

HPS GATE



HARMONY

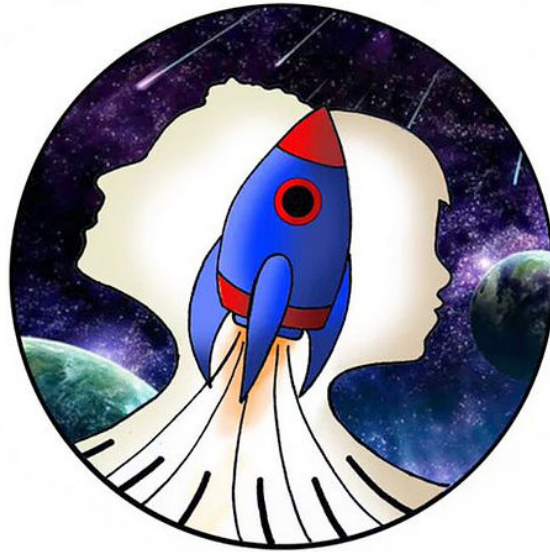
GIFTED AND TALENTED EDUCATION

HANDBOOK



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**HARMONY PUBLIC SCHOOLS
GIFTED AND TALENTED EDUCATION (HPS GATE)
HANDBOOK**



HARMONY
GIFTED & TALENTED EDUCATION

*The contents of this handbook are effective starting with the 2018-19 school year.
GATE policies can be amended and/or updated by board approval as needed.*

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An OVERVIEW

Gifted education in Texas emerged over forty years ago, with the passage of legislation in 1977, updated and revised in 1996, in 2009, and in 2018 that addressed the specific needs of gifted students. Since that time, gifted education in the state continued to grow and develop. Significant progress has been made in serving gifted and talented students. The adoption of the Texas State Plan for the Education of Gifted/Talented Students in 1990 and the completion of the Texas Performance Standards Project for Gifted/Talented Students in 1999 have all been major historical initiatives in gifted education, not only at the state level, but nationally as well. (Cecelia Boswell, Ed.D. The State of Gifted Education in Texas)

Texas State Board of Education has adopted numerous incentives that encourage districts to support services that go beyond the minimum and that meet the needs of gifted learners. In order to express its commitment to high level learning opportunities for all students, the Texas State Board of Education adopts the following as its goal for services for gifted learners.

TEXAS STATE GOAL for SERVICES for GIFTED STUDENTS

Students who participate in services designed for gifted 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.

MISSION STATEMENT

Harmony Public Schools is committed to implementing a Gifted and Talented Education (GATE) Program that meets the unique social, emotional, and intellectual needs of gifted and talented students. HPS will meet these needs through the collaboration of students, educators, parents and community members by ensuring opportunities for maximum growth and development for lifelong success.



DEFINITION of GIFTEDNESS

National Definition: Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities. (U.S. Department of Education)

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

CHARACTERISTICS of GIFTED CHILDREN

Typically, gifted children exhibit characteristics and behaviors that are indicators of their giftedness. However, not all gifted children will exhibit the same characteristics all of the time. Also, they do not always exhibit “acceptable” characteristics and behaviors. Sometimes, gifted children may exhibit what appears to be boredom, indifference to classroom procedures, inability to remain on task, and failure to complete daily assignments.

General Intellectual Ability

- Comprehends abstract ideas and concepts
- Considers situations and concepts that are atypical of the average student
- Makes quick and valid generalizations and uses them in understanding new ideas and situations
- Sees the connection between causes and effects
- Chooses and enjoys challenging tasks or problems
- Generates sophisticated and creative ideas and solutions
- Demonstrates great curiosity; asks how, why, and what if
- Chooses original methods and produces innovative products
- Is keenly observant

Social/Emotional/Behavioral

- Has strong sense of self
- Demonstrates high tendencies towards perfectionism
- Has particular ideas/beliefs/opinions
- Questions situations, behaviors and actions
- Shows motivation for and an intense focus on tasks
- Sometimes- shies away from peers and prefers adults
- Has subtle sense of humor, makes original jokes and puns
- Demonstrates boredom with routine
- Is sensitive to the needs of others
- Is critical of self and others



GOALS

The primary goal of HPS GATE Program is providing students with a student-focused approach to meet specific needs in a selected academic/non-academic curriculum. Additionally, the GATE Program provides students with unique opportunities to develop individual talents and to strengthen skills. Emphasis on a positive self-concept, relationships with others, and strategies to develop critical and creative thinking skills enables students to become independent, self-directed learners.

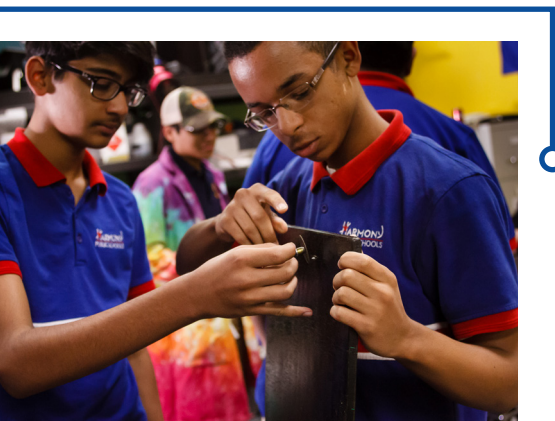
Goals are focused in three specific areas:

- The gifted student will develop a realistic concept of self and work cooperatively with peers and adults.
- The gifted student will develop the higher level thinking skills of knowledge comprehension, synthesis, application, analysis, and evaluation in order to solve problems.
- The gifted student will create original projects that reflect critical and creative thinking skills as supplemental learning to the regular classroom curriculum.

SERVICE DESIGN*

Students in HPS GATE Program are offered the following services, based on the needs of each campus at the discretion of GATE Committee:

- **Core Subject Differentiation:** In the academic core areas of English Language Arts, Math, Science, and Social Studies the curriculum is differentiated to offer enriched and accelerated learning opportunities for the gifted learner. The curriculum will be differentiated in terms of content, process, and products. Students may be involved in inquiry based lessons, group problem-solving settings, independent investigations, and group discussions.
- **Pull-Out Services:** Daily/weekly pull-outs allow students to be grouped homogeneously with other gifted and talented students and participate in enriched academic experiences. Students meet for a minimum of 1 class period every week to work on activities, labs, and projects outside the scope of the standard curriculum. Enrichment and extension of advanced concepts are explored through a project-based application. Students in pull-out services are responsible for knowledge from the regular content, and may be required to complete any assignments due or assigned on the day/period that they leave these classes to attend the pull-out services.



- **Custom Day Services:** Students spend a half/full day each week with gifted peers. Teachers facilitate individualized projects and independent study options.
- **GATE Sections:** Students are placed into the same section with gifted peers all the time. Accelerated curriculum and/or Project Based Learning (PBL) is utilized.
- **Summer Camps/Internships:** HPS has designed summer programs in partnership with public and nonpublic institutions to provide gifted and talented students with advanced, rigorous, experiential learning, and internship opportunities that nurture these students' talents and abilities within unique learning environments.
- **Advanced Academics/PBL:** Students in 6-12 take advanced classes as part of their gifted services, such as Honors, Pre-AP, AP, PLTW, Dual Credit, CTE. More options may be available depending on the campus needs and priorities. The PBL approach maintains a focus on standards-based teaching while enriching and extending the learning of students through PBL projects. The goal is to promote not only collaborative skills and student ownership of learning but also to promote student success in state and national standards.
- **Independent Study:** Students are involved in a self-directed learning strategy where the teacher acts as a guide or facilitator and the student plays a more active role in designing or managing his/her own learning.
- **Push-In:** The GATE teacher comes into the regular classrooms to collaboratively co-teach with classroom teachers. They work with GATE students on an individual basis to make sure their needs are being met.
- **Cluster Grouping:** GATE students are grouped together in a regular classroom. Typically five or six gifted students with similar needs, abilities, or interests are "clustered" in the same section. The teacher more effectively differentiates assignments for a group of advanced learners rather than one or two students.
- **DUKE TIP:** The Duke University Talent Identification Program (Duke TIP) is a nonprofit organization dedicated to serving academically gifted and talented youth. Duke TIP works with students, their families, and educators to identify, recognize, challenge, engage, and help students reach their highest potential. Identified GATE students can be included in the DUKE TIP, if the campus GATE Committee feels that it is in the best interest of the student.
- **Extracurricular Activities:** Schools provide opportunities for students to explore their areas of interest in more depth through the formats of clubs, competitions and other activities such as:

American Math Competitions (AMC)	Math League
E-Cybermission	MathCounts
Chemistry Olympiad	Odyssey of the Mind
Destination Imagination	Robotics
DISTCO	Science Fair
Future Problem Solving	Science Olympiad
Geography Bee	Science Bowl
Google Science Fair	Shell Eco Marathon
H-SEF	Spelling Bee
I-SWEEEP	UIL



*GATE Program is available for students in grades K to 12.

IDENTIFICATION PROCESS

The identification process conducted in Harmony Public Schools meets the state requirements (§29.121 & TAC 89.1) and has been designed to ensure the identification of any student who demonstrates an educational need for services of the program under the established guidelines.

The process consists of three steps:

1. Referral
2. Screening/assessment
3. Placement

Referral

Students may be referred by

- Parent(s),
- Teacher(s),
- Peer(s),
- Campus staff
- And/or themselves



Referral forms must be completed by the individual who refers the child; however, parents must give written consent that the student can be screened, assessed, and evaluated. Parent/Teacher/Professional forms must be available in the front office within the district designated period. Forms can be filled out by parents, teachers, campus staff, and peers, and submitted to the campus the student attends.

Referrals can be made during the district designated period, however, any assessment and identification will be completed according to the Harmony assessment and identification schedule.

Screening/Assessment

Students seeking admission to HPS GATE Program are screened based on the following criteria:

Quantitative data:

- i. School Abilities Tests, Verbal and Non-verbal, such as (not limited) CogAT (Cognitive Abilities Test), IQ, and NNAT
- ii. Achievement Tests, Verbal and Non-verbal, such as (not limited) NWEA MAP, STAAR, SAT, ACT, AP - measures the level of acquired knowledge. NWEA MAP scores may be used as a preliminary criteria for CogAT testing.

Qualitative data:

- i. Parent Rating Scale
- ii. Teacher Rating Scale
- iii. Other/Anecdotal Information

*Testing may take place during the school hours, after-school, and/or weekend.

*Campus GATE Committee may adopt, use, and accept other tests if needed.

Placement

Student's percentiles and/or scores from the assessment instruments are plotted on the student profile. Each student's profile is individually evaluated by the campus GATE Committee. A student clearly qualifies for GATE Program if the evidence on the profile meets the district criteria. Parents are notified in writing of the GATE Committee's decision.

Identification/Testing Timeline*

Fall Referral - September

Fall Testing - October

Fall Parent Notification - December

Spring Referral - January

Spring Testing - February/March

Spring Parent Notification - March/April

* Students can only be assessed one time within the same school year. Kindergarten students can be assessed twice (in both testing windows), or once (in any testing window) at the discretion of the campus GATE committee.

*Campuses must begin GATE Program within one semester after student identification.

ADDITIONAL POLICIES

Grade/Subject Acceleration

According to HPS Student Handbook, Harmony Public Schools uses examinations and guidelines established by the State Board of Education to offer credit and acceleration by exam.

Harmony Public Schools may approve examinations for acceleration to test a student's essential knowledge and skills for each primary school grade level and for credit for secondary school academic subject. A student in grades 1–5 will be accelerated one grade level if he or she meets the following requirements:

- The student scores 80% or above on a criterion-referenced test for the grade level to be skipped in each of the following areas: Language Arts, Mathematics, Science, and Social Studies;
- A School representative recommends acceleration; and
- The student's parent gives written approval for acceleration.

A student in grades 6–12 will be given credit for an academic subject in which he or she has had no prior instruction if the student scores 80% or above on a criterion-referenced test for the applicable test. Credits obtained through CBE (without instruction) will not be calculated for GPA and class rank. Offerings for credit by examination are currently scheduled as

August 9-23	CBE / EA
November 1-15	CBE / EA
March 14-30	CBE / EA
May 2-18	CBE / EA

Students are required to apply for testing at least one month prior to the first day of testing.



KINDERGARTEN ACCELERATION PROCEDURE

Harmony Public Schools (HPS) adopted the following guidelines to address Kindergarten acceleration procedures as noted in HPS policy PG-2.1.4.

Qualifications for Testing

In order to qualify for Kindergarten Acceleration, the student must meet the following qualifications:

- The student must be 5 years of age on or before September 1st of the academic year.
- The student must be registered for Kindergarten for the academic year in Harmony Public Schools.

If qualification above are met, then a parent/guardian may request that his/her child test for grade acceleration by the end of first quarter. After the written request received from the parent/guardian, a committee composed of parent(s), principal's designee, and teacher(s) considers the following criteria to determine if testing for acceleration is the best option for the student.

1. Scores on readiness tests or achievement tests including but not limited to NWEA MAP and TPRI (NWEA MAP) scores should be above 90th percentile for both Reading and Mathematics)
2. Recommendation of the Kindergarten or preschool the student previously attended
3. Chronological age and observed social and emotional development of the student
4. Effect of skipping a grade level on the student's overall educational experience
5. Academic rigor of first grade

HPS strongly encourages all learners to participate in Kindergarten due to the social, developmental, emotional, and academic benefits this grade level provides.

Testing

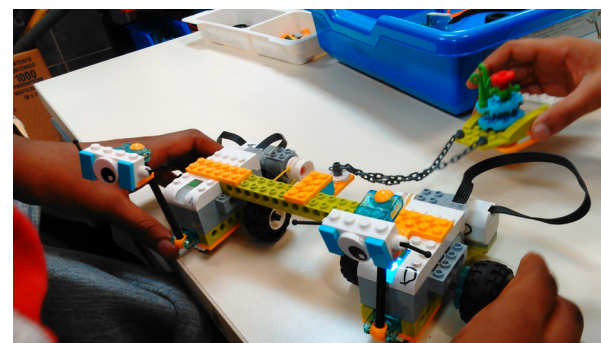
In order to advance to first grade, the student must score 90% or above on the district approved CBE assessments in English Language Arts, Science, Social Studies, and Mathematics. No retesting will be allowed during the same academic year due to failure.

Acceleration

Parents will be notified about the acceleration decision. If a Kindergarten student is recommended for acceleration, it will be on a probationary basis. Should the school or teacher feel it is in the best interest of the child to be placed back into Kindergarten, the parent will be contacted.

Appeal

Parents may appeal the decision to the campus principal.



GATE Identification Appeals

Once the identification process is complete, parents or guardians are notified of the results. A parent/guardian or school personnel may appeal an identification decision to the GATE committee within 7 school days of the receipt of the parent/guardian letter indicating the committee's initial decision. Appeals must be made in writing by presenting additional information to the committee not previously seen by the committee.

Reasons a parent, guardian, or school personnel may submit an appeal:

- Illness during testing with documentation obtained from a doctor.
- Emotional duress during testing due to a family crisis

The committee will reconvene to evaluate this new information.
The HPS GATE committee decision is final.

Furlough

At times, a student or campus may seek a furlough or recommend a “leave of absence” for many reasons: emotional trauma, family considerations, health issues, or any other circumstances which would inhibit or curtail the student's performance in the program.

The GATE Committee, the parent(s), and/or the student may agree to grant the student a furlough by executing a Furlough Contract for a period not to exceed one year. The Furlough Contract will contain an Action Plan outlining the support measures to be taken during this time. The purpose of the Action Plan is to implement strategies to facilitate student success in the program. During the period of the contracted furlough, the GATE Campus Coordinator shall monitor the Action Plan, the student's academic status, and periodically report to the GATE Committee. At the end of the time period stated in the contract, the student's progress shall be reassessed, and the student may re-enter the GATE Program, be removed from GATE Program, or be placed on another furlough upon the decision of the GATE Committee.

The furlough may also be used prior to a formal exit from GATE Program for those students who are unsuited for the performance demands within the learning opportunities of the GATE Program.

If a student does not return for readmission to the GATE Program at the end of the furlough period, the student will be exited from the program. The exited student may apply for admission to the GATE Program again at any time in the future, at which time the application will be processed following standard screening, assessment, and qualification procedures.

Reassessment

At the discretion of the campus GATE committee, Harmony Public Schools may reassess identified GATE students:

- Every three years
- Before a student's transition into secondary school (5th grade)
- Before a student's transition into high school (8th grade)



Exit

Occasionally, there may be students who are identified for the GATE Program who do not perform at expected standards in the program. A student shall be removed from the program at any time the GATE committee determines it is in the student's best interest and a furlough has been ineffective. If a parent requests their child be removed from the program, the GATE committee shall grant the request. The exited student may apply for admission to the GT Program again after one calendar year, at which time the application will be processed following standard screening, assessment, and qualification procedures. Exit reasons may vary for each individual; campus GATE committee shall evaluate each student separately and determine exiting.

Transfer

Students transferring into Harmony Public Schools may be placed in the GATE Program with appropriate information of GT placement from the previous district. Without appropriate documentation such as screening records, previous ISD's criteria, and parent approval, the incoming student will be screened for the GATE Program using the standard HPS GATE identification procedures and measurements. Harmony Public Schools reserves the right to retest a student if there is any question concerning the information received.

- No screening/re-identification is required for GATE students who are transferring between HPS campuses.
- Withdrawn students who re-enroll in HPS within 18 months may be automatically accepted into the program at GATE Committee discretion. When exceeding 18 months, the students will be considered as a new applicant to the GATE Program.

FAMILY and COMMUNITY INVOLVEMENT

Harmony Public Schools recognizes the vital importance of parent/guardian support and community involvement to the success and growth of the GATE Program. In accordance with the recommendation in the Texas State Plan for the Education of Gifted/Talented Students, the GATE Program provides an orientation/welcome meeting for all parent/guardians of identified gifted students. This meeting takes place in the fall. Community volunteers are encouraged to share their expertise by presenting lectures/demonstrations on various topics related to the themes studied in each grade or as mentors to students who are involved in independent study in an area of special interest. Parents and guardians also provide valuable feedback on program effectiveness through discussions and/or campus and HPS surveys.

Each HPS campus is recommended to hold a GATE showcase event at the end of the school year along with many other activities during the year, such as field trips, guest speakers, career days, and multicultural festivals. Parents and the community will be invited through school websites/social media and/or local media outlets.



PROFESSIONAL DEVELOPMENT

All teachers offering services to GATE students must have received the required training as described in the Texas State Plan for Gifted Education:

- Foundational 30-hour GT Training in the three strands as mandated by state law
- Annual 6-hour GT Update Training as mandated by state law

All administrators, counselors and teachers who have decision-making authority (GATE Committee members) for gifted programs must have completed 6 hours of training in the Nature and Needs of GT students.

Alternative methods of acquiring the annual 6-hour update of higher level training are available to the faculties/staff of HPS.

PROGRAM EVALUATION

Each year HPS evaluates the effectiveness of the GATE Program by surveying/interviewing GATE parents, students, faculty, and staff in either of the Elementary, Middle or High School levels in all components of that program. The results of each annual evaluation will be analyzed and any results and/or recommendations will be reported to the campuses and/or board of trustees.

Each HPS campus and district also self-evaluates the GATE Program under the Director of GATE's supervision. Results will be reported to the campuses to be included in the campus/district improvement plans.

GLOSSARY of GT TERMS

ACCELERATION: strategy of mastering knowledge and skills at rates faster or ages younger than the norm

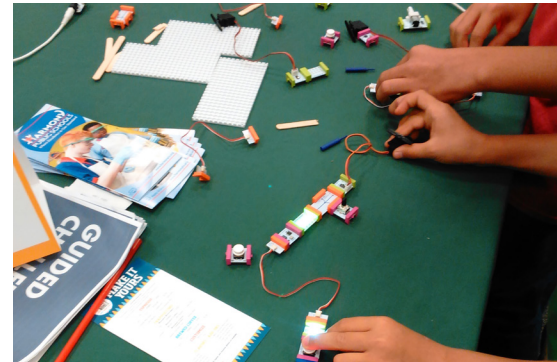
AREA OF GIFTEDNESS: the specific set of abilities in which a student performs or shows potential to perform at a remarkably high level of accomplishment

ARRAY OF LEARNING EXPERIENCES: a menu of challenging activities or opportunities that fit the unique interests and abilities of advanced-level students

ARTISTICALLY GIFTED: possessing outstanding ability in the visual and/or performing arts

COMPLEXITY: extension of content in, between, and across disciplines through the study of themes, problems, and issues; seeing relationships between and among ideas in/within the topic, discipline, and disciplines; examining relationships in, between, and across disciplines over time and from multiple points of view

CONCURRENT ENROLLMENT: the practice of enrolling in a college or university to earn college or university credit while in high school



CONTINUUM OF LEARNING EXPERIENCES: articulated intellectual, artistic, creative, and/or leadership activities and opportunities that build upon one another each year a student is in school

CREATIVELY GIFTED: possessing outstanding imagination, thinking ability, innovative or creative reasoning ability, ability in problem solving, and/or high attainment in original or creative thinking

CREDIT BY EXAM (CBE): method in which a student may receive credit for a subject/course or accelerate through a grade by taking one or more exams

DEPTH: exploration of content within a discipline to include analyzing from the concrete to the abstract, familiar to the unfamiliar, known to the unknown; exploring the discipline by going beyond facts and concepts into generalizations, principles, theories, laws; investigating the layers of experience within a discipline through details, patterns, trends, unanswered questions, and/or ethical considerations

MENTORSHIP: community member who shares his or her expertise with a student of similar career or field-of-study aspirations

QUALITATIVE MEASURES: performance indicators that cannot be recorded numerically and that include observations, anecdotal records, checklists, interviews, student products, performances, etc.

QUANTITATIVE MEASURES: performance indicators that can be expressed in terms of definite numbers or amounts such as scores on achievement tests

TEXAS PERFORMANCE STANDARDS PROJECT (TPSP): statewide standards and assessment system which includes instructional materials designed to provide assistance as districts achieve the state goal for gifted/talented students (complete information at <http://www.texaspsp.org/>)



RESOURCES

World Council for Gifted and Talented Children
<http://www.worldgifted.org>

American Association for Gifted Children at Duke University
<http://www.aagc.org>

National Association for Gifted Children (NAGC)
<http://www.nagc.org>

National Society for the Gifted and Talented (NSGT)
<http://www.nsG/T.org>

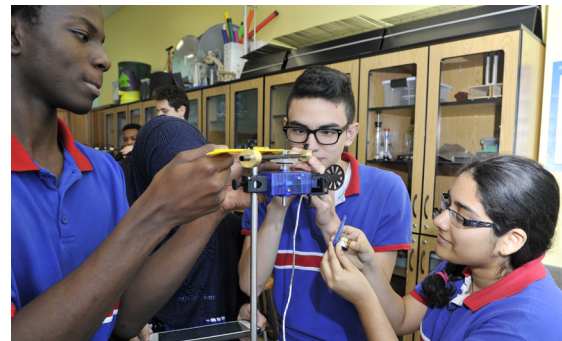
Texas Association of Gifted and Talented (TAGT)
<http://www.txgifted.org>

Texas Performance Standards Project (TPSP)
<http://www.texaspsp.org/>

Texas State Plan for the Education of Gifted/Talented Students
<http://www.tea.state.tx.us/>

Supporting Emotional Needs of the Gifted (SENG)
<http://www.SENGifted.org>

Hoagies' Gifted Education Page
www.hoagiesgifted.org



COMPLIANCE STATEMENT

Harmony Public Schools does not discriminate on the basis of race, religion, national origin, economic status, gender, or disability in providing education services, activities, and programs, including vocational programs in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section of the Rehabilitation Act of 1973, as amended.

CONTACT INFORMATION

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Harmony Public Schools Central Office

Academics Department-Gifted and Talented Education (GATE)

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“The contents of this handbook are not contractual, and do not give rise to a claim of breach of contract against the school district. Further, the contents of this handbook apply to all students of the district, as the contents now appear in the handbook or may be amended in the future.”

APPENDIX

1. Teacher Referral Form
2. Parent Referral & Permission Form and Rating Scale
3. Parent Referral & Permission Form and Rating Scale-Spanish
4. Parental Permission
5. Parent Notification Letter -denial-
6. Transfer Document
7. Appeal Form
8. Furlough Form
9. Exit Form



Gifted and Talented Education (GATE) Program

Teacher/Staff Referral Form

I, _____,
(Please print)

would like to refer _____ for the Gifted/Talented (GATE)
(Print student's name)

screening and assessment process. I believe this student has an extraordinarily high level of intellectual or academic ability and that his/her educational needs can best be met by Gifted/Talented Services. I understand the school district will make every effort to determine the best possible educational services based on the student's educational needs. This child is currently in grade _____.

Teacher/Staff Name

Teacher/Staff Signature

Date



- Has the student received GT services before? If Yes, School Name? _____ When? _____
- Please provide any supportive documentation (certificates, awards, etc.).
- Please carefully review the below rating items and rate the student objectively as the score will be used in the identification process.

	0	1	2	3	4	5
Intellectual Ability	Not observed	Poor	Below Avg.	Average	Above Avg.	Superior
Comprehends abstract ideas and concepts						
Considers concepts, situations, or problems in which he/she has no personal experience						
Makes quick and valid generalizations and uses them in new situations						
Sees cause and effect						
Chooses and enjoys challenging tasks or problems						
Demonstrates great curiosity; asks how, why, and what if						
Chooses original methods and produces innovative products						
Is keenly observant						

	0	1	2	3	4	5
Social/Emotional/Behavioral	Not observed	Poor	Below Avg.	Average	Above Avg.	Superior
Perfectionism						
Strong Ideas/Beliefs/Opinions (i.e. feels strongly about topics he/she has studied in-depth; can persuasively articulate opinions, etc.; not necessarily argumentative)						
Questions Authority Motivation for and Intense Focus on Tasks (especially for tasks of own choosing) Subtle Sense of Humor/Original Jokes and Puns						
Sensitive to the Needs of Others						

Last Revised: June 2013

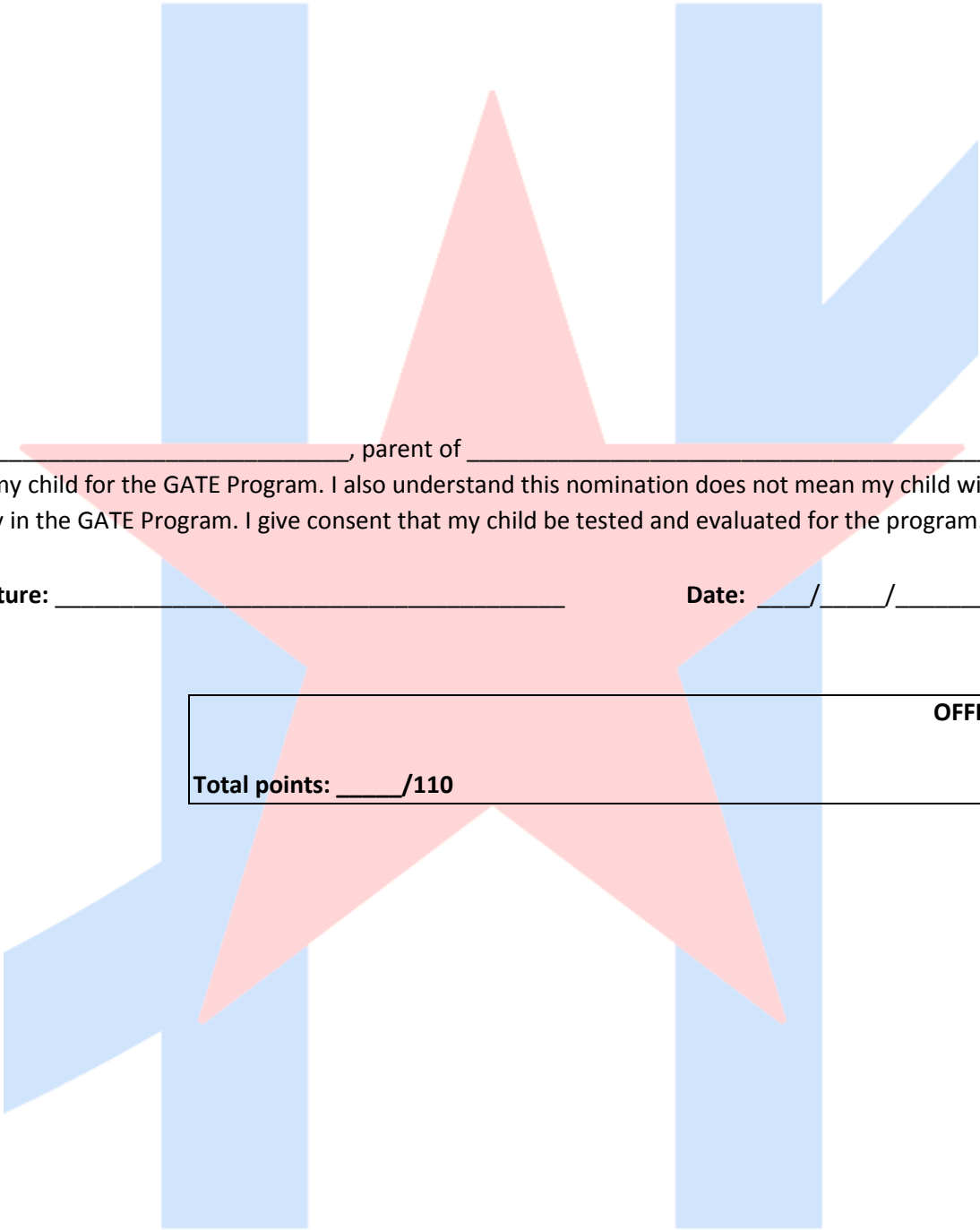
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	0	1	2	3	4	5
Academic Skills: Verbal/Linguistic	Not observed	Poor	Below Avg.	Average	Above Avg.	Superior
Uses an extensive vocabulary precisely and appropriately						
Is an avid reader of books beyond grade-level						
Is motivated to write even when writing is not assigned (i.e. stories, poems, journal, diary, etc.)						
Recognizes authors' or speakers' points of view, moods, or intentions						
Spells words accurately that are advanced for age						

	0	1	2	3	4	5
Academic Skills: Logical/Mathematical	Not observed	Poor	Below Avg.	Average	Above Avg.	Superior
Asks many questions about how things work						
Computes arithmetic problems in head quickly (or if at primary level, grasps advanced math concepts for age)						
Plays chess, checkers, or other strategy games						
Enjoys putting things in categories or hierarchies						
Sometimes solves problems intuitively, then may not be able to explain the solution						

Additional Comments: _____



I, _____, parent of _____, would like to refer my child for the GATE Program. I also understand this nomination does not mean my child will be placed automatically in the GATE Program. I give consent that my child be tested and evaluated for the program.

Parent Signature: _____

Date: ____/____/____

Total points: ____/110	OFFICE USE ONLY
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Por favor revise con cuidado la tabla de abajo y evalúe al estudiante de manera objetiva. Los resultados serán utilizados para el proceso de admisión.

	0	1	2	3	4	5
Capacidad intelectual	sin observar	Nivel bajo	Por debajo del promedio	promedio	por encima del promedio	Nivel muy alto
Entiende ideas abstractas y conceptos						
Toma en consideracion conceptos, situaciones o problemas en los cuales no ha tenido experiencia personal.						
Hable sobre ideas de manera general, rápida y utilizar esos conceptos en situaciones nuevas.						
Identifica causas y efectos						
Elige y disfruta retos con tareas y ejercicios.						
Demuestra gran curiosidad; pregunta cómo, porqué, que pasaría						

Elige métodos originales y construye productos innovadores						
Es muy observador						
	0	1	2	3	4	5
Comportamiento Social/Emocional	sin observar	Nivel bajo	Por debajo del promedio	Promedio	Por encima del promedio	Nivel muy alto
Perfeccionista						
Se mantiene firme con respecto a Ideas/creencias/opiniones de temas que ha estudiado. Trata de manifestar opiniones , no necesariamente sobre temas argumentativos.						
Se concentra mucho en preguntas que le motivan						
Sensible sobre a las necesidades de otros						
	0	1	2	3	4	5
Capacidad académicas/verbal/linguísticas	sin observar	Nivel bajo	Por debajo promedio	Promedio	Por encima del promedio	Nivel muy alto.
Usa vocabulario extenso y apropiado						
Lee libros de niveles mas altos que el nivel apropiado para su edad						
Se motiva al escribir, no importa que no se lo hayan pedido para una tarea(historias, poemas, diarios, ect)						
Identifica puntos de vista, estados de animo o intenciones de autores o escritores.						
Deletrea palabras correctamente que son avanzadas para sú edad						
	0	1	2	3	4	5
Capacidades academicas: Logica/ matematicamente	sin observar	Nivel bajo	Por debajo promedio	Promedio	Por encima del promedio	Nivel muy alto
Hace muchas preguntas sobre el funcionamiento de las cosas						

Cálcula rápidamente los problemas aritméticos en su mente (niveles primarios, comprende conceptos matemáticos avanzados para su edad)						
Juega ajedrez, bolas chinas, damas y otros juegos estrategicos						
Disfruta ordenando las cosas por categorías						
A veces resuelve problemas intuitivamente aunque no sea capaz de explicar la solución						

Comentarios: _____

Yo, _____ padre/madre de
 _____ nomino a mi hijo/hija al programa GT. También entiendo que esta nominacion no significa que mi hijo/hija sera admitido automáticamente en el programa. Autorizo a que mi hijo/hija tome el exámen y sea evaluado para el programa.

Firma del padre _____ fecha ____/____/____



Gifted and Talented Education (GATE) Program PARENT/GUARDIAN PERMISSION TO ENROLL

Date: _____

To : Parent(s)/Guardian of _____

Re : Parent/Guardian Permission to enroll

Congratulations!

Your child has met the criteria for admittance to the Harmony Schools Gifted and Talented Program. Before we can officially include your child in the program, your written approval is needed.

Please read the statements below and select one of the options to indicate whether or not you give permission for your child to participate in the Harmony Schools Gifted and Talented Program and please return this form promptly.

ACCEPT

☐

I give permission for my child to participate in Harmony Public Schools GATE Program. I understand that participation in this program is voluntary and periodic reviews of my child's progress will be conducted.

DECLINE

☐

I do **not** give permission for my child's placement in Harmony Public Schools GATE Program.

Signature of Parent/ Guardian

_____/_____/_____
Date

We hope that you and your child will take advantage of the opportunities offered in this program.

Should you have any questions, please feel free to contact _____ at _____ or via email

Sincerely,

Campus GATE Coordinator



Gifted and Talented Education (GATE) Program

PARENT/GUARDIAN NOTIFICATION OF ASSESSMENT RESULTS

Date: _____

To : Parent(s)/Guardian of _____

Re : Parent/Guardian Notification of Assessment Results

Dear Parent/Guardian,

The GATE Committee has met and reviewed data for each student referred; your child's scores are attached. Although your child's scores **do not** qualify for Harmony Schools GATE Program placement at this time, you can be very proud that your child was considered for the program.

If you have questions concerning the decision or wish to appeal the decision, please contact _____ at _____ or via email _____.

Sincerely,

Campus GATE Coordinator



Gifted and Talented Education (GATE) Program TRANSFER DOCUMENT

Student Name: _____ Grade: _____

Previous school: _____ Previous District: _____

Previous G/T enrollment: ☐ Yes ☐ No

Documents showing G/T enrollment: Please check applicable and enter the required information

☒ **Quantitative Data**

Ability test (_____) score _____
Test name

Achievement test (_____) score _____
Test name

Other test (_____) score _____
Test name

Other test (_____) score _____
Test name

☒ **Qualitative Data**

Teacher rating scale (_____) score _____
Scale name

Parent rating scale (_____) score _____
Scale name

Other (_____) score _____
Test name

☒ **G/T student profile**

☒ **Parent permission to enrollment letter**

GATE committee decision:

☐ Placement in Harmony Public Schools GATE Program

☐ Recommend screening in Harmony Public Schools

Date: _____

G/T Committee Signatures: _____



GIFTED & TALENTED PROGRAM

APPEAL LETTER

I, _____ parent/guardian/teacher of _____ would like to appeal the GATE Committee's decision of not placing him/her in the Harmony Public Schools GATE Program. I would like to provide the committee with the below additional information:

Explain the additional information and/or attach documentation

Signature: _____ Date: _____

Date of GATE Committee meeting: _____

GATE Committee Decision: ☐ Appeal Granted ☐ Appeal Denied

Reason for the decision:

Signatures:

GATE Committee Members:



Gifted and Talented Education (GATE) Program

FURLOUGH from GATE Program "Leave of Absence Form"

Requested by: _____

Student's Name: _____

Student's Grade: _____ Date: _____

Length of Furlough Requested _____

Reason for request:

GATE Committee Decision: _____ Furlough Granted _____ Furlough Denied

Date of committee meeting: _____ Return date: _____

Length of Furlough: _____

Comments:

Signatures:

Student: _____ Parent: _____

GATE Committee Members:



Gifted and Talented Education (GATE) Program

Exit from GATE Program Form

Campus: _____

Date: _____

Student's Name: _____ Grade Level: _____

Person Requesting Exit: _____ Relationship to Student: _____

Reason for Exit Request:

(To be completed by person requesting Exit)

Was a furlough from GATE Program considered and/or granted? _____

Results of furlough? _____

GATE Committee Decision: _____ Exit Granted _____ Exit Denied

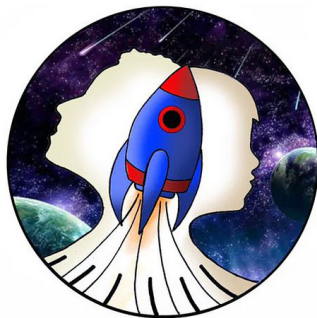
Note: Once a student has been exited from Gifted/Talented services, the student is subject to referral and identification to determine educational need for the program before readmission.

Comments:

Signatures:

Student: _____ Parent: _____

GATE Committee Signatures:



HARMONY
GIFTED & TALENTED EDUCATION