



Gifted and Talented Identification



Parent Handbook

Carol Swalley, Administrator
Thompson School District

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Types of Gifted

- General Intellectual Ability
- Specific Academic Aptitude with Cognitive Ability
- Specific Academic Aptitude without Cognitive Ability
- Specific Talent including Creative, Leadership, Psychomotor, Visual and Performing Arts, Music

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Preface

Like any field, the field of gifted and talented is always growing and changing with new discoveries and insights into the identification and education of gifted children. The following Identification Handbook is meant to be a living document for growth and change over time as new research refines strategies, and active use of forms shows better processes and communications. Its purpose is to assist with bringing consistency in identification practices across the district.

Rationale

The Exceptional Children's Education Act (ECEA) requires all administrative units (AUs) in Colorado to identify and serve students between the ages of five and twenty-one, and age four in administrative units with Early Access, 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. Administrative units include: school districts, Charter School Institute (CSI), multi-district administrative units and Boards of Cooperative Educational Services (BOCES).

Definition

"Gifted and talented children" mean those persons between the ages of five and twenty- one whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Children under five who are gifted may also be provided with early childhood special educational services.

Gifted children represent all cultural, ethnic, linguistic and socioeconomic backgrounds and may demonstrate both gifts and disabilities. Gifted students include gifted students with disabilities (i.e. twice-exceptional) and students with exceptional abilities or potential from all **socio-economic** and ethnic, 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 Cognitive Ability
- Specific Academic Aptitude
- Creative Ability
- Leadership Ability
- Specific Talent Aptitude

AREAS OF GIFTED IDENTIFICATION

ECEA Rules, revised in 2015, specify the areas for gifted identification in Colorado. A student may be identified in one **or more** of these domains (areas):

General or Specific Cognitive Ability

Intellectual ability is exceptional capability or potential recognized through cognitive processes (e.g., memory, reasoning, rate of learning, spatial reasoning, ability to find and solve problems, ability to manipulate abstract ideas and make connections).

Specific Academic Aptitude

Specific academic aptitude is exceptional capability or potential in an academic content area(s) (e.g., a strong knowledge base or the ability to ask insightful, pertinent questions within the discipline). All academic areas should be considered.

Specific Talent Aptitude in Visual Arts, Performing Arts, Musical, Dance or Psychomotor Abilities

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).

Creative Ability

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).

Leadership Ability

Leadership is the exceptional capability or potential to influence and empower people (e.g., social perceptiveness, visionary ability, communication skills, problem solving, inter-/intra-personal skills, and a sense of responsibility).

General Procedures for Identification

District procedures have been established using a multiple criteria assessment approach. This means that many sources of information are reviewed over a period of time before formally identifying a student as gifted/talented in one or more areas.

Students who demonstrate certain markers, but not enough body of evidence will be placed on talent pool list. They may receive intervention services and support as available, but will not be formally identified unless a sufficient body of evidence is established. While criteria have been established for decision making, some of the data may be subjective in nature and some degree of imprecision in testing is always present. Thus, decisions should be made based on sound reasoning and data interpretation with a team approach to identification.

STUDENT SEARCH

Screening

Standardized test scores for all students are screened for evidence of exceptionally high levels of performance on achievement tests. All second grade students and 6th grade students take the CogAT or CogAT screener in the fall. This process along with nominations yields a list of nominees based on 85% score or above, from which GT teachers will begin the GATHERING BODY OF EVIDENCE process.

NOMINATION/REFERRAL

Parents, teachers, counselors, community members and students are invited to submit the names of students they view as potentially gifted or talented at any time. They are asked to indicate what they believe to be the student's particular strength area(s). Efforts will be made to increase understanding of giftedness throughout the community to enhance the effectiveness and scope of this process. Giftedness exists within all sub-groups of the population, and continuous attempts to refine the process in the Thompson School District will be made so that children identified as gifted reflect the diversity of the local community in terms of gender, ethnicity, and socioeconomic status. The goal is for every parent and teacher to have opportunities to nominate students for GT services if they see the need.

COLLECT BODY OF EVIDENCE

The next stage in the identification process is to secure additional information that will aid in determining the student's talents or giftedness and his or her programming needs. Appropriate data must be gathered in the following four categories: Intellectual Ability, Achievement, Behaviors/Characteristics, and Demonstrated Performance. All information collected is confidential and will be placed on the Advanced Learning Plan.

REVIEW BODY OF EVIDENCE

A student's body of evidence will be reviewed by GT teachers and the GT Administrator with collaboration with classroom teachers and other teachers who know the student well. Some students do not perform well on standardized tests but may show evidence of exceptional ability in other ways. This is often true for those who are Twice- Exceptional (both gifted and learning disabled), second language learners, and children from low income backgrounds. In these cases, team judgment is necessary and further evidence may need to be gathered. Students are not denied services or identified on the basis of performance on any single score or instrument. Rather, those evaluating the data are looking for *sufficient evidence* of exceptional talent or ability to warrant special programming or services. This review is an *ongoing process*, and a student is not formally identified until a sufficient body of evidence is collected. Gifted identification recognizes and delineates exceptional strengths and potential in learners so that appropriate instructional accommodations and modifications can be provided.

IDENTIFICATION PROCESS

If students meet the district criteria according to the review team, the student's name and profile sheet is sent electronically to the district Gifted and Talented Administrator for final review and to be added to the district database.

The team may also decide that a student does not qualify, or that enough information is not available

to make formal identification. In the latter case, the student is placed on a “Talent Pool” list and reviewed again as more information becomes available. The GT teacher will send a letter to go home to the parents communicating the results of the identification process.

PROGRAMMING MATCH

Approximately 8% of the student population in TSD is formally identified as gifted/talented in any given strength area, though many additional students may participate in programs for advanced learners. Student data is used to match students to appropriate programming. Services for all identified students seek to ensure that they continue to make growth commensurate with their ability in their strength areas, and to perform at advanced and distinguished levels. Programming match is set in the student’s Advanced Learning Plan and may include advanced and/or interdisciplinary classes, curriculum compacting in the regular classroom, and differentiated instructional techniques, or other targeted services. Services may also include content area or grade level acceleration, rapid pacing through the curriculum, mentoring, and affective (counseling) support services. Staff, parent, student and community all share responsibility for encouraging and supporting the student’s continued growth in his/her identified strength areas.

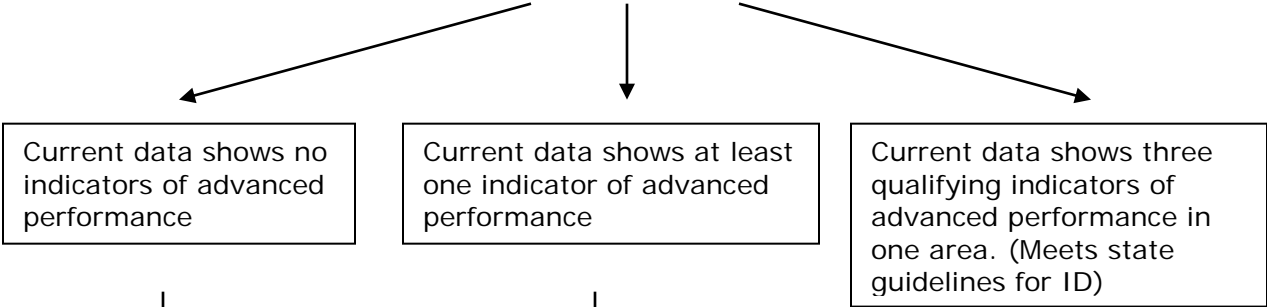
DEVELOP ADVANCED LEARNING PLANS

The State of Colorado mandates that all identified gifted and talented (GT) students shall have an Advanced Learning Plan (ALP). These plans are to be reviewed and updated annually. Each newly identified gifted and talented student in Thompson will have an ALP written for him/her within 45 school days. Each plan consists of at least one strength-based goal for each identified area of giftedness, an affective goal, a parent support goal, accommodations, and service structures. Plans are developed in conjunction with school personnel, the student, and family.

- ALPs are written within 45 school days of a new identification, or within the first trimester of school for returning GT students in elementary. In secondary schools, ALPs are written throughout the year, starting with incoming students in 6th or 9th grade. Teachers, Parents and Students are invited to participate in creation of personal goals and achievement goals with support of the GT staff.
- Plans are one year plans in elementary, three year plans in middle school, and four year plans in high school with an annual review and update. Each goal will be reviewed each year to accommodate for the changing needs of students and changing schedules at each building.
- Students are asked to contribute to their plans.
- Plans are written and stored in Alpine Achievement. Copies are available to school personnel electronically and paper or electronic copies can be sent home with students.
- A copy of the ALP is placed in the student’s cumulative file. The original signed ALP is stored in the student’s yellow GT folder.

Gifted and Talented Identification Flowchart

Nomination Process: Student nominated by self, peer, teacher, parent, current test scores, or universal screening. Permission to test signed by parent and returned to school.



Additional testing is needed – review team determination letter sent within 30 school days

Student is identified in his/her strength area(s). ALP is written within 45 school days.

Student's progress is monitored – additional assessment data shows at least one qualifying indicator.

Additional testing shows at least three qualifying indicators for identification in the strength area

Student does not have sufficient qualifying indicators. Assessment process is complete.

Student is placed on talent pool list to be monitored and evaluated for possible future identification. The talent pool list is reviewed annually. Ongoing testing requires annual permission to test. Students in the talent pool receive services as needed.

Portability



The Exceptional Children’s Education Act (ECEA) requires that a student who moves from one district in Colorado to another district in the state retains his/her gifted identification. This concept is referred to as “portability.”

Portability means that a student’s identification in one or more categories of giftedness transfers to any district in the state. Gifted programming must continue according to the receiving district’s programming options. Portability of identification is a part of the student’s permanent record and Advanced Learning Plan. AUs will determine the process and procedure used to ensure the appropriate and timely transfer of a student’s Advanced Learning Plan that includes the student’s gifted identification profile (body of evidence). The transfer process may include secure electronic file transfers or mailing of the student’s record to the new district/school. When a student transfers from one district to another, it is important that the sending district include gifted education records with all other student records sent to the receiving district. Names and contact information of AU Gifted Directors/Coordinators may be found on the CDE Gifted Education website.

Although rules require portability, districts have the autonomy to select the specific instruments and procedures that will be utilized for gifted identification. These assessment tools may vary across districts but the criteria do not vary. **If the receiving district’s gifted review team determines the previous district identified the student using criteria not aligned to state guidelines, the rule for portability does not apply.** If this is the case, it is the responsibility of the receiving district to consult with the former district, parents and students to re-evaluate the identification determination.

The rule for portability does not apply to students moving into Colorado from another state. However, the receiving school should review the student’s records for evidence of giftedness, and then determine whether additional assessment is necessary to confirm if the student meets Colorado criteria for gifted identification. Districts should also be aware of the parameters within the Military Compact Agreement for identified gifted students moving to Colorado as a result of a military transfer. The Compact states: *The receiving state school shall initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation/placement in like programs in the sending state. Such programs include, but are not limited to: 1) gifted and talented programs; and 2) English as a second language (ESL). This does not preclude the school in the receiving state from performing subsequent evaluations to ensure appropriate placement of the student.*

Student Profile

BOE

Qualifying Data

- Norm-referenced test
- Criterion-referenced test
- Norm-referenced observation scale
- Performance evaluation

Additional Data

- Anecdotal records
- Interview
- Observation
- Checklist

Collection of data for a body of evidence (BOE) includes, but is not limited to assessment results from multiple sources and multiple types of data (i.e., qualitative and quantitative data about achievement, cognitive ability, performance, parent and teacher input, motivation and observations of gifted characteristics/behaviors). The body of evidence contains data to identify the strength area(s) according to the **definition** of gifted children, and also determines appropriate programming services. A body of evidence may consist of the following assessments:

Cognitive Tests Cognitive tests are designed to measure a student's general intellectual ability. Such tests do not measure specific academic aptitude in various content areas such as reading or math. Many general intelligence tests and checklists include items that assess both fluid reasoning, such as analogies, block designs, and pattern arrangements, and crystallized abilities, such as mathematics problems, vocabulary, and comprehension of reading passages (Johnsen, 2004).

Creativity Tests

Assessment data from standardized, norm-referenced creativity tests are used to determine if a student demonstrates gifted ability in the area of creativity. Creative aptitude is demonstrated by a student scoring 95th percentile or above on norm-referenced creativity tests (e.g., Torrance Tests of Creative Thinking [TTCT]). Some students who do not achieve qualifying scores on cognitive or achievement tests may still demonstrate many characteristics of giftedness. Many gifted traits and behaviors are evidence of the high level of creativity typical of many gifted students.

Achievement Tests

Assessment data from standardized, criterion- and norm-referenced tests are utilized to determine if a student demonstrates gifted ability in a specific academic area. Specific academic aptitude areas include reading, writing, math, science, social studies, and world language. Specific talent aptitude areas include visual arts, performing arts, music and dance. Specific academic and talent aptitude is demonstrated by a student scoring at the advanced/distinguished level on criterion-referenced assessments and/or 95th percentile or above on norm-referenced achievement tests. Districts may use alternative achievement tests to determine advanced academic competence

Behavior Observation Scales

Gifted students often demonstrate characteristics that lead to a referral for the gifted identification process. Through the use of these scales, educators and parents can identify outstanding talent by observing students in one or more settings that enable them to display their abilities.

Characteristics such as leadership, motivation, memory, reasoning, creativity and sense of humor become a focus rather than academic aptitude measured by many of the more traditional tests students encounter in school. Norm-referenced observation scales are used as qualifying data for gifted identification. These scales are a valid and reliable way for educators and parents to evaluate gifted behavior characteristics.

Performance Evaluation

Gifted ability is often not measured on a specific assessment, but rather demonstrated through some type of performance. Identifying a student with exceptional abilities in a content area or a talent area such as art, music, dance, psychomotor, creativity or leadership requires an evaluation of performance. There are many types of performance data that might be utilized to develop a body of evidence. These may include:

- **Juried Performance:** Students often participate in events within school or outside of school that are judged and evaluated. Students receive some type of rating based on their performance. Data from a valid and reliable juried performance may be considered as qualifying evidence if the jury consists of a team of experts in their field. An example of such a performance would be a student selected for a statewide choral group or debate team.
- **Contest/Competition:** Many contests and competitions are available to students within school or outside of school. Top placement in a regional, state or national competition may be considered as a qualifying measurement for gifted identification. An example of such a performance would be a student finishing first in a state science fair or Future Business Leaders of America (FBLA) categorical competition.
- **Portfolio:** Over time, some students develop a portfolio of work that might be evaluated by a team of experts in the field. The advanced/distinguished rating of a portfolio may be considered as qualifying evidence for gifted identification. A valid and reliable rubric is used in the evaluation of a portfolio to ensure consistency and equal opportunity. An example would be a collection of a student's art work throughout elementary school and the portfolio being evaluated by a committee of district art teachers and local artists.

Gifted Determination

The program plan shall describe the assessment process used by the AU for identifying students who meet the definition specified in ECEA, section 12.01(16) and for identifying the educational needs of gifted students.

The assessment process shall recognize a student's exceptional abilities or potential, interests, and needs in order to guide student instruction and individualized planning and programming. In traditionally underrepresented student groups and visual/performing arts student groups or talent pools, identification may require the collection of student information over time, using additional data points from a response to intervention approach.

Not meeting criteria on a single assessment tool shall not prevent further data collection or consideration for gifted identification, if other indicators suggest exceptional potential as observed in a body of evidence.

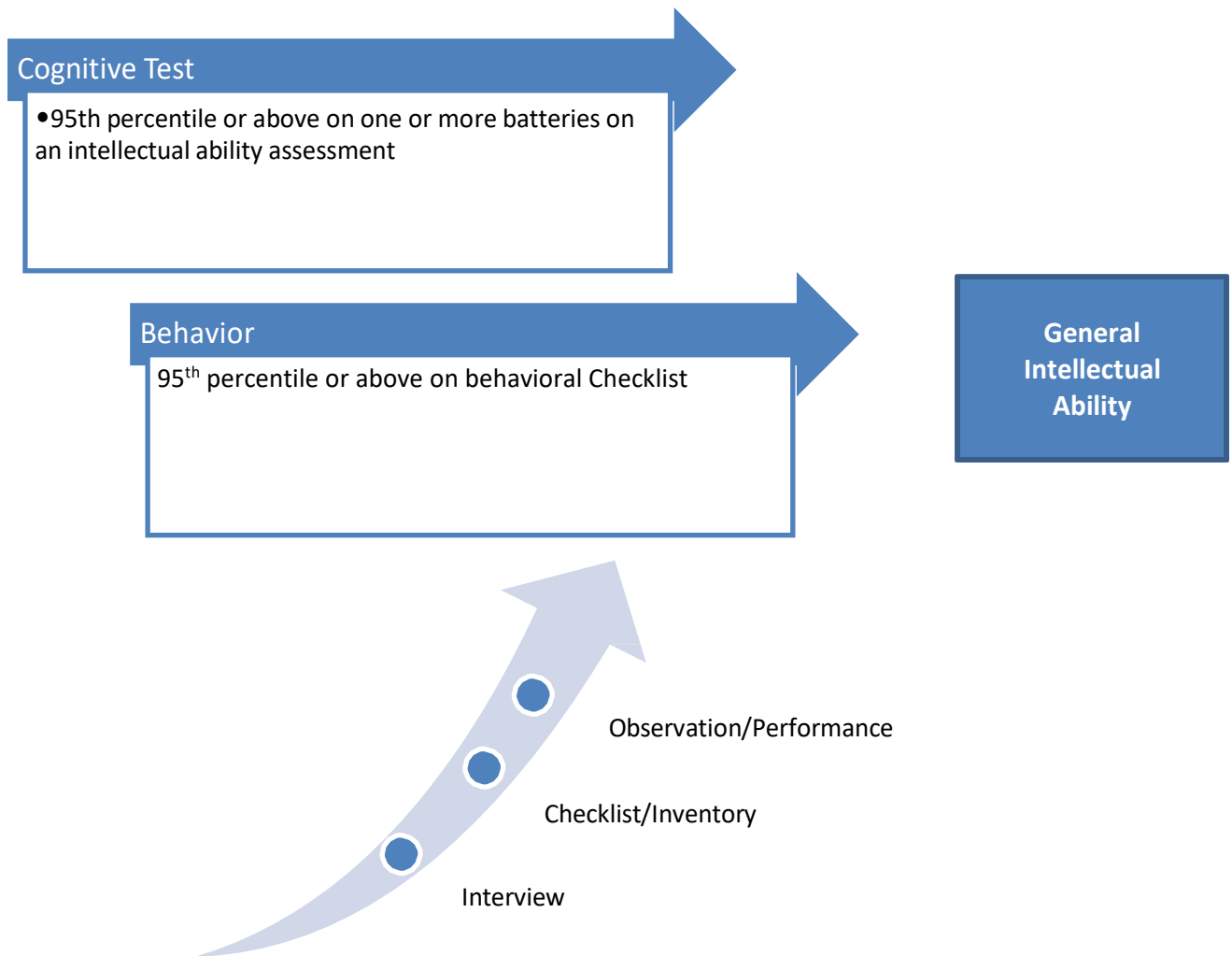
Once a student has been identified, programming continues through graduation. Instead of eliminating gifted students who underachieve from gifted programming, efforts should be made to target the source(s) of the students' underachievement and develop individualized interventions based on this information (Rubenstein, et al., 2012).





Area of Giftedness: General Intellectual Ability

Students may qualify in the area of general intellectual ability with a score of 95th percentile or above on one or more batteries of a cognitive test AND an 95th percentile or higher on a behavioral checklist. The determination team must collect and review additional data for the body of evidence to develop the student’s learning profile. A review team should use their professional judgment to determine if identification is appropriate by examining supplemental or non-traditional information collected through interviews, observations or performances beyond the academic content areas. Students from underrepresented populations may not demonstrate gifted abilities through the use of traditional assessment data. This meets portability requirements.



Gifted Identification Criteria: Specific Academic Aptitude (with Cognitive)



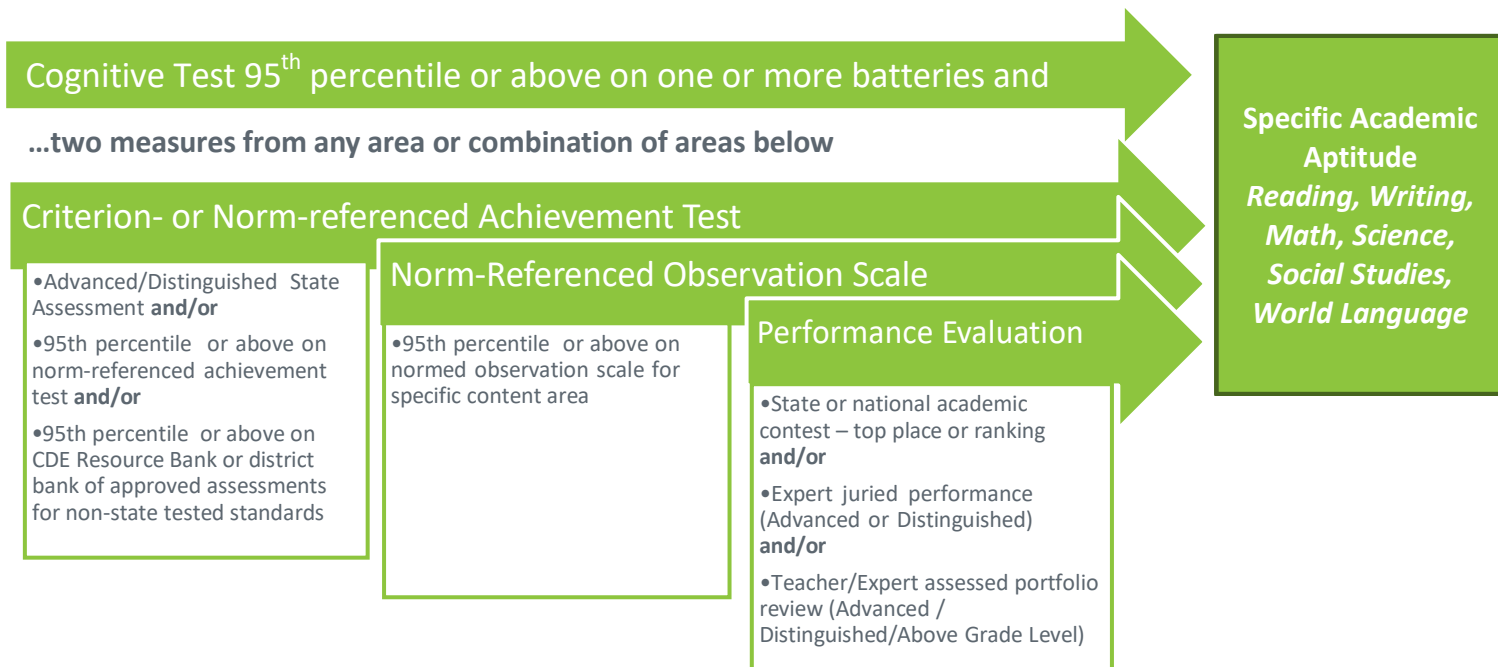
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Area of Giftedness: Specific Academic Aptitude (with Cognitive)

Content areas for specific academic aptitude include: reading, writing, math, science, social studies and world language.

Two pathways may lead to identification in the area of specific academic aptitude.

First, a student may score 95th percentile or above on one or more batteries of a cognitive test and demonstrate aptitude on two specific academic measures.



Gifted Identification Criteria: Specific Academic Aptitude (without Cognitive)



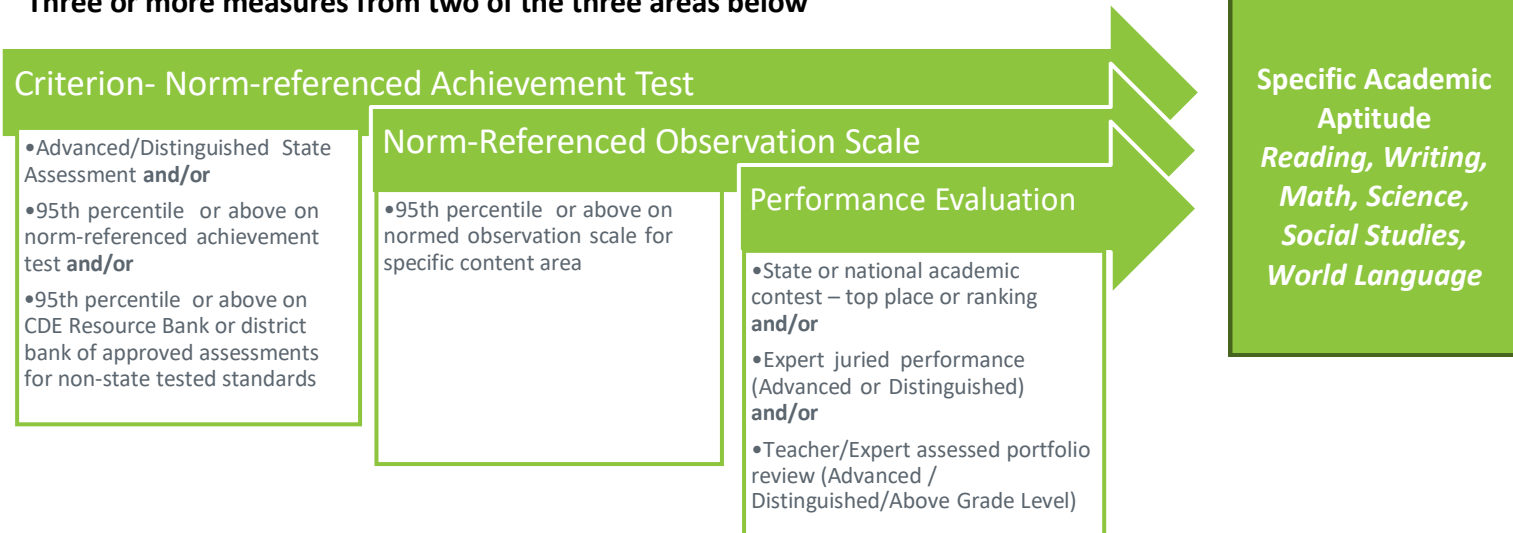
Area of Giftedness: Specific Academic Aptitude (without Cognitive)

Content areas for specific academic aptitude include: reading, writing, math, science, social studies and world language.

Two pathways may lead to identification in the area of specific academic aptitude.

Second, a student may not score 95th percentile or above on a cognitive assessment. However, a review team may determine a **comprehensive** body of evidence demonstrates gifted academic ability. Content specific measurement tools to meet criteria for identification should include at least three or more measures from two of the three areas below. When cognitive data does not meet gifted criteria, identification in a specific academic aptitude requires an examination of multiple data points and trends over time.

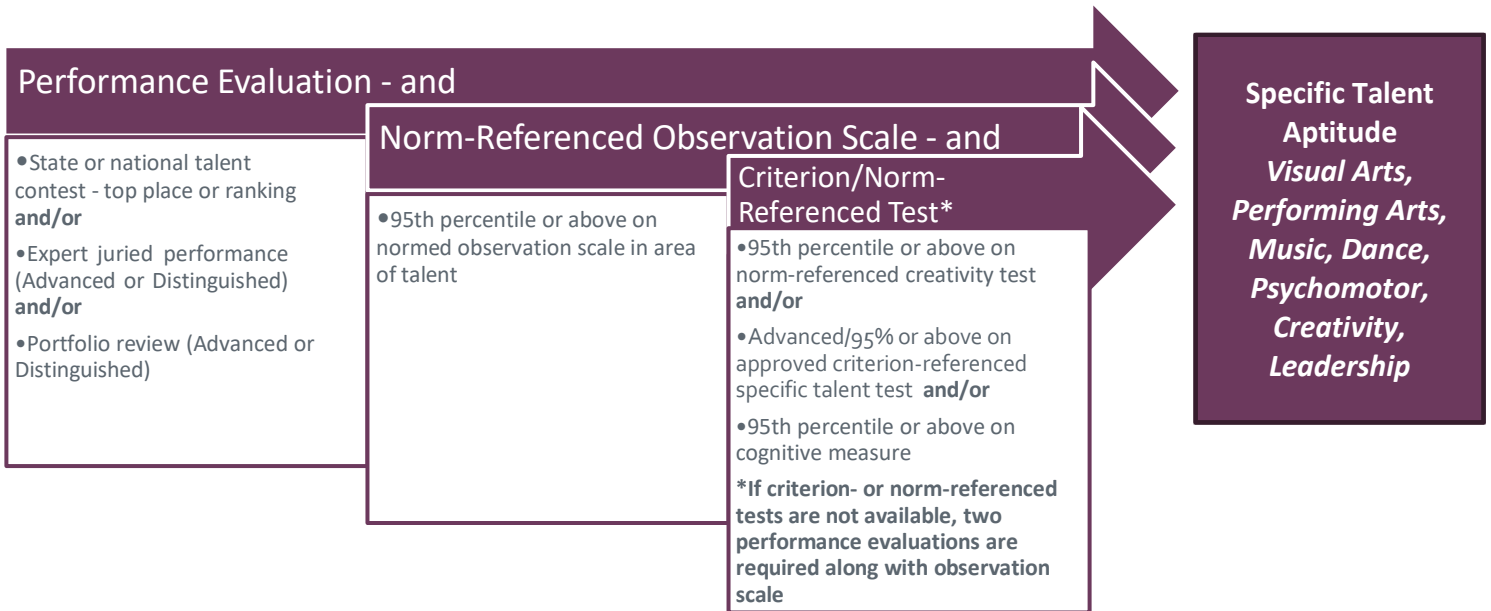
Three or more measures from two of the three areas below





Area of Giftedness: Specific Talent Aptitude

Identification in the talent domains requires the examination of a variety of instruments and multiple pathways that lead to identification. Talent domains include: visual arts, performing arts, music, dance, psychomotor, creativity and leadership. Often criterion- or norm-referenced assessments are not available in a talent area; therefore performance evaluation is an important component in the body of evidence. If data from a valid and reliable test are not available to demonstrate exceptional ability, two or more indicators in the performance area may be used to meet identification criteria along with an exceptional rating on a norm-referenced observation scale. Identification in area of psychomotor is designated for national-level athletes who require programming accommodations to address the number of school days that might be missed during training and/or competitions. Districts are not required to provide or financially support athletic coaching, training or competitions for students identified in this area.



Additional Resources:

The following resources may be helpful to facilitate understanding of the unique gifts and talents of the GT child.

Colorado Department of Education (CDE) This link within the larger Colorado Department of Education is provided to assist with questions that both educators and parents may have around working with gifted and talented students.

12 Traits of Gifted: <http://www.cde.state.co.us/gt/12traitsof-giftedness>

Video Top 10 Myths of Gifted: https://www.youtube.com/watch?v=MDJst-y_ptI
<http://www.cde.state.co.us/gt/index.htm>

Colorado Association for Gifted and Talented (CAGT) CAGT is a non-profit organization of parents, educators, and others interested in promoting suitable education, including creative stimulation, for gifted and talented children, while also seeking public recognition and aid for the special needs of these children. <http://www.coloradogifted.org/>

National Association for Gifted Children (NAGC) NAGC is a non-profit organization of parents, teachers, educators, other professionals and community leaders who unite to address the unique needs of children and youth with demonstrated gifts and talents as well as those children who may be able to develop their talent potential with appropriate educational experiences. <http://www.nagc.org/>

The National Research Center on the Gifted and Talented (NRCG/T) NRCG/T promotes and publishes research on current and emerging issues in the education of gifted and talented students. <http://www.gifted.uconn.edu/nrcgt.html>

Gifted Child Monthly This is an on-line newsletter for parents and teachers of gifted and talented children. <https://gifted-children.com/>

Hoagie's Kids and Teens Links to contests and awards, hot topics, internet investigations, lists of movies with gifted kids as the leading characters, and much, much more!
<http://www.hoagiesgifted.org>

GT World This site offers an on-line support for parents <http://gtworld.org>

Pre-K Smarties Information in raising gifted infants and preschoolers.
<http://preksmarties.com/gifted.htm>

SENG (Social Emotional Needs of Gifted) SENNG is dedicated to fostering the social emotional needs of gifted adults and children. At this site, current articles and conference information are available that serve to support social and emotional issues that affect the gifted population. <http://www.sengifted.org/>

Twice Exceptional Newsletter This site has articles, resources, events and book recommendations for families with twice exceptional children. <http://2enewsletter.com>

Davidson Institute is a national nonprofit organization dedicated to supporting profoundly gifted students 18 and under. <http://www.davidsongifted.org/>

Questions and Answers

What is the purpose of the identification process in the Thompson School District?

The purpose of the identification process is to find students who match the definition of gifted and talented students and show potential for exceptionally high levels of academic achievement. The definition of gifted children is: "Gifted children" means those school-age children and youth "whose abilities, talents, and potential for accomplishments are so outstanding that they require special provisions to meet their educational needs."

Gifted and talented students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of the following:

- general or specific intellectual ability
- specific academic aptitude
- creative ability
- leadership and human relations abilities
- visual arts, performing arts, psychomotor or musical abilities

Gifted children represent all cultural, ethnic, linguistic and socioeconomic backgrounds and may demonstrate both gifts and disabilities.

How does the process begin?

Giftedness exists within all sub-groups of the population, and we make continuous attempts to see that students identified as gifted reflect the diversity of the local community in terms of gender, ethnicity, and socioeconomic status. Information regarding the nomination process is sent home with students or included in school newsletters. Student nominations are accepted from parents, teachers, peers, community members, and students. Any stakeholder has an opportunity to nominate students by completing and returning a nomination form that is available in the school office. Students may also be flagged for further consideration by state or district assessment scores 85% or above.

What happens once a student is nominated?

Nominated students are evaluated with multiple sources and tools to allow a child to reveal his/her exceptionalities or potential. A variety of assessment tools are used to collect information on a student whose background or talent area makes him/her unique from others. Information is collected with input from teachers, parents, or the learners themselves, and may include: 1) verbal or written tests such as group and individual tests of achievement (CMAS, Benchmark assessments, etc.), 2) group general ability tests (such as CogAT given in 2nd grade, and 6th) referrals, observations, and rating scales. This is all called a Body of Evidence.

Who sees and evaluates the information?

Information collected is confidential. A team of teachers trained in the identification of gifted students then meets to determine if the student qualifies for gifted educational services. The gifted identification process works to recognize exceptional strengths and potential in learners so that appropriate instructional accommodations and modifications can be provided. Qualifying students typically score two or more years above grade level in at least one academic area and demonstrate characteristics typical of gifted learners. They may also demonstrate precocious levels of performance in a strength area and/or have cognitive abilities within the superior range.

How are parents notified if their student does or does not qualify?

After a period of observation, testing, and data collection, a trained team of teachers will meet to review the data. After the review meeting they will send a letter to parents letting them know the results of the identification process. If parents have questions about this process or steps being taken to evaluate their child, they should contact the building GT teacher.

What happens once a student is identified as gifted/talented?

Each student identified as gifted/talented will have an Advanced Learning Plan (ALP) designed in collaboration between the student, parents and teachers. This plan will outline what programming is needed to assist the student in their continued growth.

Preguntas y Respuestas

¿Cuál es el propósito del proceso de identificación en el Distrito Escolar del Thompson?

El propósito del proceso de identificación es encontrar estudiantes cuales tienen características de la definición de estudiantes dotados y talentosos y muestran potencial para altos niveles excepcionales de cumplimiento académico. La definición de niños dotados en el Distrito Escolar 6 del Condado Weld es:

“Niños dotados” significa los niños y jóvenes de edad escolar “cuyas habilidades, talentos, y potencial para el éxito son sobresalientes que requieren provisiones especiales para poder cumplirles sus necesidades educacionales.”

Los estudiantes dotados y talentosos son capaces de ejecución alta, producción excepcional, o comportamiento de aprendizaje excepcional por virtud de cualquier o de una combinación de lo siguiente:

- habilidad intelectual general o específica
- aptitud académico específico
- pensamiento creativo o productivo
- habilidades de liderazgo y relaciones humanas
- habilidades de artes visuales, artes escénicas, espaciales o musicales

Los estudiantes dotados representan todas clases de origen cultural, étnico, lingüístico, y socioeconómico y pueden demostrarse ambos talentos y incapacidades.

¿Cómo comienza el proceso?

La dotación existe entre todos grupos secundarios de la población, y continuamos intentando que los estudiantes cuales son identificados como dotados reflejen la diversidad de la comunidad local en términos de género, etnicidad, y estado socioeconómico. Se envíe información tocante el proceso de nominación a casa con los estudiantes o incluido la en los boletines escolares. Las nominaciones estudiantiles son aceptadas de parte de los padres, maestros, compañeros escolares, miembros comunitarios, y de estudiantes. Cualquier persona interesado tiene la oportunidad de nominar a un estudiante con llenar y regresar una forma de nominación, cuales están disponibles en las oficinas escolares. También pueden ser identificados los estudiantes para más consideración por medio de los índices del CMAS entre el 5% más alto del distrito.

¿Que pasa cuando un estudiante es nominado?

Los estudiantes nominados son evaluados con varios recursos para permitir que el estudiante pueda revelar sus modos excepcionales o su potencial. Una variedad de herramientas de asesoramiento es usada para coleccionar la información de un estudiante el cual tiene origen o talento que lo/la hace único entre los demás. Se colecciona información con la opinión de maestros, padres, o de ellos mismos, y puede incluir: 1) exámenes verbales, no-verbales o escritas tales como exámenes de habilidades individuales o de grupo (CSAP, NWEA), 2) exámenes de habilidad general en grupo (como el CogAT que se da en el 2º grado, y 3) recomendaciones, observaciones, y índices. A esto se le llama Cuerpo de Evidencia.

¿Quien ve y evalúa la información?

La información coleccionada es confidencial. Luego un equipo de maestros entrenados en la identificación de estudiantes dotados se reúne para determinar si el estudiante califica para los servicios educacionales de dotados. El proceso de identificación de dotados trabaja en reconocer fuerzas excepcionales y potencial en los estudiantes para que puedan proveerles la asistencia instruccional y las modificaciones apropiadas. Los estudiantes cuales califican típicamente están a un nivel de dos o más años adelantados de su grado en al menos una área académica y demuestran características típicas de estudiantes dotados. También pueden demostrar niveles precoces de habilidades en una área fuerte y/o tener habilidades cognoscitivas superiores.

¿Como son notificados los padres si un estudiante califica o no?

Después de un plazo de observación, pruebas, y coleccion de datos, un equipo de maestros entrenados en DT se reunirá para revisar los datos. Después de la junta de revisión, ellos mandarán una carta a los padres dejándoles saber los resultados del proceso de identificación. Si los padres tienen preguntas sobre éste proceso o de los pasos que toman en evaluar a su hijo/a, deben comunicarse con el maestro de DT del edificio.

¿Que pasa cuando un estudiante es identificado como dotado/talentoso?

Cada estudiante identificado como dotado/talentoso tendrá un Plan de Aprendizaje Avanzado (ALP) diseñado en colaboración con el estudiante, los padres y maestros. Este plan resumirá cual programa se necesita para ayudarle al estudiante con su crecimiento continuo.

Dispute Resolution Process

1. It is the intent of the Thompson School District to resolve questions and concerns at the level in which they occurred. All questions and concerns regarding Gifted and Talented identification and services should be brought first to the Gifted and Talented teacher or counselor at your child's school. Students are encouraged to talk with the Gifted and Talented teacher or counselor to address any questions, issues, or concerns. Parents/guardians are invited to contact the Gifted and Talented Parent Liaison for assistance with advocacy. The Gifted and Talented teacher will work with parents and students to resolve any questions, issues, or concerns by students or parents/guardians.
2. If the student and/or parents/guardians are not satisfied with the response by the Gifted and Talented teacher, they should then contact the building principal. Through collaboration with the student, parents/guardians, and teacher, the principal will resolve the questions, issues, or concerns.
3. If the student and/or parents/guardians are not satisfied with the resolution at the building level, they may contact the Thompson School District Gifted and Talented Administrator. The Gifted and Talented Administrator will work with all parties to seek a satisfactory resolution.
4. If the student and/or parents/guardians are not satisfied with the resolution by the Gifted and Talented Administrator they may appeal in writing to the director of Elementary Education or Secondary Education overseeing their child's school. The appropriate director of education will review the process and evidence and respond in writing to the parent/guardian within 10 school days.
5. If the student and/or parents/guardians are not satisfied with the resolution from the director of education, they may appeal in writing to the Chief Academic Officer. The Chief Academic Officer will review the process and evidence and respond in writing within 10 school days of receiving the letter of appeal.
6. If the student or parents/guardians are not satisfied with the resolution from the Chief Academic Officer they may appeal in writing to the superintendent within 10 school days after receiving the Chief Academic Officer's response. The superintendent will review the process and evidence and respond in writing to the student and/or parents/guardians within 10 school days of receiving the letter of appeal. The superintendent's decision is final.