



**Monte Vista School District  
Gifted and Talented  
Parent Handbook  
2020-2021**

**This handbook is provided for educators and parents in Monte Vista School District as a guide for gifted education.**

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**Coming Soon!**

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**Coming Soon!**



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## **Identifications:**

Through the Exceptional Children's Education Act (ECEA) the State of Colorado has accepted the following areas of giftedness for identification:

General Intellectual Ability

Specific Academic Aptitude:

- Reading

- Writing

- Mathematics

- Science

- Social Studies

- World Languages

Specific Talent Aptitude:

- Creative or Productive thinking

- Leadership

- Dance

- Music

- Performing Arts (Theater, Speech, Debate)

- Visual Arts

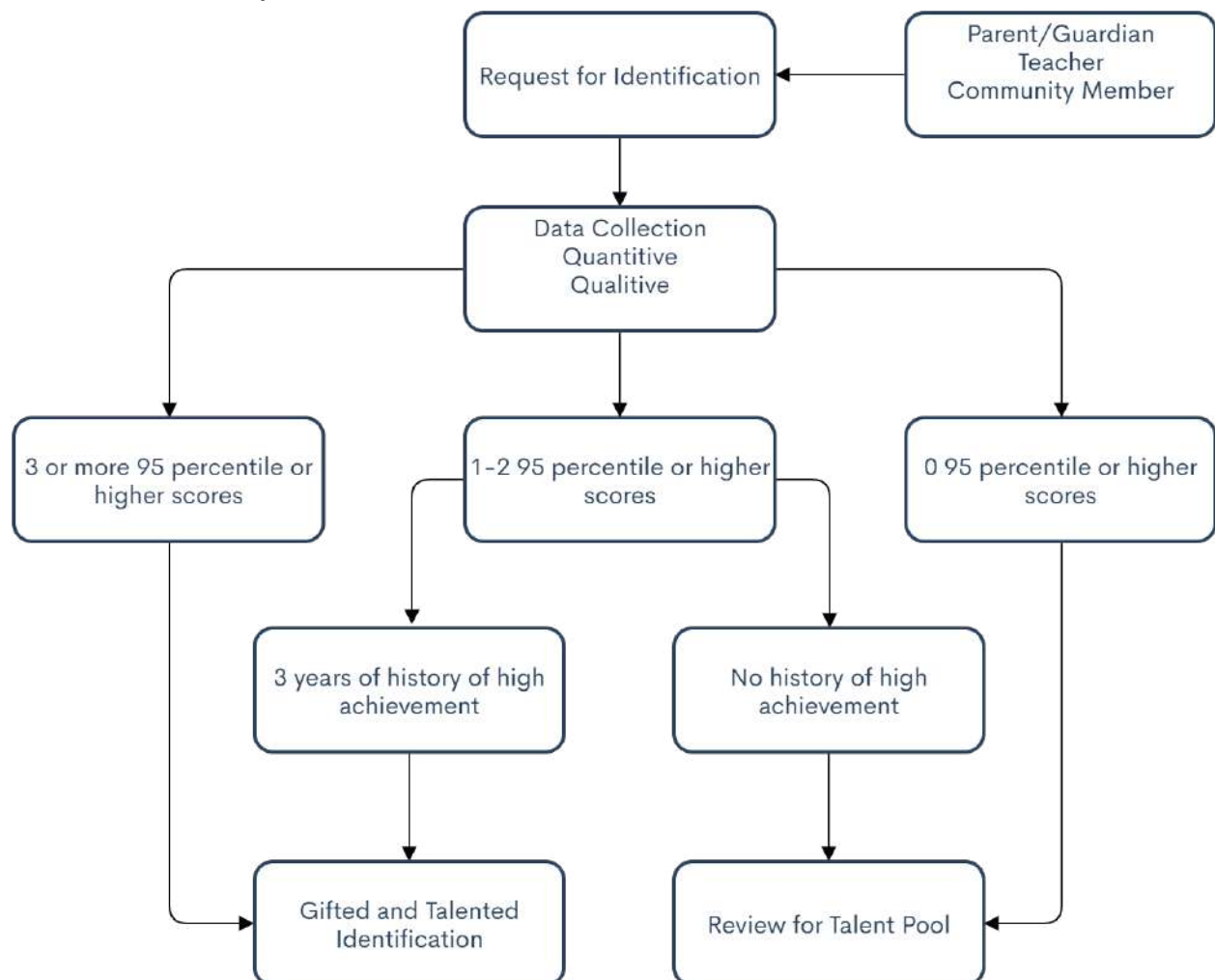
- Psychomotor

For more information on each of these categories, please go to:

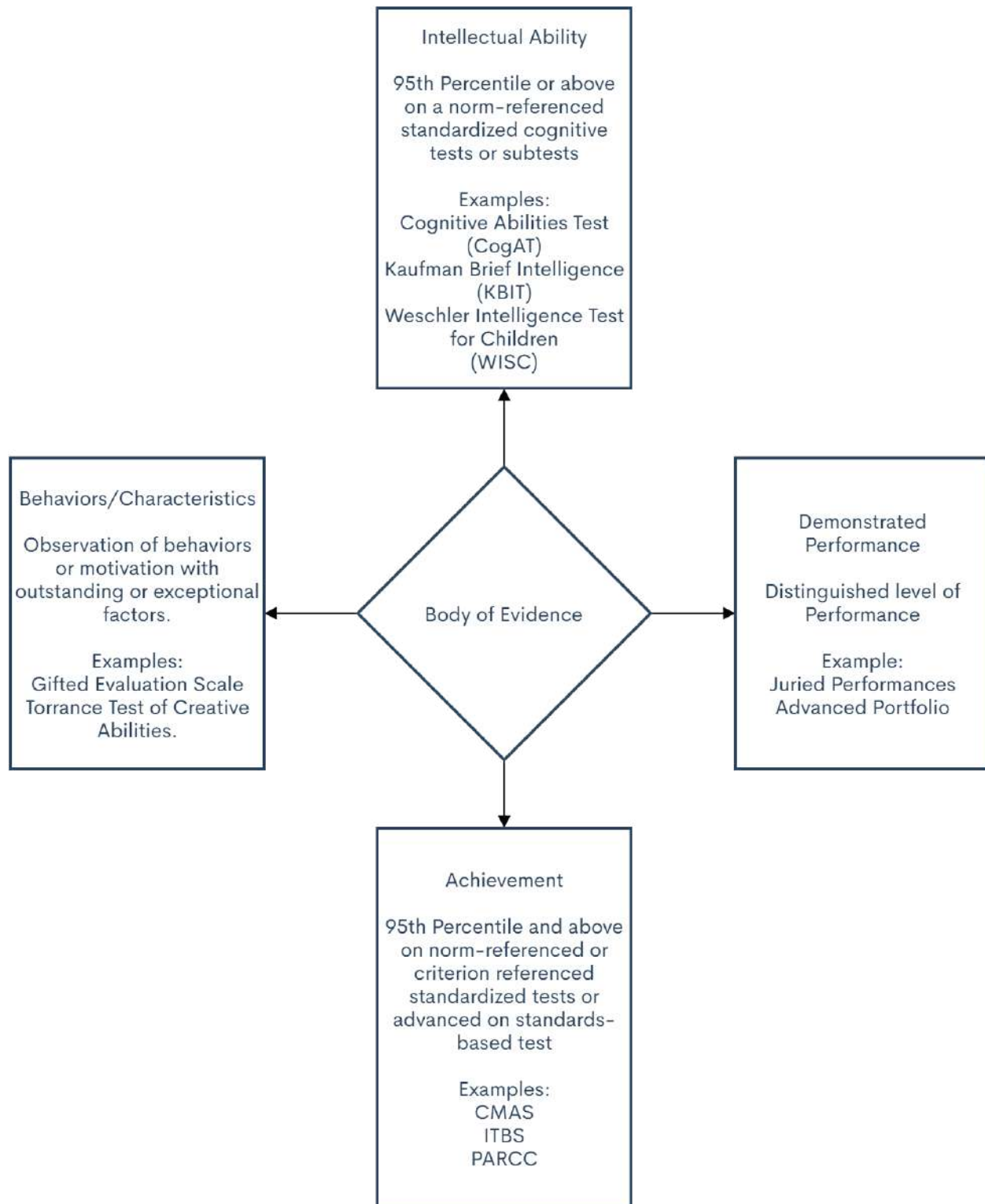
<https://www.cde.state.co.us/gt/identification#AreasofID>

## Identification Process

Identification, an ongoing process, is facilitated by the Gifted and Talented coordinator. It will use both formal and informal data as well as requirements to collect a body of evidence, over a minimum of 3 years, to substantiate a student's strength in specific areas. Ultimately, the process guides programming for each identified student. The following is a visual overview of the process.



**The body of evidence that we use:** (Information adapted from the Colorado Department of Education)



## Tests Given

<b>Assessment</b>	<b>Abbreviation and Time</b>	<b>Student Population</b>	<b>Overview</b>
Cognitive Abilities Test  (Cognitive Ability Test)	CogAT  3 hrs.  1 hour/day	Anyone  Universal in 2nd and 6th grade	Verbal Abilities Quantitative Abilities Nonverbal Abilities  Identify high risk children
Kaufman Brief Intelligence Test  (Cognitive Ability Test)	KBIT  Typically 30-60 minutes to administer	Anyone	Quick estimate of ability.  Verbal and Nonverbal  Identify high risk children
Torrance Test of Creative Thinking  (Cognitive Ability Test)	TTCT  30 minutes	Anyone	Drawing and Art Test
Gifted Education Scale  (Observational Scale)	GES  One week for teachers to fill out	Anyone	Intellectual, Creativity, Specific Academic Aptitude Leadership Ability Performing and Visual Arts
Scale of Identifying Gifted Students  (Observational Scale)	SIGS  One week for teachers and or parent /guardian to respond	Anyone	General Intellectual Ability Language Arts Mathematics Science Social Studies Creativity Leadership



## **Programming**

After the identification process is completed, MVMS will contact parents, setting up a meeting to discuss our findings. We will determine if your child qualifies for the Gifted and Talented program or in the Talent Pool.

We offer many solutions in assuring your child will have success in learning. From supplemental curriculum, long term projects, differentiated classwork or even subject based acceleration. Each student will work with the GT coordinator to find the right fit for success. It is our goal that each student identified, improve academic achievement so that they consistently perform at advanced levels and make continuous growth relative to their strength areas. We work to assure that programming for gifted students is comprehensive and participation of all people involved with the student's education. Below is a partial list of what we offer:

Early Access (Kindergarten)

Enrichment

Whole Grade or Subject-based Acceleration (See policy on Website)

In-class Differentiation

Social-Emotional Intervention

Contests, Competitions

## **Talent Pool Designation**

If a student does not qualify for Gifted and Talented, they may be placed in the talent pool. This is defined by the Colorado Department of Education as “a group of students who demonstrate an advanced or even exceptional ability in a particular area but at this time does not meet the criteria for gifted identification.” Students in the talent pool are monitored and evaluated bi-annually to see if they now qualify for the Gifted and Talented program. If the student has a 95 percentile but not the high performing data for three years or no less than 85 percentile on any given body of evidence. These students will be entered into the enrichment system by the GT coordinator in hopes to monitor and raise to the Gifted and Talented program. The GT Coordinator will communicate at least annually with families regarding the status of the student in the talent pool. The goal of the talent pool is to provide appropriate programming to allow students to maximize potential.

## **Advanced Learning Plans (ALPs) Gifted Designation**

ALPs are required for all identified Gifted and Talented students. These plans are generally created by the gifted and talented coordinator with the assistance of classroom teachers, parent/guardian, and the student. These plans are created in the beginning of the school year with reviews throughout the school year to monitor the growth and effectiveness of the plan. ALPs outline both academic achievement and affective goals.

The programming options for identified gifted students fall in four categories:

1. Depth & Complexity - Higher-order thinking skills, Enrichment, Concepts/Big Ideas, Questioning.
2. Differentiated Instruction - Advanced Curriculum, Faster pacing, Curriculum compacting, Menu of options, Flexible grouping, Cluster grouping, subject acceleration, on-line learning, Accommodations as needed.
3. Time - Acceleration/Pacing, pre-assessments, checkpoints, mastery learning, curriculum compacting
4. Support - Affective Guidance, Encouragement, direct instruction, peer interactions, self-directed learning, structured materials

## Twice Exceptional

Colorado Department of Education (CDE) defines a twice exceptional student as: Student who is identified as gifted and talented in one or more areas of exceptionality (specific academics, general intellectual ability, creativity, leadership, visual, spatial, or performing arts); and also identified with a disability defined by Federal/State eligibility criteria: perceptual communicative disability (learning disability), significant identifiable emotional disability, physical disabilities, sensory disabilities, autism, or ADHD. The disability qualifies the student for an individual education plan (IEP) or a 504 Plan.

Twice Exceptional or 2E students are often at risk due to the educational and social emotional needs often are undetected. 2E students are highly knowledgeable and talented in one or more areas. Their giftedness is often overlooked due to their disabilities. They may have difficulties with school, and be labeled as lazy, unmotivated, and an underachiever. Research indicates that 2-5 percent of the gifted population will have disabilities and 2-5 percent of students with disabilities will be gifted (Dix & Schafer, 1996; Whitmore, 1980; & Maker, 1977).

Helpful websites for tips on how to advocate for your 2E learner:

<https://2eresource.com/home-2/resources/advocacy/>

Advocating for the 2E learner

<https://www.nagc.org/get-involved/advocate-high-ability-learners/advocate-your-child>

Parent Advocacy - National Association for Gifted Children

## **Transfer Student**

The Colorado Department of Education (CDE) has stipulated that if a student has transferred into the school district from another school in Colorado and had a Gifted and Talented Identification, then the new school shall accept the designation. If the student has transferred from out of state, the school district shall review all findings to determine if the student qualifies for the identification of Gifted and Talented per the state standards.

## Resources

National Association of Gifted Children Parent Resources -

<https://www.nagc.org/resources-publications/resources-parents>

Davidson Institute -

<https://www.davidsongifted.org/search-database/topic/105233/entrytype/2>

Seng (Supporting the Emotional Needs of the Gifted) -

<https://www.sengifted.org/>

Hoagies Gifted Education - <http://www.hoagiesgifted.org/>

Colorado Department of Education - Gifted and Talented -

<https://www.cde.state.co.us/gt>