

I. PURPOSE

Overseen by the Special Education Coordinator, Athlos Academy of Jefferson Parish has adopted the following Gifted and Talented Program Policy to outline the procedures/guidelines for identifying Gifted and Talented students, as well as the educational services Gifted and Talented students receive, outlined in Bulletin 1508. Students who demonstrate high academic and intellectual aptitude or possess extraordinary visual or performing arts talent may be eligible for differentiated instruction. To achieve their academic potential, gifted students may be offered opportunities to master more rigorous content at an accelerated pace of instruction than their peers. Highly talented students may need additional educational support to pursue their art.

II. DEFINITIONS

- A. Bulletin 1508 defines gifted children and youth as students who demonstrate abilities that indicate high academic and intellectual aptitude performance.
- B. Bulletin 1508 defines talented children as possessing measurable abilities that give clear evidence of unique talent in visual or performing arts or both.
- C. "Evaluation" means procedures used to determine whether a student is a G/T student and the nature and extent of special education and related services the student needs. "Evaluation" also refers to a procedure used selectively with an individual student and does not include basic tests administered to or procedures used with all students in a school, grade, or class.
- D. Gifted and Talented Team refers to the Special Education Coordinator, Principal, School Counselor, and Teacher of Record.
- E. Our curriculum promotes creativity, problem-solving, teamwork, and more. It includes a creative problem-solving competition that gives kids the confidence to think for themselves and to create solutions to any challenge. Independent study, original ideas, and critical thinking skills are rewarded over getting the "one right answer," thanks to our unique open-ended problems backed by educators and experts in STE(A)M fields. Performance, art & cultural studies are also incorporated, creating a well-rounded program that has impacted lives for over 40 years.
- F. Academic Games Leagues of America (AGLOA) is a 501(c)(3) non-profit organization dedicated to developing "Thinking Kids" of character, integrity, and excellence. AGLOA provides a series of Academic Games competitions nationwide, resulting in a national championship tournament in late April each year. Students who excel academically can compete and be rewarded for their accomplishments at the local, state, and national levels. Academic Games tournaments challenge students to use higher-order thinking skills in the subjects of mathematics, language arts, and social studies. More information on AGLOA can be found [here](#).

III. POLICY

- A. A parent, teacher, or student may initiate a written referral for initial gifted or talented screening submitted to the Special Education Coordinator.
- B. The Special Education Coordinator shall screen students suspected of being gifted (academic) and talented (visual arts, music, and/or theatre).

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- C. Screening for “Talented” entails a student portfolio for the G/T consideration for an evaluation (addendum). The G/T team must vote to evaluate the student’s portfolio to be eligible for the “Talented” evaluation.
- D. All kindergarten through third-grade students who score Well Above Benchmark on the fall DIBELS Interim 1 assessment will be evaluated for the Gifted program.
- E. All third through eighth-grade students who score Advanced on the LEAP assessment will be evaluated for the Gifted Program.
- F. Newly enrolled students recognized as Gifted and Talented from their previous school, as measured by an equivalent Athlos evaluation, will receive a screening for gifted and talented services at Athlos.
- G. The assigned GT Teacher with oversight from the Special Education Coordinator will create and maintain an Individualized Education Plan for every student who meets the gifted and talented classification criteria.
- H. Through the evaluation process, identified Gifted and Talented students will not be re-evaluated for G/T services while continuously enrolled at Athlos.

I. Procedures

- A. Through the screening process, prospective G/T students will be considered for a formal evaluation to determine qualification for the G/T program.
- B. The Athlos Academy of Jefferson Parish Special Education Coordinator’s designee will administer the CogAT (Cognitive Abilities Test) assessment to students who successfully pass the screening process. Students who achieve $\geq 90\%$ of the Verbal or Quantitative sections are identified and are eligible for the gifted program.
- C. The Athlos Academy of Jefferson Parish Special Education Coordinator’s designee will administer the CogAT (Cognitive Abilities Test) assessment to students who successfully pass the screening process. Students who achieve $\geq 90\%$ of the Nonverbal section are identified and are eligible for the talented program.

II. G/T Program

- A. Gifted Program:
An Individualized Educational Plan (IEP) will be developed and annually reviewed by the G/T Team for all students identified as Gifted through the Gifted Student Evaluation. Gifted students will receive a schedule to meet weekly for a one-hour session, preferably during one of their elective periods. Grade bands will be developed to ensure a low student-to-teacher ratio as the schedule allows
- B. Identified Gifted students at Athlos Academy of Jefferson Parish may participate in the Academic Games Leagues of America student program.
- C. Talented Program:
An Individualized Educational Plan (IEP) will be developed and annually reviewed by the G/T Team for all students identified as Talented through the Talented Student Evaluation. Talented students will receive a schedule to meet weekly for one-hour sessions, preferably during their elective time. Grade bands will be developed to ensure a low student-to-teacher ratio as the schedule allows.

All questions may be addressed by contacting the Special Education Coordinator on-site. Phone: (504) 290-2510.

Legal References: EDUCATION Title 28 Part XLIII. Bulletin 1706—Regulations for Implementation of the Children with Exceptionalities Act

Addendum

Proposed Elements of the Talented Student Portfolio

Below is a suggested structure of sections, with recommended contents and commentary.

Section	Purpose / What It Shows	Suggested Contents / Artifacts
Cover / Title Page	Identifies the student and the purpose of the portfolio	Student name, grade, discipline(s) (visual arts, music, theatre), date, school, teacher/advisor
Table of Contents / Portfolio Overview	Helps reviewers quickly navigate the portfolio	List of sections, page references, a short “artist’s statement” summary (1–2 paragraphs)
Personal & Biographical Information	Context for the student’s background, training, and experience	Brief biographical sketch, summary of arts training/experiences (lessons, workshops, art camps)
Teacher / Nominator Recommendation & Screening Documentation	Shows the school’s referral and initial screening	Completed talent screening instrument (state-approved) with all items and ratings; for any item rated ≥ 4 , include the concrete documentation (e.g., sketches, recordings, performance videos, annotated work samples) as required by Bulletin 1508. Legal Information Institute+2Louisiana Division of Administration+2
Student Work Samples / Artistic Evidence	Core evidence of artistic ability	Depending on discipline: <ul style="list-style-type: none"> • Visual Arts: Drawings, paintings, design pieces, digital art, sculpture, photos, before/after developmental phases • Music: Audio recordings (instrumental, vocal,

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Performance / Live Assessment Evidence	Evidence used in the formal evaluation	<p>improvisation or prepared), sight reading, transcription, composition samples</p> <ul style="list-style-type: none"> • Theatre: Video recordings of monologues, ensemble work, movement, improvisation, or scripted scenes • Multimedia / Cross-arts: video montage, performance plus visual integration <p>Video or audio of the formal evaluation (if feasible) or documentation of evaluator observations. The evaluation must be done by at least two state-trained evaluators independently. Legal Information Institute+1</p>
Rubrics, Scoring Sheets, Evaluator Comments / Feedback	Transparent scoring and professional judgment	Completed evaluation rating sheets, comments or narrative from evaluators, any scoring totals, notes of deliberation (if permissible)
Reflection / Artist's Self-Assessment	Allows the student to reflect on the process, strengths, and goals	A self-reflection about the works submitted: choices, growth, challenges, future goals, or aspirations in the art domain
Supporting Evidence / Supplementary Documentation	Adds depth and context to the primary evidence	<p>Items such as:</p> <ul style="list-style-type: none"> • Awards, recognitions in art competitions or performances • Participation in exhibitions, concerts, recitals, and theatre productions • Press or program citations • Letters of recommendation from external arts teachers or professionals • Sketchbooks, journals, rehearsal logs • Video/photo documentation of rehearsals, workshops, and peer collaboration

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Comparison / Growth Over Time	Shows trajectory, not just a snapshot	Earlier works vs. recent works (e.g., year-to-year), showing improvement, risk-taking, evolving style, or challenges
Consent / Permissions	To ensure legal and procedural compliance.	Parent/guardian permission forms for recording, video, sharing; acknowledgment of portfolio submission
Cover letter / Summary of Fit for “Talented” Criteria	Connects the evidence to the statutory requirements	<p>A short narrative (1–2 pages) explaining how the work submitted and screening/evaluation results meet the talented criteria in Bulletin 1508. For example:</p> <ul style="list-style-type: none">• Which screening scores crossed threshold values• How multiple works or domains show “measurable ability”• Why the student’s artistic needs are not met in the regular class• The student’s creative thinking, originality, technical skill, and expressive qualities