School 2014-15

Pre-AP and Gifted & Talented (GT) courses allow motivated students to expand the personal challenge of their education beyond the typical high school program. Pre-AP coursework develops advanced skills and content background to prepare students for college-level work in AP courses in high school and on the AP exams in high school. GT Programs **require special admission** and also incorporate the Pre-AP strategies and curriculum. GT sections of these advanced level courses incorporate the same curriculum as the Pre-AP classes with diverse teaching strategies. Success requires the student's commitment to the expectations of the Pre-AP/GT course.

Students are encouraged to take only as many rigorous courses as they can handle. Students and parents should consider carefully the time and academic requirements for both academic and extracurricular commitments prior to signing up for a Pre-AP/GT course.

#### Students will be expected to:

- Read complex passages above their grade-level, write with clarity, depth, and complexity of thought, and/or engage in complex mathematical/scientific thinking
- Maintain 90% attendance for the course
- Complete homework on time (consult *AHISD Guidelines for...Homework* for weekly time targets)
- Budget time effectively and efficiently, develop successful study skills
- Commit to a daily academic action plan; seek help regularly (outside of class) if needed. Come to school early, stay late, and/or come in at lunch in order to get extra help if needed.
- Practice academic integrity in all endeavors
- Sign this agreement supporting the Pre-AP/GT programs and expectations.

**COURSE DROP POLICY:** After school begins, a student enrolled in a Pre-AP/GT course must stay in the course until the completion of the 10<sup>th</sup> day of school. . After that point, **whenever the need arises during the school year**, the teacher, parent, or student may request that a student be changed into a grade level class if that student is encountering great difficulty with the rigorous course content by following the established campus procedures for dropping an Pre-AP/GT course through the guidance office. The teacher will expect a positive attitude about scholarship and assignments. Parent-student-teacher-counselor communication is required prior to withdrawal from the course.

**GRADE MAINTENANCE:** Students must maintain at least a 65 at the end of the first 9-week grading period to remain in the course (October 24, 2014; teachers submit grades October 29;). Students must maintain at least a 70 at the end of the semester to remain in the course. If the grade is not maintained, the guidance office will process a schedule change for the student into a grade-level section.

**HONOR CODE:** All students will be expected to do their own work and exhibit academic integrity.

**Success requires support and commitment  
from students, parents, and teachers.**

**Students are encouraged to take only as many rigorous courses as they can handle. Students and parents should consider carefully the time and academic requirements for both academic and extracurricular commitments prior to signing up for a Pre-AP/GT course.**

**Student:** In signing up for the Pre-AP/GT course, \_\_\_\_\_, I agree to organize my time and effort to successfully complete all work in this rigorous course. I have read the course description, and I agree to the college preparatory requirements and expectations of the class. I understand that I may need to seek additional help from my teacher outside of class. I understand and agree to the “course drop” policy and deadlines.

**Student’s Signature:** \_\_\_\_\_

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

**Parent(s) or Guardian:** I understand the expectations of this Pre-AP/GT course, and I agree to help my son/daughter to organize study time in support of the class’s assignments and requirements. I will notify the teacher of any concerns relating to the course or my student’s progress. I understand that my son/daughter may need to seek additional help from the teacher outside of class, if necessary. I understand and agree to the “course drop” policy and deadlines. By signing below, I grant permission for my son/daughter to participate in this rigorous course.

**Parent’s / Guardian’s Signature:** \_\_\_\_\_

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

**Teacher:** I agree to conduct the Pre-AP/GT course at a college preparatory pace appropriate to the grade level. Students and parents will be notified in a timely fashion if student work and/or assessments are unsatisfactory. I agree to be available to my students for additional help.

**Teacher’s Signature:** \_\_\_\_\_

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



## Alamo Heights High School

6900 Broadway • San Antonio, Texas 78209 • Phone 210-820-8850  
www.ahisd.net

### **Pre-ADVANCED PLACEMENT, ADVANCED PLACEMENT, AND GIFTED & TALENTED COURSE AGREEMENT Alamo Heights High School 2014-15**

Pre-Advanced Placement (Pre-AP), Advanced Placement (AP), and Gifted & Talented (GT) courses allow motivated students to expand the personal challenge of their education beyond the typical high school program. Pre-AP coursework develops advanced skills and content background to prepare students for college-level work in AP courses and on the AP exams. GT Programs **require special admission** and also incorporate the Pre-AP/AP strategies and curriculum. GT sections of these advanced level courses incorporate the same curriculum as the Pre-AP/AP classes with diverse teaching strategies. Success requires the student's commitment to the expectations of the Pre-AP/AP/GT course.

Students are encouraged to take only as many rigorous courses as they can handle. Students and parents should consider carefully the time and academic requirements for both academic and extracurricular commitments prior to signing up for a Pre-AP/AP/GT course.

#### **Students will be expected to:**

- Read complex passages above their grade-level, write with clarity, depth, and complexity of thought, and/or engage in complex mathematical/scientific thinking
- Maintain 90% attendance for the course
- Complete homework on time (consult *AHISD Guidelines for...Homework* for weekly time targets)
- Budget time effectively and efficiently, develop successful study skills
- Commit to a daily academic action plan; seek help regularly (outside of class) if needed. Come to school early, stay late, and/or come in at lunch in order to get extra help if needed.
- Practice academic integrity in all endeavors
- Sign this agreement supporting the Pre-AP/AP/GT programs and expectations.

**COURSE DROP POLICY:** After school begins, a student enrolled in a Pre-AP/AP/GT course must stay in the course until the completion of the 10<sup>th</sup> day of school (September 8, 2014 is the 10<sup>th</sup> day). After that point, the teacher, parent, or student may request that a student be changed into a grade level class if that student is encountering great difficulty with the rigorous course content. The teacher will expect a positive attitude about scholarship and assignments. Any recommended change would take place by the 3<sup>rd</sup> day after first 6 weeks progress reports are issued (issued on October 7, so, end of the day October 10<sup>th</sup>). After that point, students must remain in the course and may not exit until the end of the semester (request for end-of-semester drops must be submitted to the guidance office by the 3<sup>rd</sup> day after the first semester report cards are issued (issued on January 22, so end of the day January 27, 2015). Parent-student-teacher-counselor communication is required prior to withdrawal from the course.

**GRADE MAINTENANCE:** Students must maintain at least a 65 at the end of the first 6-week grading period to remain in the course (teachers submit grades October 6, 2014). Students must maintain at least a 70 at the end of the semester to remain in the course. If the grade is not maintained during those two time periods, the guidance office will process a schedule change for the student into a grade-level section.

**AP EXAM PARTICIPATION:** Students are strongly encouraged to take the AP Exams at the end of year for all enrolled AP courses. A reduced fee for these tests is available for students who qualify. It is critical that students consult their individual college choices for acceptance of AP credit.

**HONOR CODE:** All students will be expected to do their own work and exhibit academic integrity.

**Success requires support and commitment  
from students, parents, and teachers.**

**Students are encouraged to take only as many rigorous courses as they can handle. Students and parents should consider carefully the time and academic requirements for both academic and extracurricular commitments prior to signing up for a Pre-AP/AP/GT course.**

**Student:** In signing up for the Pre-AP/AP/GT course, \_\_\_\_\_, I agree to organize my time and effort to successfully complete all work in this rigorous course. I have read the course description, and I agree to the college preparatory or college level requirements and expectations of the class. I understand that I may need to seek additional help from my teacher outside of class. I understand and agree to the “course drop” policy and deadlines.

**Student’s Signature:** \_\_\_\_\_

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

**Parent(s) or Guardian:** I understand the expectations of this Pre-AP/AP/GT course, and I agree to help my son/daughter to organize study time in support of the class’s assignments and requirements. I will notify the teacher of any concerns relating to the course or my student’s progress. I understand that my son/daughter may need to seek additional help from the teacher outside of class, if necessary. I understand and agree to the “course drop” policy and deadlines. By signing below, I grant permission for my son/daughter to participate in this rigorous course.

**Parent’s / Guardian’s Signature:** \_\_\_\_\_

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

**Teacher:** I agree to conduct the Pre-AP/AP/GT course at a college preparatory pace appropriate to the grade level or at a college level for AP courses as approved by the College Board and AHISD curricula. Students and parents will be notified in a timely fashion if student work and/or assessments are unsatisfactory. I agree to be available to my students for additional help.

**Teacher’s Signature:** \_\_\_\_\_

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

Course: \_\_\_\_\_



# Alamo Heights Independent School District

7101 Broadway • San Antonio, Texas 78209 • Phone 210-824-2483

## Guidelines for Pre-Advanced Placement (Pre-AP) Courses Grades 6-8 2014-15

The AHISD Strategic Plan Strategy 6, Action Plan 6 called for the creation of an open enrollment policy for advanced courses 6-12, and this policy began with the 2010-2011 school year. Below are guidelines designed to ensure the success of our students in advanced courses, on AP exams in high school, and in engaging, personally challenging, and relevant experiences that inspire learning for life.

### **Structure**

In grades 6-8, there will be two academic offerings in the core curriculum (English language arts, mathematics, science and social studies) as follows below.

Junior School*
Grade Level Course
Pre-AP Course • <ul style="list-style-type: none"><li>• Pre-AP*</li><li>• Pre-AP sections for Identified GT students**</li></ul>

\*Social Studies for grades 6 and 7 offers only 2 levels of courses (grade level and GT). Additionally, some courses may still have prerequisites, such as Pre-Algebra is required to take Algebra I.

\*\*Offering a separate section for GT students is consistent with the recommendations of *Texas State Plan for the Education of Gifted/Talented Students*, which stipulates that, as part of the array of services offered by a district, GT students should have the opportunity to work together with their GT peer group during the school day and throughout the year (19 TAC §89.3(3)).

### **Maintenance and Exit**

**Contract.** All students and their parents must enter into a contract to be admitted to an Pre-AP/GT class. This contract will stipulate the challenges, academic rigor, and demands required to be successful in an advanced course. *Note: A detailed explanation of the difference between grade level classes and Pre-AP/AP classes may be found in the course description booklets for AHJS.*

**Dropping a Pre-AP Course.** After school begins, a student enrolled in a Pre-AP/GT course must stay in the course until the completion of the **10<sup>th</sup> day** of school. In extenuating circumstances, determined by the principal - in consultation with the teacher, counselor, and parent - the student may drop prior to the 10<sup>th</sup> day of classes. After the 10<sup>th</sup> day of school, students may follow the established campus procedures for dropping a Pre-AP/GT course through the guidance office **whenever the need arises during the school year.**

When a student drops a PreAP course, the grade level teacher will enter a 70 as the entering grade in the grade level course if the student's PreAP course grade was below a 70. If the

student's PreAP course grade was a 70 or above, the teacher will use the existing grade.

Regarding "making up for learning missed while not in the grade level course," students are expected to catch up with the requisite learning to be successful in the new grade level course. Teachers can have students get this done without any impact a student's grade. Assigning and grading make-up work in the new grade level course becomes too cumbersome to standardize in an equitable way across grade levels and content areas.

**Grade Maintenance.** Students must maintain at least a 65 at the end of the first 9-week grading period to remain in the course. Students must demonstrate success and maintain a semester average  $\geq 70$  to remain in the open enrollment and GT courses. If the grade is not maintained, the guidance office will process a schedule change for the student.

Teachers of a Pre-AP/GT offer tutoring and re-teach support for students outside of class in the manner specified by the teacher (e.g., during office hours, before school, after school, at lunch, by appointment, etc.).

### **Counseling**

After course selection in the spring of each year, counselors will provide each core department with a list of next year's course selections to facilitate better counseling of particular students who signed up for Advanced/PreAP/AP courses to ensure student success. Grade level teachers, then, will review the list of who signed up for Advanced/PreAP/AP courses for any red flags that may need one on one counseling about their choice, such as a student who barely meets expectations in a grade level course yet signed for an advanced course.

### **Gifted and Talented (GT)**

**Statement of Purpose.** 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 (from the *Texas State Plan for the Education of Gifted/Talented Students*).

**GT and non-GT Sections.** GT sections of Pre-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 Pre-AP courses maintain a high level of intellectual challenge and academic rigor.

**Screening.** In grades 6-8, students who desire to be identified as GT must still meet the district-defined criteria in each core curriculum area (English language arts, mathematics, science and social studies) for which they wish to take an Pre-AP/GT section.





# Alamo Heights Independent School District

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## Guidelines for College Board Pre-Advanced Placement/Advanced Placement Courses Grades 9-12 2014-15

The AHISD Strategic Plan Strategy 6, Action Plan 6 called for the creation of an open enrollment policy for advanced courses 6-12, and this policy began with the 2010-2011 school year. Below are guidelines designed to ensure the success of our students in Advanced Placement (AP) courses, on AP exams, and in engaging, personally challenging, and relevant experiences that inspire learning for life.

### Structure

In grades 6-12, there will be two academic offerings in the core curriculum (English language arts, mathematics, science and social studies) as follows below.

High School
Grade Level Course
PreAP and AP Course <ul style="list-style-type: none"><li>• PreAP/AP sections</li><li>• PreAP/AP sections for Identified GT students**</li></ul>

Some courses may still have prerequisites, such as Pre-Algebra is required to take Algebra I.

\*\*Offering a separate section for GT students is consistent with the recommendations of *Texas State Plan for the Education of Gifted/Talented Students*, which stipulates that, as part of the array of services offered by a district, GT students should have the opportunity to work together with their GT peer group during the school day and throughout the year (19 TAC §89.3(3)).

### Maintenance and Exit

**Contract.** All students and their parents must enter into a contract to be admitted to a PreAP/AP class. This contract will stipulate the challenges, academic rigor, and demands required to be successful in an advanced course. *Note: A detailed explanation of the difference between grade level classes and advanced/PreAP/AP classes may be found in the course description booklets for AHHS.*

**Dropping a PreAP Course.** After school begins, a student enrolled in a PreAP/AP/GT course must stay in the course until the completion of the **10<sup>th</sup> day** of school. Students may drop an advanced course within the 3 class days following the official distribution of **the grades for the first 6 weeks progress report** of the year. Students not exiting during this time must remain in the class until the end of the semester. At the end of the semester, students exiting the course must submit a drop form to the guidance office within 3 class days of the official distribution of the first semester. *Note:* The official drop dates for the first six weeks and for the semester will be published on the campus calendar. In extenuating circumstances, determined by the principal - in consultation with the teacher, counselor, and parent - the student may drop prior to the 10<sup>th</sup> day of classes.

When a student drops a PreAP/AP course, the grade level teacher will take the grade from that course, multiply it by 1.1, and use the result as the entering grade in the grade level course. This will standardize how departments handle schedule changes.

Regarding “making up for learning missed while not in the grade level course,” students are expected to catch up with the requisite learning to be successful in the new grade level course. Teachers can

have students get this done without any impact a student's grade. Assigning and grading make-up work in the new grade level course becomes too cumbersome to standardize in an equitable way across grade levels and content areas.

**Moving from Grade Level to PreAP/AP.** Students in a grade level course who wish to transfer into a PreAP/AP course must do so within the first 10 days of school. Assignments covered by the PreAP/AP course prior to the transfer must be made up in a timely fashion to ensure GPA equity with peers.

**Grade Maintenance.** A student enrolled in a PreAP/AP/GT course must maintain **at least 65** at the end of the first 6-week grading period to remain in the PreAP/AP/GT course. If at least a 65 is not maintained at that point, the guidance office will process a schedule change for the student into a grade-level section. Students must demonstrate success and maintain a semester average  $\geq 70$  to remain in the PreAP/AP/GT course.

**Quality Points.** Starting in the fall of 2010-2011 for high school students, quality points for PreAP/AP open enrollment and PreAP/AP GT courses shall be determined by using a multiplier of 1.1 for grades  $\geq 70$ . **PreAP/AP GT and open enrollment PreAP/AP courses use the same multiplier of 1.1 because the grading standards, workload, challenge and academic rigor in each of these courses are commensurate with each other.** Quality points for courses taken in 2009-2010 and earlier will not be changed.

### **Counseling**

After course selection in the spring of each year, counselors will provide each core department with a list of next year's course selections to facilitate better counseling of particular students who signed up for Advanced/PreAP/AP courses to ensure student success. Grade level teachers, then, will review the list of who signed up for Advanced/PreAP/AP courses for any red flags that may need one on one counseling about their choice, such as a student who barely meets expectations in a grade level course yet signed for an advanced course.

### **AP Exams and Preparation**

The taking of formal AP tests is highly recommended. Each teacher must create a culture of expectation for taking the exam. Both GT and non-GT sections of PreAP/AP courses cover the same curriculum in preparation for success on AP exams. All students in AP courses, GT and non-GT sections, are expected to take the AP exam- when available- and teachers and students strive for excellence on AP exams. To monitor the maintenance of high quality instruction, teachers and administrators will analyze AP exams scores and compare them with course grades. In general, the course grade should be predictive/reflective of the test score.

Teachers of a PreAP/AP/GT offer tutoring and re-teach support for students outside of class in the manner specified by the teacher (e.g., during office hours, before school, after school, at lunch, by appointment, etc.).

### **Gifted and Talented (GT)**

**Statement of Purpose.** 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 (from the *Texas State Plan for the Education of Gifted/Talented Students*).

**GT and non-GT Sections.** 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.

**Screening.** In grades 6-12, students who desire to be identified as GT must still meet the district-defined criteria in each core curriculum area (English language arts, mathematics, science and social studies) for which they wish to take an advanced/PreAP/AP GT section.