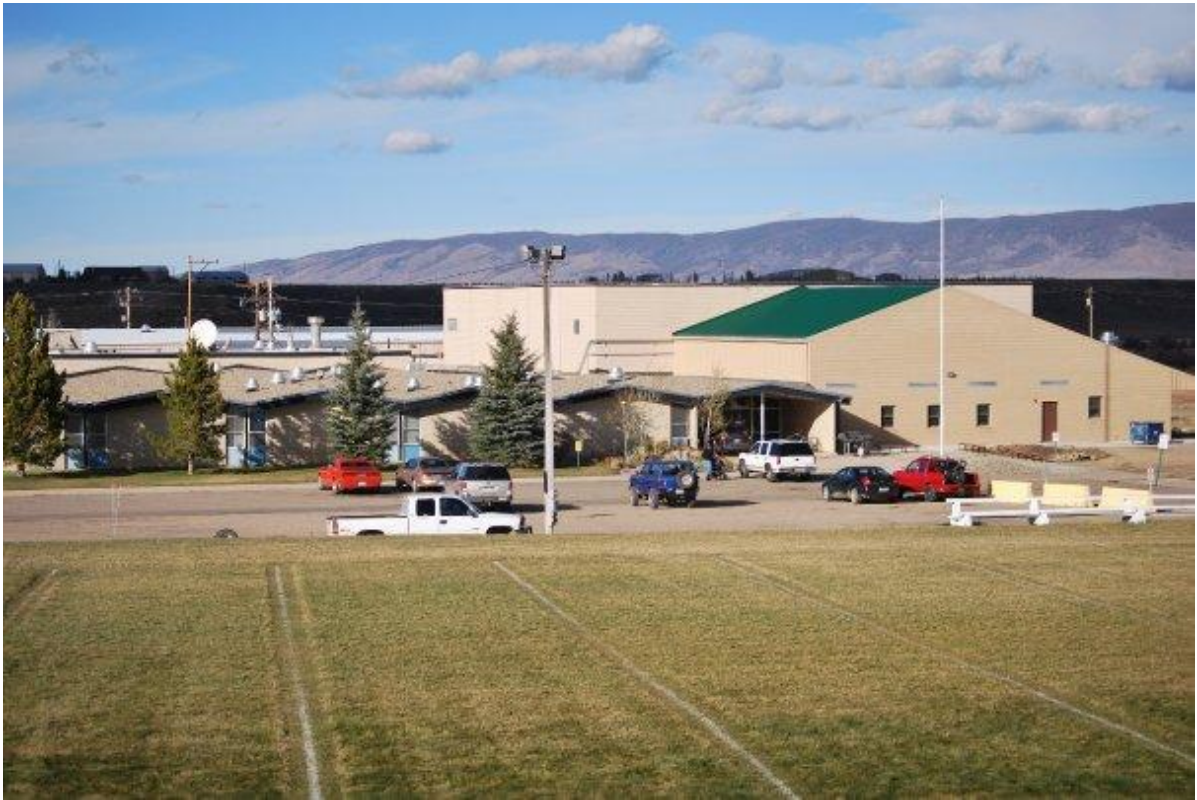


North Park School District Gifted and Talented Program



**Description
Procedures**

**Gifted and Talented Program
Staff Contact Information**

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North Park School
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Gifted and Talented Coordinator
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Definition

- Those persons between the ages of four and twenty-one whose aptitude or competence in abilities, talents, and potential for accomplishment in one or more domains are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Gifted children are hereafter referred to as gifted students. Children under five who are gifted may also be provided with early childhood special educational services. Gifted students include gifted students with disabilities (i.e. twice exceptional) and students with exceptional abilities or potential from all socio-economic, ethnic, and cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness:
 - General or specific intellectual ability
 - Specific academic aptitude
 - Creative or productive thinking
 - Leadership abilities
 - Visual arts, performing arts, musical or psychomotor abilities 12.01(16)
- ECEA defines twice-exceptional as:
A student who is:
 - Identified as a gifted student pursuant to Section 12.01(9) of these Rules; and
 - Identified as a child with a disability pursuant to Section 4.02 of these Rules; or
 - A qualified individual pursuant to Section 504 of the Rehabilitation Act of 1973, 29 U.S.C.A. §794.

Identification Procedures

- **Screening**
 - 2nd and 6th grades: CO-GAT
- **Annual review of**
 - state testing,
 - NWEA scores
 - other formal testing and data
- **Gifted Students Who Transfer Into the District**
 - Districts within Colorado are expected to follow identification and ALP procedures required by statute. If student records include evidence of portability as outlined by the State of Colorado, the student's identification will be honored and they will be provided with the appropriate programming offered by NW BOCES member districts.
 - If student records do not provide evidence of portability, or the student is transferring from another state that does not meet Colorado portability laws, the district will make an attempt to consult with the former district before implementing a new identification process that begins with a referral form from the family.

- If the new data meets Colorado portability requirements, an ALP will be created for the student within 45 days of enrollment and provided to the family for review and input.
- ***Referrals***
 - The GT Committee provides referral forms.
 - Individual Referral
 - Multiple Referrals (parent, peer, principal, self, teacher)
 - The GT Committee reviews the records for students who are referred through school-wide screenings or individual referrals.
 - The GT Committee may make a recommendation for further assessment.
 - A GT Committee member acts as the case manager for students who are referred.
- ***Review of Records***
 - A GT Committee member returns screening results and individual referrals to the GT Committee and/or the Response to Intervention Team who:
 - Reviews data
 - Determines further action
 - Enters recommendations on the student profile form
 - Decides next action steps

*For a more comprehensive explanation of the identification process, please see the Northwest BOCES handbook or the Colorado Department of Education Gifted Education website:

<https://docs.google.com/document/d/1TLH11PnugxdinUDx2BUuN1LJzMzUfteV8taDqt835m4/edit?usp=sharing>

CDE Gifted Education

- ***Qualifications Pathways***
 - The Body of Evidence (BOE) approach is used to determine eligibility. This may include one to three data points depending on the area of giftedness and talents.
 - **General Intellectual Ability**- One data point of aptitude/ability can be used to qualify for general or specific intellectual ability. The student must score at the 95th percentile or higher on the CogAT, Naglieri or other approved assessments. The determination team must collect and review additional data for the body of evidence to develop the student's learning profile. A gifted determination based solely on a cognitive assessment score, without any other qualifying score, is the exception.

- **Specific Academic Aptitude-** Three data points are required for a specific academic aptitude:
 - A possible pathway could be the data point of aptitude/ability described above along with two achievement data points that can be drawn from two administrations of state- or nationally-normed assessments (e.g., CMAS, MAPS, or other district-approved assessments) conducted by licensed school personnel. The student must score at the 95th percentile or higher and show a trend of this performance. Other data points can be behavioral and performance evidence, inventories, checklists, surveys, teacher observations and others approved by the district. The GT Committee compiles and reviews a student's performance portfolio, including BOE information.
 - Another possible pathway could be three data points of achievement data that can be drawn from administrations of state- or nationally-normed assessments (e.g. CMAS, MAPS, or other district-approved assessments) conducted by licensed school personnel. The student must score at the 95th percentile or higher and show a trend of this performance. Other data points can be behavioral and performance evidence, inventories, checklists, surveys, teacher observations and others approved by the district. The GT Committee compiles and reviews a student's performance portfolio, including BOE information. This pathway does not require a data point of aptitude/ability.
- **Talent Aptitude-** Students may also be identified in seven different specific talent areas: Creative or Productive Thinking, Leadership, Dance, Music, Performing Arts (Theater, Speech, Debate), Psychomotor, and Visual Arts.
 - Creative or productive thinking is exceptional capability or potential in mental processes (e.g., critical thinking, creative problem solving, humor, independent/original thinking, and/or products, etc.).
 - Leadership is the exceptional capability or potential to influence and empower people (e.g., social perceptiveness, visionary ability, communication skills, problem solving, inter and intra-personal skills and a sense of responsibility, etc.).
 - Visual arts, performing arts, musical, dance or psychomotor abilities are exceptional capabilities or potential in talent areas (e.g., art, drama, music,

dance, body awareness, coordination and physical skills, etc.).

The processes for identification in the talent areas are quite different, especially when it comes to qualifying criteria and timeframe. Within these talent domains, several years of talent development may be needed before formal gifted identification can be made. Students may be included in a talent pool to foster potential over time and may require further development to build a body of evidence that supports identification. Identification in the talent areas requires three pieces of qualifying evidence that consist of:

- Performance evaluation and
 - State or national contest/competition (top place or ranking) and/or
 - Expert juried performance (advanced or distinguished rating) and/or
 - Portfolio review (advanced or distinguished rating)
- Observation Scale and
 - 95th percentile or above on a norm-referenced observation scale in the areas of creativity, leadership and motivation
 - Exceptional rating on an observation scale developed through analysis and research of the discipline
- Criterion Norm-Referenced test*
 - 95th percentile or above on norm-reference creativity test, such as the Torrance Test of Creativity or the Profiles of Creative Abilities (PCA)
 - 95th percentile or above on a cognitive measure, such as CogAT or NNAT

*If criterion- or norm-referenced qualifying test scores are not available, two performance evaluations are required along with an observation scale.

Identification Process

- A GT Committee member:
 - Notifies parents/guardians of the team's recommendations
 - Schedules initial concern conference to
 - Review process with parents
 - Request and obtain written permission prior to conducting any further assessments

- Prepare a file for the nominated student
- Following written permission, conducts or designates the administration of additional assessments based on completed recommendation forms
- Develops a comprehensive portfolio that includes results of achievement testing, other assessments and other bodies of evidence, including work samples
- Schedules second concern conference (including assessment coordinator trained in administration and scoring of standardized assessment that were administered, GT Coordinator, Parent/Guardian of referred student, referred student, administrator, classroom teachers, other professional staff) to
 - Review data and information
 - Determine if the student qualifies for the GT program by virtue of one or a combination of the areas of giftedness and/or talents

Placement and Notification

- Upon determination of giftedness, the GT Committee requests Parent/Guardian permission for placement.
- Upon Parent/Guardian permission, a GT Committee member develops an Advanced Learning Plan (ALP) for the student.
- Talent Pool
 - Students who do not qualify for gifted services may benefit from being part of a talent pool, a group of students who demonstrate an advanced or even exceptional ability in a particular area, but at this time do not meet the criteria for gifted identification.
 - Often students in a talent pool are provided advanced or gifted programming services. As students are presented with additional levels of challenge and rigor, increased achievement may occur, and the student may meet the criteria for gifted identification at a later date. The Colorado Department of Education does not require the implementation of a talent pool, and these students do not have an ALP. However, in most cases, NW BOCES member districts provide limited programming for these students based on test scores, classroom observations and student performance.
 - At any time these students meet all criteria within a body of evidence, they will be formally identified.
- Twice-Exceptional Identification
 - Students who have a diagnosed disability may also have areas of giftedness that are not immediately apparent due to “masking”. This happens when a disability hides or otherwise makes it difficult for a student to demonstrate exceptional ability. When a student has been identified with both a disability and gifted ability, they qualify as Twice Exceptional. Often, these students are

referred by the Multi-Tiered System of Support Team (MTSS) as a result of assessment the team has done for the student's Individualized Educational Plan (IEP).

- The team works with the Gifted Education staff, families, and teachers to determine if the student qualifies for gifted education services. Twice Exceptional students have an Advanced Learning Plan (ALP) to address their strength areas as well as an IEP or 504 Plan to address their areas of need. Once again, stakeholders receive notification of the team's determination and the instructional plan.

The Advanced Learning Plan

- The ALP:
 - Is developed collaboratively by the team described above within 60 days of referral
 - Is formally submitted to parents/guardians within 20 days of completion
 - Records programming options and strategies
 - Is retained within the student's GT files and cumulative academic record
 - Is considered in education planning for subsequent programming for the student
 - Is reviewed by the team as needed but at least annually
 - Is used in the articulation process for PK-12th grades
 - Includes the body of evidence that identifies strengths, interests and needs
 - Addresses ongoing programming
 - Includes student achievement results and student growth data (district, state and national)

Parents/Guardians Rights for GT Education

- Parents/Guardians of students who are referred for assessment have the right to:
 - Review records related to the referral for evaluation
 - Review the evaluation procedures and instruments
 - Refuse to permit the evaluation
 - Be fully informed of the evaluation results
 - Request a meeting at any point to discuss their student or the ALP
 - Appeal the ALP recommendations.
- *Appeal Process*
 - A Parent/Guardian who feels the recommendations of the ALP is inappropriate may file an appeal in writing with a GT Committee member who takes the appeal to the GT Committee and RTI Team as appropriate.

- The GT Committee and RTI Team might collect additional Parent/Guardian input and assessment data and reconsider based on additional evidence.
- A Parent/Guardian who disagrees with the outcome of the appeal is referred to the Northwest BOCES director who reviews placement procedures to assure BOCES identification procedures were followed. The NW BOCES director provides the parents, ALP team and GT Coordinator with a written determination.

Programming Guidelines

- Programming refers to specific strategies and programs used to address a GT student's needs over time, and matches the strengths and interests of the GT student.. A teacher might use a specific affective or interest-based curriculum. However, teachers also use acceleration, affective guidance, concurrent enrollment, differentiated instruction, extended enrichment and higher order thinking skills within the GT student's general education. Other education needs are addressed according to the individual student's profile. Programming components, options and strategies include, but are not limited to:
 - Alignment of assessment data to programming options in the areas of giftedness and/or talents
 - Support in differentiated instruction/methods (e.g., acceleration, compacted curriculum, cluster grouping, depth and complexity)
 - Affective and guidance support systems (e.g., social skills training, early college and career planning)
 - Diverse content options provided for GT students in their areas of strength (e.g., mentorship, Socratic seminars, advanced mathematics, honors courses, independent study and/or pacing alternatives)
 - The means by which articulation for PK through 12th grade is planned and implemented
 - Precollegiate and/or pre-advanced placement support
 - Development and annual review conducted through the collaborative efforts of the teachers, other school personnel, parents/guardians and the student as appropriate
 - Post-secondary options available to GT students
 - Programming design is systemic. It is not an add-on, but is directly linked with the values, vision, mission and structure of an education system.
 - Programming occurs along a set of continuums. The delivery of services continuum determines where students are served--in their own regular classrooms, in resource rooms, in special education classes or in special schools.
 - Flexible grouping and ascending intellectual demand are hallmarks of programming for GT students
 - Programming is monitored and documented through a structured process.
 - The results of programming services, options and strategies link to student achievement and program evaluation for accountability.

Parent Communication Plan

Gifted Education Committee members are available to answer questions at any time.

Please see contact information in the Gifted Education Handbook on the school webpage.

The below plan lists recurring communication events.

Time	Elementary	Middle	High
Ongoing	Emails sent out as needed regarding opportunities, resources, and events about giftedness and parenting gifted students.	Emails sent out as needed regarding opportunities, resources, and events about giftedness and parenting gifted students.. Students & GT advisors hold monthly meetings during an advisory time to communicate information & discuss needs/ programming.	Emails sent out as needed regarding opportunities, resources, and events about giftedness and parenting gifted students. Students & GT advisors hold monthly meetings during an advisory time to communicate information & discuss needs/ programming.
August	Back to School Night Specialist available for discussion and questions	Back to School Night Specialist available for discussion and questions	Back to School Night Specialist available for discussion and questions
September-October	Email or meeting including explanation of services and ALP process for the year. Parents surveyed for input to student's ALP and invited to ALP meetings.	Email or meeting including explanation of services and ALP process for the year. Parents surveyed for input to student's ALP and invited to ALP meetings.	Email or meeting including explanation of services and ALP process for the year. Parents surveyed for input to student's ALP and invited to ALP meetings.
November	Specialists attend PT conferences as requested to discuss progress.	Specialists attend PT conferences as requested to discuss progress.	Specialists attend PT conferences as requested to discuss progress.
March	Specialists attend PT conferences as requested to discuss progress.	Specialists attend PT conferences as requested to discuss progress.	Specialists attend PT conferences as requested to discuss progress.
April- May	Elementary and Middle School specialists may hold a parent meeting to facilitate 5th grade transition, including registration for classes and what that means for the ALP rolling forward.	Middle School & High School specialist may communicate to or hold student and parent meetings to facilitate 8th grade transition and registration for classes, as well as information about the accuplacer & availability of concurrent	High School specialist may communicate to or hold student and parent meetings to facilitate registration for classes, as well as information about the accuplacer, SAT, & availability of concurrent enrollment classes.

		enrollment classes.	
April- May	Parents will be given the opportunity to complete a survey on gifted programming. The survey will be available after parents complete the ALP review with the classroom teacher and gifted specialist during parent/teacher conferences. Students will be given a survey at end of the school year.	Parents will be given the opportunity to complete a survey on gifted programming. The survey will be available after parents complete the ALP review with the classroom teacher and gifted specialist during parent/teacher conferences. Students will be given a survey at end of the school year.	Parents will be given the opportunity to complete a survey on gifted programming. The survey will be available after parents complete the ALP review with the classroom teacher and gifted specialist during parent/teacher conferences. Students will be given a survey at end of the school year.

Matriculation of Programming

Elementary

At the elementary level, North Park School utilizes a variety of service methods including support within classrooms and with small groups of students. This allows us to meet the needs of all learners that work at an advanced level.

- Differentiation (adjustment of content, process, and product) based on student's academic need and ability
- Flexible cluster grouping in core classes based on learning needs, readiness, and ability
- Curriculum compacting (allows student to advance to next learning level when appropriate)
- Acceleration (by grade or subject when appropriate)
- Affective needs support (addressing social and emotional needs either for individuals or in groups)
- Science Fair occurs every other year.
- National Geographic Bee occurs every other year.
- Science Discovery (4-5th grade)

Middle School

North Park School provides opportunities for optimal learning to ensure that gifted students, and high-ability students meeting advance placement criteria, will engage in challenging curriculum and academic support differentiated in the regular classroom and as outlined by the Advanced Learning Plan (ALP). Gifted and Talented students will also learn cooperative group skills, leadership skills, organizational skills, and different methods to address affective needs.

The Advanced Learning program offers a variety of instructional strategies, enrichment opportunities, and after school activities to meet the needs of those students who are academically ready and motivated to pursue those challenges. These include:

- Differentiation (adjustment of content, process, and product) based on student's academic need and ability
- Flexible cluster grouping in core classes based on learning needs, readiness, and ability
- Curriculum compacting (allows student to advance to next learning level when appropriate)
- Acceleration (by grade or subject when appropriate)
- Affective needs support (addressing social and emotional needs either for individuals or in groups)
- Brain Bowl
- Science Fair every other year
- Competitions such as National Geographic Bee, Patriot's Pen Youth Essay Writing Contest, Quill and Scroll Writing and Photography Contest, and National History Day,
- Enrichment opportunities such as CU Boulder Science Discovery (6th grade), Keystone Science School (7th grade), CSU Science field trip (8th grade), and Model UN (7th and 8th grade)
- Clubs and activities include Fifth Day, Robotics Club, and optional book clubs.

High School

The advanced learning programming includes differentiated instruction based on a student's academic need and intellectual ability, access to depth and complexity of content, gifted education support services, acceleration through classes, flexible grouping, and enhancement of the curricular program with additional opportunities for learning. Students are encouraged to participate in a meaningful internship or senior project to prepare for life after high school.

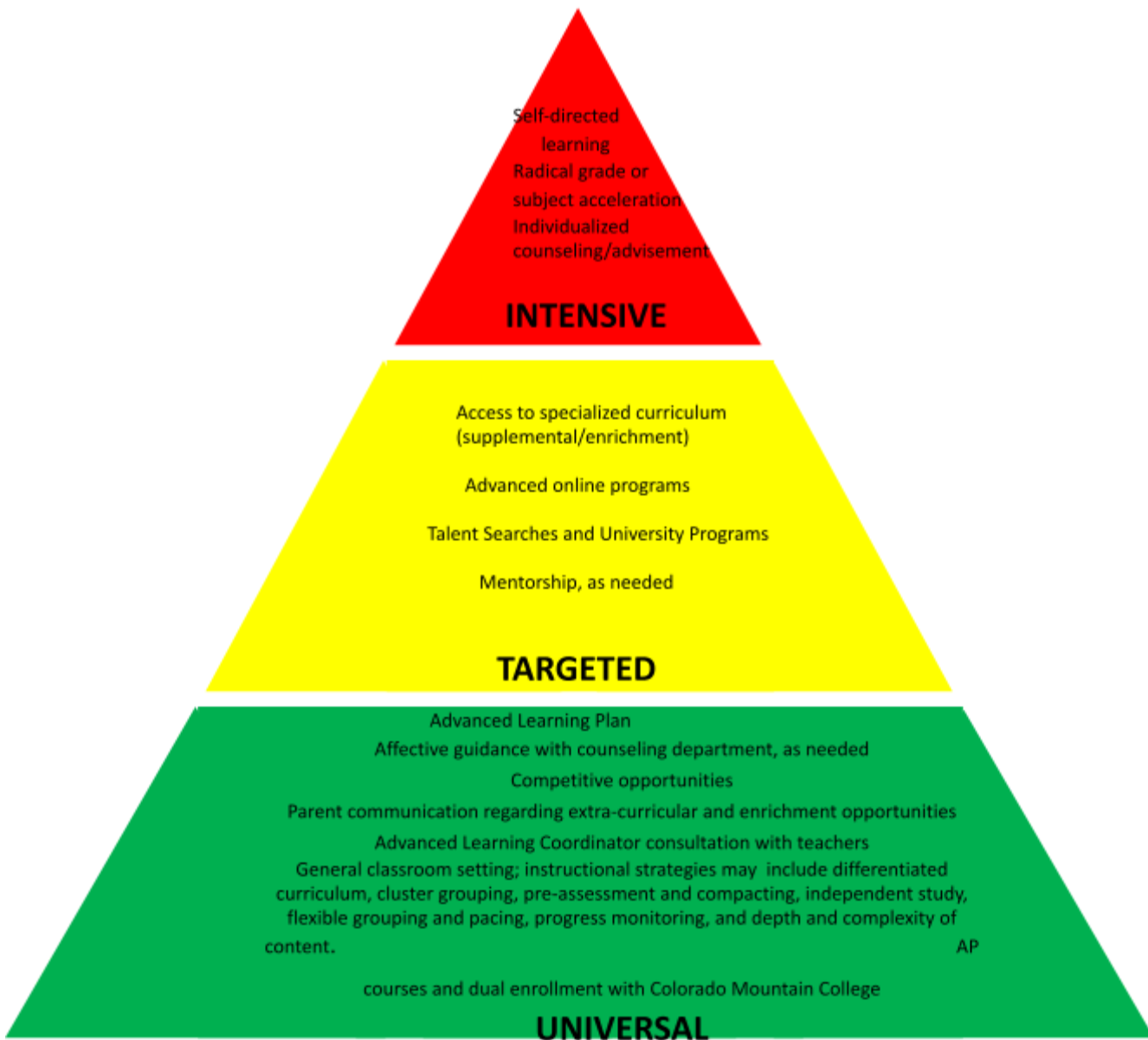
NPS offers a variety of options for students. Options include:

- 9th Grade Math Placement as requested
- Differentiation (adjustment of content, process, and product) based on student's academic need and ability
- Flexible cluster grouping in core classes based on learning needs, readiness, and ability
- Curriculum compacting (allows student to advance to next learning level when appropriate)
- Acceleration (by grade or subject when appropriate)
- Affective needs support (addressing social and emotional needs either for individuals or in groups)
- Concurrent Enrollment at Colorado Mountain College or Colorado Northwest Community College
- Knowledge Bowl
- Seal of Biliteracy
- CTE programs

Programming

Programming will begin after the formal identification process is completed.

Programming is designed to challenge and motivate gifted and talented students to achieve at the level of their potential. It will also encourage students to explore areas of interest. We follow an RTI (Response to Intervention) model for services. This model provides systematic and appropriately intensive support to students through early intervention, frequent progress monitoring, and increasingly intensive research-based instructional interventions.



Program vs Programming

Programming is a concept that embraces the broad components of what we do to address the needs of gifted students over time. Programming options include specific strategies and programs used to serve gifted student needs. Program is a specific type of content: affective or interest-based curriculum. Specific programs are one way to meet the educational needs of gifted students. In the absence of these programs, differentiated instruction, acceleration, affective guidance, extended enrichment, and higher-order thinking skills remain requirements of the gifted student's general education.

Gifted Education Services" or "Gifted Education Programs" means the services, delivery model and programs provided to gifted students pursuant to these Rules. "Gifted education services" and "gifted education programs" include, but need not be limited to, strategies, programming options, and interventions reflecting evidence-based practices, such as acceleration, concurrent enrollment, differentiated instruction, and affective guidance.

Evaluation and Accountability Procedures

Unified improvement plan addendum methods:

Gifted student performance is monitored and measured for continual learning progress and how such methods align with the state accreditation process. Data (annual UIP gifted education addendum, intervention progress monitoring data sources, ALP goals, and performance, district, and/or state assessment data) is reviewed at least once a year and a GT UIP plan is submitted on a bi-annual basis in conjunction with the district UIP. The UIP includes gifted student performance target(s) and an action plan to meet the target(s) and a timeline to report on progress toward targets

Gifted student performance (achievement and growth) and reporting are consistent with state accreditation and accountability. Targets/ goals are chosen that are either convergent or divergent from district targets/goals and based on student data trends.

Program Evaluation

Program evaluation will occur at least once a year. Typically in April/ May, parents will be given the opportunity to complete a survey on gifted programming. The survey will be available after parents complete the ALP review with the classroom teacher and gifted specialist during parent/teacher conferences. Students will be given a survey at the end of the school year. The Gifted and Talented Committee will review the results of the parent and student surveys and make recommendations for gifted programming based on those results. Student affective growth will be monitored and measured for continual development (e.g. anecdotal data, student surveys, demonstration of self-advocacy, and student career and/or college plans);

Self-evaluation of the gifted program will occur at least once a year through periodic feedback and review (e.g., review of gifted policy, goals, identification process, programming components, personnel, budget and reporting practices, and the impact of gifted programming on student achievement and progress)