

# **Bayfield School District Gifted and Talented Program Resource Guide**

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# **Bayfield School District Gifted and Talented Program Resource Guide**

## **Gifted and Talented Education Program Overview**

The Gifted Education Program continues to grow in Bayfield under the guidance of one full-time teacher at Bayfield Elementary School and one secondary level teacher who works between Bayfield Middle and High Schools. Program administration duties are assumed by the Director of Instructional Services in the Bayfield Administration Office. At the elementary level, the gifted education teacher keeps track of talent pool students to determine if they should be tested for the gifted program as well provides appropriate compacted and accelerated curriculum and extra-curricular opportunities to gifted students in grades 2 - 5.

At the middle and high school level, the gifted education teacher facilitates curriculum needs by working with staff members to differentiate assignments, as well as provides sessions that address the social and emotional needs of gifted (SENG) students. At the high school level, students are placed in advanced-level or honors classes that challenge them in their area(s) of giftedness.

Colorado requires GT programs to include activities that address the social and emotional needs of gifted students. This includes encouraging and empowering students to advocate for their needs in their regular classrooms. In addition, these SENEG sessions help gifted students understand their giftedness, quirks, worries, and how to reach their top potential based on the work Terry Bradley (Boulder, CO) and other well-known experts in the field.

All students in the gifted education program have an Advanced Learning Plan (ALP), which is individual to the student's needs and interests. Goals are collaboratively written by the students, parents, teachers, and administrators and reviewed twice a year.

In collaboration with the Superintendent and building principals, the Director of Instructional Services oversees the program and its development. Areas of focus include compliance with state gifted education law, state grant allocation distribution, parent informational programs, data analysis, the identification process for new students, best practices in gifted education, and the gifted education component of the Unified Improvement Plan.

## **Gifted Education State Definition**

"Gifted and talented children" means 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 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.

See <http://www.cde.state.co.us/gt>.

## **Referral Procedures**

Students may be referred for gifted education screening by themselves, classroom teachers, administrators, community members, parents, or other students at any time during the school year.

## **Universal Screening**

Bayfield Intermediate and Middle Schools will screen all students in grades 2 and 6 with the Naglieri Nonverbal Abilities Test, Third Edition (NNAT3). BSD will also develop a talent pool for identifying students with exceptional potential who may benefit from enhanced programming options.

## **Tools for Identification**

Approved testing materials include the Naglieri Nonverbal Ability Test (NNAT3), the Cognitive Abilities Test (CogAT), the Torrance Test of Creative Thinking, and in rare cases, the Wechsler Intelligence Scale for Children (WISC).

## **Body of Evidence**

BSD will use a team approach to review student evidence. Program coordinators at each school will collect a body of evidence aligned to CDE's gifted identification procedures. These requirements can be found at: <http://www.cde.state.co.us/gt>

The Student Profile has space to collect data in four areas: Characteristics & Behavior, Intellectual Ability, Demonstrated Performance, and Achievement. It also includes an area for "special considerations" (see Equal and Equitable Access below). Students must achieve at or above the ninety-fifth (95th) percentile on an approved test of intellectual ability. Some students may have such strong evidence of superior abilities that further testing is unnecessary, such as the case in students with strengths in the performing and/or visual arts or psychomotor areas. These students require a portfolio that demonstrates superior ability as assessed by a rubric.

Students considered for identification are brought to the attention of the school's gifted coordinator, who initiates collection of data for the body of evidence. A student may be formally identified with a team review or a decision may be made to continue to monitor the student over time. These students may make up the district talent pool and the students are monitored, but do not require the development of a formal Advanced Learning Plan.

## **Communication**

All parents have the right to be made aware of identification procedures, how the information will be communicated, and the appeals process. Districts will inform parents that their child has been referred for the gifted identification process. Before any additional testing begins, parent permission is obtained in writing. Once written parent permission is received, the formal screening process begins. Parents will be notified of the results at the conclusion of the screening process. To identify a student as gifted in one or more areas, the school program coordinator will identify strengths and interests, collaborate with classroom teachers, parents, and students, draft an Advanced Learning Plan, and schedule gifted programming.

## **Equal and Equitable Access**

Special considerations are necessary when identifying students from less-represented groups. The SJBOCES has assembled examples and posted them on its website for parent and teacher review when considering eligibility of students from poverty, those with high mobility rates, linguistically and culturally diverse learners, underachieving gifted learners, visual-spatial learners, and twice-exceptional learners.

## **Standards-Based Advanced Learning Plan**

When a student is formally identified as gifted in one or more areas, learning goals and programming needs are drafted into an Advanced Learning Plan (ALP). Student learning goals address specific gifted educational needs that focus on the student's area(s) of identification, strengths, and interests. The ALP must list those strategies and structures designed to support the student's need for advanced learning opportunities. Goals are not about remediation but growth and development. All students must have social-emotional and post-secondary career awareness goals. This plan must be reviewed at least annually with parents, students, and teachers, with signature pages kept on file. Parents may appeal should they not agree with the components of their student's ALP. Parents will also be notified when school transition meetings are scheduled between grades 5-6 and 8-9, at which parents along with students and GT coordinators are asked to attend.

**Bayfield School District Gifted Education Programming Options for Gifted Education by School**

**Bayfield Intermediate School**

Strength/Affective Area	Opportunity: We have the ability to provide: (acceleration, independent study, advanced coursework, etc. and specify)
English Language Arts	Cluster grouping in grades 3 – 5; accelerated reading class; content extensions; Destination Imagination;
Mathematics	Math acceleration; Lego League club; science club; science fair; social/affective lessons; subject acceleration and whole grade acceleration; Stock Market Exchange
Science	Science fair; Lego League club; science club
Social Studies	Content extensions
World Language	Spanish classes
Leadership	Student Council meetings
Music	Extracurricular orchestra classes
Creativity	Science fair; Stock Market Exchange; Lego League club; explore classes; technology coding classes
Fine Arts	Choice-based art classes
Socio-Emotional Learning	Affective lessons provided regularly by gifted education coordinator

**Bayfield Middle School**

Strength/Affective Area	Opportunity: We have the ability to provide: (acceleration, independent study, advanced coursework, etc. and specify)
English Language Arts	Book club and book study/Great Books; Spelling Bee; Accelerated Reader; independent study; Knowledge Bowl
Mathematics	Content extensions; subject acceleration; Fort Lewis College Math Festival
Science	Science fair; Western Academic Talent Search; Knowledge Bowl
Social Studies	Knowledge Bowl
World Language	Spanish classes
Leadership	Student leadership team
Music	Extracurricular orchestra classes
Creativity	Destination Imagination; science fair; explore classes, such as fly-fishing, cycling, robotics and coding classes
Fine Arts	Choice-based art classes
Dance	Included in Physical Education curriculum
Drama	Theater electives
Socio-Emotional Learning	Affective lessons provided regularly by gifted education coordinator

### Bayfield High School

Strength/Affective Area	Opportunity: We have the ability to provide: (acceleration, independent study, advanced coursework, etc. and specify)
English Language Arts	HS Honors and Advanced Placement English classes; dual/concurrent enrollment courses; online courses
Mathematics	Precalculus; AP Calculus; College Algebra, Trigonometry, dual/concurrent enrollment courses, and online courses at Bayfield HS
Science	Science fair; AP College Biology class; Animal Science class
Social Studies	Knowledge Bowl; AP United States History; AP Government and Politics
World Language	Advanced Spanish classes
Leadership	Mentorships; internships; job shadowing; Student Council; explore/enrichment and elective classes, i.e., all of the Career and Technical Education classes such as Agricultural Business, Construction Processes, Engineering, etc.)
Music	Be F.R.A.N.K. Foundation Strings and DRUM programs
Creativity	Science fair; mentorships; internships
Fine Arts	Advanced art classes
Dance	Dance Team; Introduction to Dance class
Drama	Theater electives
Socio-Emotional Learning	Affective lessons provided regularly by gifted education coordinator

## **Acceleration Procedure for Students Being Served by the Gifted and Talented Program**

### **Subject Acceleration**

For the purpose of this policy, Subject Acceleration is defined as the placement of a student into the next appropriate level in one subject area. Subject Acceleration shall be done through a formal process involving the student's teachers, parents, Gifted and Talented Program Facilitator. This process may include the student making an adequate score on an end-of-course assessment for the subject area considered. At the secondary level, the goal of acceleration will be long term planning that focuses on post-secondary and career readiness through advanced classes and other opportunities, such as Advanced Placement and Honors classes, dual credit/concurrent enrollment, or online courses. In the event the above-referenced decision-makers are unable to reach consensus on whether a student should be accelerated in a subject area, the matter will be referred to the Building Administrator, who shall confer with the teachers, parents, and GT Program Facilitator, and shall make the decision, which decision shall be final.

### **Whole Grade Acceleration**

Whole grade acceleration may be considered for students at elementary grade levels. For the purpose of this policy, whole grade acceleration is the promotion of a student to the next appropriate level. Before considering whole grade acceleration, teachers and parents/guardians must implement and document interventions that include content extensions, differentiation strategies, and/or other supplementary opportunities to help meet the student's needs for challenge. If these interventions appear to be insufficient in meeting the student's needs, a request for acceleration may be initiated. A student may be considered for acceleration to another grade level only when his or her academic achievement, social/emotional, physical, and/or cognitive development would become stagnant or hindered if he/she would remain in the current chronological grade level.

Acceleration decisions are made as a result of a process which includes collecting and considering information regarding academic, cognitive, social/emotional, and physical development of the student. A committee will be assembled, which may include, but not be limited to, parents/guardians, Gifted and Talented Program Facilitator, and building administrator, as well as current and proposed placement teachers. This committee will review the information gathered and make a final

decision about the placement that best supports the student's learning and social/emotional needs.

STEP ONE: A written request by parents/guardians and staff indicating reason(s) for acceleration along with comparison work samples shall be submitted to the Gifted and Talented Program Facilitator, who will confer with the requesting parties and guide further data gathering procedures.

STEP TWO: Collection of Records to include:

- Iowa Acceleration Scale to be completed by parents & Gifted and Talented Program Facilitator
- Norm-referenced test data and state required assessment results (if applicable)
- Pre and posttests of current curriculum
- Portfolio which includes work samples along with comparisons of included work to other high-performing students
- An assessment of the social/emotional needs of the gifted (SENG) student resulting from school psychologist, counselor, and teacher observations of classroom behavior, student interests, and motivation, etc.

STEP THREE: After the Collection of Records has been completed, a meeting will be scheduled where the afore-mentioned committee will review the body of evidence and determine if the preponderance of evidence indicates this student would be a good candidate for acceleration. Although a request for acceleration may be submitted at any time, actual placement in an accelerated level may be set to occur at an identified date that the committee determines will best support the student's transition, as well as academic and social/emotional needs.

## **Appeals**

An appeal of a committee decision concerning a request for acceleration will follow the Appeals and Dispute Resolution Process as outlined on the Gifted Education website of the San Juan Board of Cooperative Educational Services. See <http://sjboces.org/gifted/appeals.htm>

- Before a formal appeal, an attempt should be made at the building level to resolve the disagreement. The student or parent shall request a conference with the building level Gifted and Talented Representative in order to review the student profile and test scores, along with a thorough explanation of the screening process and its purpose. This conference should occur as soon as possible once the disagreement is voiced.

- If the conference with the building level Gifted and Talented Representative is not to the satisfaction of the student or parent, then a written appeal must be submitted to the building Principal. The Principal must schedule and hold a conference with the submitting party upon receiving the written appeal. The written appeal must contain a statement of the complaint, any evidence in its support, the solution desired, the student or parent's signature and the date the appeal is submitted.
- If the outcome of the conference with the building level administrator is not to the student or parent's satisfaction, then the submitting party shall request a conference with the Director of Exceptional Student Services at the San Juan Board of Cooperative Educational Services. The Director will schedule and hold a conference with the disagreeing party within two weeks of receiving a request for a conference. A final decision will be made within thirty days of the conclusion of the conference. This decision will be in writing and is final.

NOTE: No parent or student shall have a legal claim against the District resulting from any alleged failure to comply with this procedure IKEA, except for claims that District personnel discriminated against a student or parent on the basis for race, ethnicity or national origin, skin color, gender, sexual orientation, disability, or any other category protected against discrimination under state or federal law.

## **2019-20 Gifted Teacher/Coordinator and Program Administrator Contact Information**

Teacher/Coordinators:

Kari Marsh, Bayfield Intermediate School

[kmarsh@bayfield.k12.co.us](mailto:kmarsh@bayfield.k12.co.us)

Telephone: 970-884-5621

Jennifer Stover, Bayfield Middle and High Schools

[jstover@bayfield.k12.co.us](mailto:jstover@bayfield.k12.co.us)

Telephone: 970-884-5524

Program Administrator:

Karen Rodberg

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Telephone: 970-884-5509

STUDENT REFERRAL FORM



GIFTED and TALENTED EEDUCATION SERVICES

Student Name: \_\_\_\_\_

School: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Generally, students who are performing 2 or more grade levels above their current grade and/ or scoring advanced on standardized test scores are good candidates for referral. Students who demonstrate exceptional performance in a talent area are also great candidates.

A student is eligible for identification when:

- The research based strategies and interventions for gifted students used in the regular classroom are inadequate to address the child's area(s) of strength, and the interventions require an intense and sustained amount of resources; and
- The student meets the definition for gifted according to state and district guidelines. (See <https://www.cde.state.co.us/gt/about>).

I believe that \_\_\_\_\_ is performing well above grade level or demonstrates exceptional strengths in the following areas. I would like his/her performance and achievement to be reviewed to determine eligibility for gifted education services.

Suspected Areas of Exceptional Ability (check all those that apply):

\_\_\_ General Ability (critical and creative thinking, problem solving, learning aptitude)

\_\_\_ Specific Academic Aptitude

\_\_\_ Reading \_\_\_ Writing \_\_\_ Math \_\_\_ Science \_\_\_ World Language

\_\_\_ Creativity

\_\_\_ Leadership

\_\_\_ Music/Visual Arts/Dance/Psychomotor/ Drama

(List specifics) \_\_\_\_\_

I feel this candidate should be nominated because of the following qualities;

\_\_\_ I understand that assessments of ability or achievement may be administered to this student as part of the identification process.

\_\_\_\_\_

\_\_\_\_\_

Referrer's Signature

Date

Please mark appropriate box: \_\_\_Self\_\_\_ Peer \_\_\_Parent \_\_\_Staff \_\_\_Community member

Please return nomination form to the student's school office or GT Facilitator. Thank you.

## Talent Development for Potential Gifted Identification

**WHAT:** Create a “talent pool” of students who show potential but are not ready to be identified. Student may have a referral with narrative explanation of observed potential, one or more qualifying data points, or an interview or observation that shows potential and/or characteristics of a gifted learner.

**WHY:** To create opportunities for learners from diverse backgrounds to develop potential, and to provide equitable access to gifted services.

**ECEA RULES:** “Criteria for screening assessments is a score range less than the 95th percentile ranking or results on observation/performance assessment tools as determined by the AU to determine referrals, further data collection and observation, and/or formation of student talent pools.”

**HOW:** Talent Pool should equal approximately 15% of general population.

- A large portion, 30-50% should come from non- test criteria (referrals, observations).
- Include those who, when compared to peers in similar situations, show high potential.
- Use scores from universal screening between 80-94 percentile from under represented populations (ELL, low SES, CLD i.e. Hispanic/ Latino and Native American, 2e)
- Some students identified gifted in one domain may be part of a talent pool for a different domain. For example, a student who demonstrates a specific academic aptitude in reading as an elementary student may be included in a talent pool for mathematics. (CDE Gifted Identification Guidebook)

**THEN WHAT:** Provide interventions to students in the talent pool. These include advanced class options, enrichment options, and programming in the strength area(s). Opportunities to pre-test, compact, and accelerate as well as interest-based projects are specific examples of strategies that may be used with the talent pool students.

**RECORD KEEPING:** Record responses to interventions and the evidence collected over time (observation scales, interviews, and teacher communications). These may be recorded on a student profile sheet and qualifying data should be updated as necessary. Once a student has a qualifying body of evidence, she can be identified.

**TRANSITIONS:** All of the talent pool records must be passed on at transitions (year-to-year and school-to-school). GT contacts and teaching staff at the receiving school will continue to program and monitor.

**HOW LONG:** Nurturing potential may show results over time. “Research indicates that some students talented in the arts may not have enough experience and talent development to meet criteria until middle school. This suggests that not all students will stay in the talent pool for the

same amount of time.” (CDE Gifted Identification Guidebook). Student information will be re-evaluated over time, and a review team may recommend further interventions, administering cognitive ability testing (if two or more years have passed since the initial screening), identification of the learner as gifted, or transitioning the learner out of the talent pool.

COMMUNICATION: All stages of the talent pool process should be communicated within 30 days to families in the home language. Input from families should always be solicited and welcomed during this process. Confirmation of a student’s inclusion in the talent pool should be placed in the student’s cumulative file.