

Ganado Unified School District

Gifted and Talented Education Plan





GUSD PLAN FOR THE EDUCATION OF GIFTED&TALENTED STUDENTS

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FOREWORD

“Arizona law requires that all public school districts must both identify gifted learners and provide appropriate educational programs and services for gifted learners. However, the law does not prescribe the models that district must use to serve their gifted learners.”

<http://www.azed.gov/gifted-education/>

ARIZONA STATUTES GOVERNING GIFTED EDUCATION

- **Mandatory K-12 Gifted Services ARS §15-779.02**

A. The governing board of each school district shall develop a scope and sequence for the identification process of and curriculum modifications for gifted pupils to ensure that gifted pupils receive gifted education commensurate with their academic abilities and potentials. Programs and services for gifted pupils shall be provided as an integrated, differentiated learning experience during the regular school day. The scope and the sequence shall:

1. Provide for routine screening for gifted pupils using one or more tests adopted by the state board as prescribed in section 15-203, subsection A, paragraph 15 and section 15-779.01. School districts may identify any number of pupils as gifted but shall identify as gifted at least those pupils who score at or above the ninety-seventh percentile, based on national norms, on a test adopted by the state board of education.

2. Include an explanation of how gifted education for gifted pupils differs from regular education in such areas as:

- (a) Content, including a broad based interdisciplinary curriculum.

- (b) Process, including higher level thinking skills.

- (c) Product, including variety and complexity.

- (d) Learning environment, including flexibility.

3. Include criteria, which shall be reviewed by the state board of education and the department of education at least once every four years, that address the elements of program design, identification, curriculum, instruction, social development, emotional development, professional development of administrators, teachers, school psychologists and counselors, parent involvement, community involvement, program assessment and budgeting. The budget information shall include separate data on identification and program costs and any other data required by the superintendent of public instruction to administer and evaluate the program effectively.

B. The governing board shall submit the scope and the sequence to the department of education for approval on or before July 1 if any changes were made during the previous fiscal year. The governing board shall submit the scope and the sequence to the department of education for approval on or before July 1 every five years if no changes were made during the previous five years. All school districts shall provide to gifted pupils gifted education commensurate with their academic abilities and potentials.

C. If the governing board fails to submit the scope and sequence for gifted pupils as prescribed in subsection B of this section or if the scope and sequence submitted by the governing board fails to receive full approval by the superintendent of public instruction, the school district is not eligible to receive state aid for the group A weight for seven per cent of the student count and shall compute the weighted student count for pupils in group A as provided in section 15-943 by adjustment of the student count accordingly. On or before December 1 of each year, the department of education shall notify those school districts that appear to be in noncompliance and note the specific areas of deficiencies that must be corrected on or before April 1 of the following year to be eligible to use the actual student count rather than an adjusted student count. On or before April 15 of each year, the department shall notify those districts that must use an adjusted student count for the next fiscal year's state aid as provided in chapter 9 of this title.

D. The annual financial report of a school district as prescribed in section 15-904 shall include the amount of monies spent on programs for gifted pupils and the number of pupils enrolled in programs or receiving services by grade level.

- **Arizona Revised Statute §15-779.02**

1. "Gifted education" means appropriate academic course offerings and services that are required to provide an educational program that is an integral part of the regular school day and that is commensurate with the academic abilities and potential of a gifted pupil.

2. "Gifted pupil" means a child who is of lawful school age, who due to superior intellect or advanced learning ability, or both, is not afforded an opportunity for otherwise attainable progress and development in regular classroom instruction and who needs appropriate gifted education services, to achieve at levels commensurate with the child's intellect and ability.

This document provides requirements for and guidance to schools as they meet the unique needs of our GUSD Gifted and Talented Students. The mission of the Arizona Department of Education, Division of Gifted Education is to, "Champion the academic, intellectual, social and emotional development of Arizona's gifted and advanced learners through ensuring gifted learners in Arizona receive an appropriate gifted education commensurate with their abilities and potential." <http://www.azed.gov/gifted-education/>

This document serves to guide schools in establishing and improving services for identified students. It clarifies requirements so that schools may more easily understand and meet them. It also makes use of new language and new recommendations which closely correspond to current research regarding best practices for Gifted and Talented services.

This GUSD Plan for the Education of Gifted and Talented Students serves to:

- Provide information on best practices, developments, and achievements in the field of Gifted and Talented Education to all interested parties.
- Develop materials designed to assist schools in the development and implementation of model assessment procedures and services.
- Facilitate partnerships among parents, institutions of higher education, communities, and school districts to design comprehensive Gifted and Talented Education services.
- Sponsor demonstration projects and develop materials that support the implementation of Advanced Placement and International Baccalaureate Programs for the Gifted and Talented Students.
- Establish Collaboration with local business and industry to provide additional opportunities for Gifted and Talented Students.
- Establish protocol for monitoring and implementation of any state and/or federal legislation designed to provide educational opportunities for Gifted and Talented Education Students.

DEFINITION OF GIFTEDNESS:

GUSD concurs with the state of Arizona's working definition of a Gifted Pupil as: a child who is of lawful school age, who, due to superior intellect or advanced learning ability, or both, is not afforded an opportunity for otherwise attainable progress and development in regular classroom instruction and who needs appropriate gifted education services, to achieve at levels commensurate with the child's intellect and ability. Our identification process utilizes multiple criteria including, but not limited to, non-verbal, verbal and quantitative measures of advanced academic ability.

The philosophy of our GUSD Gifted and Talented Program revolves around the notion that each student in our charge, receives the individual supports and challenges requisite to elevate their potential, to unlimited achievement. Our Gifted and Talented Students will participate in the construction of an Individualized Learning Plan, which will outline their personal interests, academic responsibilities and preferred supports related to their educational goals. Our GUSD Gifted and Talented Program will mirror the unique character of our school district by exemplifying the Navajo mindset of Ho'zho': The Navajo Concept of Balance and Beauty. To be 'in Ho'zho is to be at one with and a part of the world around you. Our Gifted and Talented Students will receive the supports they need, to soar as far as their minds can take them.

REVIEW OF ELIGIBILITY FOR THE GUSD GIFTED AND TALENTED PROGRAM:

Once students have been identified as potential candidates for the GUSD Gifted and Talented Program, their multiple points of eligibility will be reviewed and evaluated by the following advisory committee members:

Main Advisory Committee Members	Dale O'Donnell – Director of Instructional Services		
	Lori Gray – Director of Exceptional Student Services		
	TBA / School Psychologist		
K – 12	Mrs. Elissa James GUSD High School Principal	Mr. Steve Wyble GUSD Middle School Principal	Mrs. Jeanna Dowse GUSD Elementary School Principal
	Mr. Charles Gover GUSD High School Vice Principal		Ms. Cara Yazzie GUSD Elementary School Vice Principal
School Level Advisory Committee Members	Ms. Tjasa Vesel - Ames GUSD High School Lead Math Teacher 9 - 12	Mr. Merrill Hill GUSD Middle School Lead Math Teacher 6 - 8	Ms. Deborah Josway GUSD Elementary School Representative K - 5
	Ms. Elaine Miller GUSD High School Lead ELA Teacher 9 – 12	Ms. Lafina Willard GUSD Middle School Lead ELA Teacher 6 –8	Ms. Sylvia Edgewater GUSD Elementary School Representative K – 5
	Ms. Ella Tsosie High School Counselor	Ms. Delphine Ludlam Middle School Counselor	Mr. Cleophus Nelson Elementary School Counselor
	Ms. Charlene Kirk High School Counselor		Ms. Donnaleigh Dedman Elementary School Counselor

STUDENT ASSESSMENT:

Assessment instruments and gifted/talented identification procedures provide students an opportunity to demonstrate their diverse talents and abilities.

The multiple points of eligibility GUSD employs in the identification of potentially gifted and talented students, address a variety of student environmental backgrounds:

- CogAT 7 Pre and Post Screening Battery
- Portfolio of Performing Arts / Visual Arts Talent
- Nomination Form/Checklist via Teacher, Parent, Peer or Student with Specific Anecdotal Evidence of Potential Giftedness Cited i.e. An Occasion the Student Used Sophisticated Humor, An Example of Exceptionally Insightful Problem Solving, A Focused and Well Developed Expertise on A Specific Topic of Personal Interest to the Student, Examples of Well-Developed Powers of Abstraction, Conceptualization, and Synthesis of Information. Nomination/referral forms for assessment of gifted/talented students will be made available in all GUSD Counseling Offices, Parent Liaison Offices Teacher and Staff Offices as well as online.

- Superior Academic Progress and or Performance on Grade Level and Standardized Tests (An extraordinary improvement or achievement score both indicate exceptional ability.)
- Scripted Personal Interview, with Gifted and Talented District Coordinator, Demonstrating Intellectual Giftedness and or Innate Performing Arts / Visual Arts Talent (Gifted and Talented District Coordinator may elect to invite an expert in the student's area of interest to participate in the interview process.)

STUDENT IDENTIFICATION PROCESS:

A student demonstrating excellence in three or more of the above mentioned criteria will be evaluated by the Gifted and Talented Committee (Main and School Level Advisory Committee Members) and a determination of program placement will be made on behalf of the student. The parents or guardian of the student will be informed of the program placement determination via formal letter within one week's time of the completed evaluation.

SERVICE DESIGN

Student program placement for the GUSD Gifted and Talented Program will be reviewed by the GUSD Gifted and Talented Committee on an annual basis in the spring to provide placement information to school site administration and counseling representatives for the following academic year's scheduling and course selection. The committee will also meet on an 'as needed' monthly basis to address new referrals to the program, including, but not limited to, newly enrolled GUSD students with a history of Gifted and Talented academic programming.

GUSD Gifted and Talented policy ensures that transfer students are properly assessed and appropriately placed within six weeks of enrollment in the district and or notification of a student's prior enrollment in Gifted Education Programs.

GUSD Gifted and Talented policy ensures equitable access to gifted/talented services for transfer students, ELD Program Students and ESS Program Students who qualify for placement in the Gifted and Talented Program.

CURRICULUM AND INSTRUCTION

GUSD currently utilizes a model of Differentiated Instruction / Inclusion to meet the academic needs of our Gifted and Talented Students. We are exploring a variety of Curricular Resources to facilitate real world applications for independent study as an extension to mainstream grade level curriculum.

PROFESSIONAL DEVELOPMENT

GUSD teachers have been extensively trained in a variety of Differentiated Instruction techniques and strategies. Ongoing professional development is facilitated on site via Academic

Coaches who work one on one with teachers to improve instructional practice and design. GUSD teachers will also participate in district wide professional development opportunities a minimum of three full instructional days, throughout the academic school year.

FAMILY-COMMUNITY INVOLVEMENT

Announcements and articles in teacher and school site generated newsletters for parents include information pertaining to our Gifted and Talented Program. A program description of our Gifted and Talented Program will be provided to all stakeholders via Parent Advisory Committee Meetings, Chapter House Meetings, Program Orientation Meetings and via Teacher Parent Conferences.

Announcements as well as nomination/referral procedures for the assessment of gifted/talented students are communicated to families in a language and form that the families understand or a translator or interpreter is provided.

An awareness session providing an overview of the assessment procedures and services for gifted/talented students is offered for families by the district and/or campus prior to the nomination/referral period in the spring.

All family meetings are offered in a language families can understand or a translator or interpreter is provided.

GLOSSARY

(Adapted from the National Association for Gifted Children)

Ability Grouping

When students of a similar ability or achievement level are placed in a class or group based on observed behavior or performance.

Acceleration

A strategy of progressing through education at rates faster or ages younger than the norm. This can occur through grade skipping or subject acceleration (e.g., a fifth-grade student taking sixth-grade math).

Accountability

Holding students, teachers, administrators, and other school personnel responsible for instructional outcomes.

Achievement Tests

Tests designed to measure what students have already learned, mostly in specific content areas. An example of an achievement test is the Iowa Tests of Basic Skills (ITBS).

Advanced Placement (AP)

A program developed by the College Board where high schools offer courses that meet criteria established by institutions of higher education. In many instances, college credit may be earned with the successful completion of an AP exam in specific content areas (as this credit varies between colleges and universities, it is suggested that questions about this process be forwarded to the college or university of the student's choice). The Pre-AP program is offered to younger students as preparation for the upper-level courses.

Affective Curriculum

Curriculum that focuses on person/social awareness and adjustment, and includes the study of values, attitudes, and self. Sometimes referred to as social-emotional curriculum.

Aptitude

An inclination to excel in the performance of a certain skill.

Aptitude Test

A test predicting a student's future performance in a particular domain. One such test is the SAT Test.

Asynchrony

A term used to describe disparate rates of intellectual, emotional, and physical rates of growth or development often displayed by gifted children.

At-Risk

A term used to describe students whose economic, physical, emotional, or academic needs go unmet or serve as barriers to talent recognition or development, thus putting them in danger of underachieving or dropping out.

Authentic Assessment

Evaluating student learning through the use of student portfolios, performance, or observations in place of or in conjunction with more traditional measures of performance such as tests and written assignments. The process allows students to be evaluated using assessments that more closely resemble real-world tasks.

Bloom's Taxonomy

Developed in 1956 by Benjamin Bloom, the taxonomy is often used to develop curriculum for gifted children. There are six levels within the taxonomy that move from basic to high levels of thinking. The original levels included knowledge, comprehension, application, analysis, synthesis, and evaluation. The taxonomy was later updated to reflect 21st-century skills, with the levels changing to remembering, understanding, applying, analyzing, evaluating, and creating.

Brainstorming

Brainstorming is an activity used to generate many creative ideas that have no right or wrong answers and are accepted without criticism. Effective brainstorming is characterized by fluency and flexibility of thought.

Cluster Grouping

A grouping assignment for gifted students in the regular heterogeneous classroom. Typically, five or six gifted students with similar needs, abilities, or interests are "clustered" in the same classroom, which allows the teacher to more efficiently differentiate assignments for a group of advanced learners rather than just one or two students.

Common Core State Standards (CCSS)

A set of academic standards in mathematics and English language arts/literacy (ELA) proposed in 2013 that outline what a student should know and be able to do at the end of each grade. The standards place emphasis on helping students obtain skills and knowledge necessary to succeed in college and careers.

Concurrent or Dual Enrollment

Most often refers to high school students taking college courses, often for college credit. Dual enrollment is viewed as providing high school students benefits such as greater access to a wider range of rigorous academic and technical courses, savings in time and money on a college degree, promoting efficiency of learning, and enhancing admission to and retention in college. The terms may also be used to refer to middle grade students taking high school courses and earning credit toward graduation.

Creativity

The process of developing new, uncommon, or unique ideas. The federal definition of giftedness identifies creativity as a specific component of giftedness.

Criterion-Referenced Testing

An assessment that compares a student's test performance to his or her mastery of a body of knowledge or specific skill rather than relating scores to the performance of other students.

Culturally and Linguistically Diverse Students (CLD)

Students from diverse backgrounds, including those of black, Hispanic, and Asian descent, those learning English as a second language, and those from low socioeconomic backgrounds. Often, these students are considered as being underrepresented in gifted programming. Can sometimes be referred to as culturally, linguistically, and economically diverse (CLED) students.

Curriculum Compacting

An instructional technique that allows teachers to adjust curriculum for students by determining which students already have mastered most or all of the learning outcomes and providing replacement instruction or activities that enable a more challenging and productive use of the student's time.

Differentiation

Modifying curriculum and instruction according to content, pacing, and/or product to meet unique student needs in the classroom.

Distance Learning

When a student takes a course remotely (most commonly over the Internet) from a school or teacher different from his or her local/home district. These can come in the form of online high schools, Massive Open Online Courses (MOOCs), courses for dual credit through universities, or courses offered by Talent Search programs.

English Language Learners

Students who are learning English as an additional language. Special consideration should be taken to identify these students properly for gifted programming.

Enrichment

Activities that add or go beyond the existing curriculum. They may occur in the classroom or in a separate setting such as a pull-out program.

Flexible Grouping

An instructional strategy where students are grouped together to receive appropriately challenging instruction. True flexible grouping permits students to move in and out of various grouping patterns, depending on the course content. Grouping can be determined by ability, size, and/or interest.

Gifted and Talented Students

The federal Elementary and Secondary Education Act defines gifted and talented students as “Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities.” [Title IX, Part A, Definition 22. (2002)] Many states and districts follow the federal definition.

Heterogeneous Grouping

Grouping students by mixed ability or readiness levels. A heterogeneous classroom is one in which a teacher is expected to meet a broad range of student needs or readiness levels. Also referred to as inclusion or inclusive classrooms.

Homogeneous Grouping

Grouping students by need, ability, or interest. Although variations between students exist in a homogeneous classroom, the intent of this grouping pattern is to restrict the range of student readiness or needs that a teacher must address.

Identification

The process of determining students qualified for gifted or advanced programming, identification most commonly occurs through the use of intelligence or other testing. Many researchers place emphasis on using multiple pathways for identification, adding teacher, parent, or peer nominations or authentic assessments such as portfolios of student work to the process.

Inclusion/Inclusive Classroom

An inclusive classroom contains students of varying ability levels. See heterogenous grouping (above) for more information.

Independent Study

A self-directed learning strategy where the teacher acts as guide or facilitator and the student plays a more active role in designing and managing his or her own learning, often on a topic of special interest to the student.

Individual Education Plan (IEP)

An IEP is a document that delineates special education services for special-needs students. The IEP includes any modifications that are required in the regular classroom and any additional special programs or services. Federal law and the majority of states do not require IEPs for gifted learners.

Intelligence

The ability to learn, reason, and problem solve. Debate revolves around the nature of intelligence as to whether it is an innate quality or something that is developed as a result of interacting with the environment. Many researchers believe that it is a combination of the two.

Intelligence Quotient (IQ)

A numerical representation of intelligence. IQ is derived from dividing mental age (result from an intelligence test) by the chronological age times 100. Traditionally, an average IQ is considered to be 100.

International Baccalaureate (IB) Program

A demanding pre-university program that students can complete to earn college credit. IB emphasizes critical thinking and understanding of other cultures or points of view. A diploma is awarded at the completion of the IB program, which allows graduates access to universities worldwide. The IB program now includes Middle Years and Primary Years programs.

Learning Styles/Learning Preferences

Preferred way(s) in which individuals interact or process new information across the three domains of learning identified in the taxonomy of education objectives: cognitive (knowledge), psychomotor (skills), and affective (attitude). An individual's learning preference/learning style is how he or she learns best.

Magnet Schools

A public school program that focuses on a specific learning area such as math, science, technology, or the performing arts. Magnet schools have been established to meet the specific learning needs of the gifted.

Mentor

A community member who shares his or her expertise with a student of similar career or field of study aspirations.

Next Generation Science Standards (NGSS)

A set of academic standards in science proposed in 2013 that outlines what a student should know and be able to do at the end of each grade. The standards place emphasis on helping students obtain skills and knowledge necessary to succeed in college and careers.

Norm-Referenced Testing

An assessment that compares an individual's results with a large group of individuals who have taken the same assessment (who are referred to as the "norming group"). Examples include the SAT and Iowa Tests of Basic Skills.

Over-excitability

A theory proposed by Kazimierz Dąbrowski, a Polish psychologist, psychiatrist, and physician, that suggests that some individuals have heightened sensitivities, awareness, and intensity in one or more of five areas: psychomotor, sensual, intellectual, imaginal, and emotional.

Portfolios

An alternative or supplement to traditional measures of giftedness, portfolios offer a collection of student work over time that can help to determine achievement and progress. Many of the elements found in portfolios cannot be captured by a standardized test.

Problem-Based Learning (PBL)

A curriculum and instruction model that asks students to solve real-world, complex, or open-ended problems by using research, decision-making, creative and critical thinking, and other 21st-century skills.

Pull-Out Program

A program that takes a student out of the regular classroom during the school day for special programming.

Response to Intervention (RtI)

RtI is a general education method to identifying and serving students with diverse educational needs, particularly those children with disabilities.

Rubric

A rubric is a chart composed of criteria for evaluation and levels of fulfillment of those criteria. A rubric allows for standardized evaluation according to specified criteria, making grading simpler and more transparent.

Social-Emotional Needs

Gifted and talented students may have affective needs that include heightened or unusual sensitivity to self-awareness, emotions, and expectations of themselves or others, and a sense of justice, moral judgment, or altruism. Counselors working in this area may address issues such as perfectionism, depression, low self-concept, bullying, or underachievement.

STEM

An acronym for the fields of science, technology, engineering, and mathematics, providing STEM curriculum is encouraged as a way to grow students' interests and potentials in these areas. Some researchers lump the arts (STEAM) into this category of instruction.

Talent Development

Programs, curricula, and services for gifted and talented students that can best meet their needs, promote their achievements in life, and contribute to the enhancement of our society when schools identify students' specific talent strengths and focus educational services on these talents.

Talent Search

A special program that uses out-of-level testing (commonly the SAT or ACT) to identify high-potential students and allow them to participate in a variety of out-of-school activities. These may occur in the form of Saturday or summer courses or distance learning programs. There are four major talent searches in the U.S.: [Duke University's Talent Identification Program \(TIP\)](#), [Northwestern University's Center for Talent Development \(CTD\)](#), [Johns Hopkins University's Center for Talented Youth \(CTY\)](#), and the [Center for Bright Kids \(formerly Rocky Mountain Talent Search\) in Denver, CO](#).

Telescope

To cover the same amount of materials or activities in less time, thereby allowing more time for enrichment activities and projects that better suit the interests, needs, and readiness levels of gifted students.

Twice-Exceptional

A term used to describe a student who is both gifted and disabled. These students may also be referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism.

**Underachieving/
Underachievement**

A term used to describe the discrepancy between a student's performance and his or her potential or ability to perform at a much higher level.

COMPLIANCE STATEMENT

GUSD is in compliance with Arizona's law mandating gifted education services to students who score at or above the 97th percentile on a verbal, quantitative, and/or non-verbal battery of a state approved test. GUSD administers the CogAT 7, which is a verbal, quantitative and non-verbal assessment, annually. We administer this assessment in two sessions, as a broad net, pre-screener for all students in a given population, and a post test for students who score in the 90th percentile on the pre-screener. The CogAT 7 Post Test, consists of the entirety of the assessment battery, and is administered within 30 days of the pre-screener. In the initial year of the GUSD Gifted and Talented Program expansion, the CogAT 7 Pre-Screener will be administered to all students in grades 4 through 11. In all subsequent years, students will be re-assessed in the 4th and 8th grades, upon referral on an individual referral basis and within 6 weeks of a newly enrolled student joining Ganado Unified School District.

GUSD also utilizes quarterly academic benchmark assessment offered by ATI – Galileo as a standardized formative assessment of student achievement three times a year, two Comprehensive Grade Level Instructional Effectiveness Assessments offered by ATI – Galileo, the AIMS Science Assessment and the AzMERIT Assessments to provide students with numerous opportunities to demonstrate exceptional student ability in keeping with the mandate that a district must offer testing a minimum of three times a year. (ARS §15-779.02)

ROLES AND RESPONSIBILITIES OF ADMINISTRATION, FACULTY & STAFF

Board of Education - Elected representatives of the community who oversee and approve all school policy and procedures.

Superintendent - Works with the Main Advisory Committee, oversees the Gifted and Talented Program Coordinator and ESS Director who file reports and information as required by the State Department of Education relative to gifted educational programming.

Gifted and Talented District Coordinator - Works with both the Main and School Site Advisory Committees. Files the district report on gifted programming and submits information as required by the State Department of Education, including the yearly gifted child count, in collaboration with the ESS Director. Prepares the district gifted and talented budget in conjunction with the Main Gifted Advisory Committee and the Superintendent. Files other reports and information as are required by the State Department of Education relative to gifted educational programming. Monitors Gifted and Talented Services provided to students.

ESS Director – Works in collaboration with the Gifted and Talented District Coordinator and all Advisory Committee members to ensure the GUSD Gifted and Talented Program is in compliance with all state regulations. Files the district report on gifted programming and submits information as required by the State Department of Education, including the yearly gifted child count, in collaboration with the Gifted and Talented Coordinator.

School Site Gifted Advisory Committee Member-Attends Site Advisory Committee meetings to evaluate potential candidates' eligibility for enrolment into the GUSD Gifted and Talented Program in collaboration with Main Advisory Committee Members. Meetings will be held annually in the spring, as well as on an 'as needed' basis for newly enrolled / identified potentially gifted students.

Site Principal –Main Advisory Committee Member. Assists in the formulation of district goals and the District Gifted Educational Plan in collaboration with the Main Committee members. Coordinates gifted educational programming on site. Insures that the teaching faculty understand that the responsibility to provide differentiated programming for gifted students lies with the classroom teacher. Completes such reports and information as requested by the District Coordinator ESS Director for gifted educational programming. Assists the District Coordinator and ESS Director with the yearly gifted child count. Attends Site Advisory Committee meetings to evaluate potential candidates for enrolment into the GUSD Gifted and Talented Program. As noted above, advisory meetings will be held annually in the spring, as well as on an ‘as needed’ basis for newly enrolled / identified potentially gifted students. In addition, the Main Advisory Committee Members will convene on an as needed basis to review Gifted and Talented Program policy, differentiated instructional design, and gifted and talented education resources under consideration for adoption.

Gifted Site Test Coordinator - Works with the site Principal and District Coordinator to screen and identify gifted students. Assists the Gifted and Talented District Coordinator in the scheduling and administration of the CogAT 7 Screener and Post Screener Assessments.

Teaching Staff- Responsible for providing differentiated instructional programming for gifted students. Implements appropriate programming options. Teachers will conduct a planning and review meeting to draft and update Gifted Individualized Learning Plans in collaboration with the Gifted Student, the parents and or guardians of the gifted student, teachers of the gifted student, the site principal, District Coordinator and any other relevant instructional support providers bi-annually.

APPEAL PROCESS

To appeal a student’s placement decision, fill out the GUSD Gifted and Talented Appeal Review Request Form and submit it to the office of Instructional Services. If all appeal criteria have been met, the student’s qualification information will be reviewed by a convening of the entire GUSD Gifted and Talented Committee consisting of the Main Committee Members and all School Site Advisory Committee members of grade levels K through 12. The decision made by the entire GUSD Gifted and Talented Committee will be final. Should the student placement recommendation be General Education Programing, the student may apply for placement in the Gifted and Talented Program the following academic year, should their qualifications change. The placement decision arrived at by the special convening of the entire Gifted and Talented Program Advisory Committee will be final and not subject to appeal. The candidate for Gifted Education Program placement can elect to be evaluated no sooner than one year’s time from the appeal decision.

ATTACHED DOCUMENT TEMPLATES:

- ✓ GUSD Gifted and Talented Nomination Form
- ✓ GUDS Gifted and Talented Nomination Letter to Parent / Guardian
- ✓ GUDS Gifted and Talented Notification of Program Placement Letter to Parent / Guardian
- ✓ GUDS Notification of General Education Program Placement Letter to Parent / Guardian
- ✓ GUDS Gifted and Talented Records Release Request Form
- ✓ GUSD Gifted Individualized Learning Plan “G.I.L.P.”
- ✓ GUSD Gifted and Talented Appeal Review Request Form
- ✓ GUSD Gifted and Talented Scripted Interview**Confidential Material Retained from Distribution*

G.U.S.D. Gifted and Talented Program Nomination Form

This form must be filled out and submitted to the office of Instructional Services on behalf of a student believed to be performing well above grade level or demonstrating exceptional talent. This form can be submitted by parents, guardians, peers, teachers or students themselves who would like their performance and achievement to be reviewed to determine eligibility for gifted educational services.

Listed below are some differences to help you distinguish between an academically advanced student and a gifted learner (Janice Szabos, *Challenge*). The list below does not describe all the traits and attitudes of gifted students, as all students are diverse in their characteristics; however, it is a good reference of distinguishing characteristics. The needs of an academically advanced student are vastly different from the needs of a gifted and talented students, therefore, it is essential to determine into which category the student's individual abilities and interests fall.

Academically Advanced Student...	Gifted and Talented Student...
1. Knows the answers	1. Asks the questions
2. Is interested	2. Is highly curious
3. Is attentive	3. Is mentally and physically involved
4. Has good ideas	4. Has wild silly ideas
5. Works hard	5. Plays around, yet tests well
6. Answers the questions	6. Discusses in detail; elaborates
7. Top group	7. Beyond the group
8. Listens with interest	8. Shows strong feelings and opinions
9. Learns with ease	9. Already knows
10. 6-8 repetitions for mastery	10. 1-2 repetitions for mastery
11. Understands ideas	11. Constructs abstractions
12. Enjoys peers	12. Prefers adults
13. Grasps the meaning	13. Draws inferences
14. Completes assignments	14. Initiates projects
15. Is receptive	15. Is intense

Once this form is received by the office of Instructional Services, the District Gifted Placement Team will consult and analyze test and performance data to determine if additional assessments are warranted and if the criteria for formal identification have been met. The results of the screening process will be communicated to parents through a meeting, phone call or letter.

Student's Name _____
 Grade _____
 School _____
 Birth date _____

When have you observed this characteristic?	Seldom Or Never	Occasionally	Most Of The Time	Virtually All Of The Time
1. Imagines things to be different than the way they actually are. "Wonders what if?" or "What would happen if?"				
2. Has self-stimulated curiosity; shows independence in trying to learn more about something.				
3. Chooses difficult problems over simple ones.				
4. Is selected by peers for positions of academic leadership.				
5. Adapts readily to new situations; flexible in thought and action; not disturbed if the normal routine is changed.				
6. Organizes and brings structure to things, people and situations.				
7. Uses unique and unusual ways to solve problems.				
8. Displays a great deal of curiosity about many things, often going beyond known or conventional limits.				
9. Possesses a large storehouse of information about a variety of topics beyond the usual interests of this age.				
10. Reasons things out, thinks clearly, and comprehends meaning.				
11. Expresses interest in understanding self and others.				
12. Possesses the interest of an older child or adult in games and reading.				
13. Is alert and keenly observant and responds quickly.				
14. Strives toward perfection, is self-critical, is not easily satisfied with own speed or products.				
15. Makes generalizations and draws conclusions that summarized complex information easily.				
16. Can perform more difficult mental tasks than peers.				
17. Seems to sense what others want and helps accomplish it.				
18. Tends to direct others in activities.				
19. Is able to work through frustration and maintain focus.				
20. Sees flaws in things, including own work, and can suggest better ways to do job or reach an objective.				
21. Has many different ways of solving problems.				
22. Challenges authority when sense of justice is offended, structures alternative approaches.				
23. Display a mature sense of humor.				
24. Has unusually advanced vocabulary for age level, uses terms in a meaningful way.				

Please check below which area(s) may apply to your child, and give specific examples of behaviors that support this area of nomination. Attach student work that illustrates the ability being considered.

○ **General Intellectual Ability**

Processes new information quickly, uses advanced vocabulary, sees connections in concepts, focuses for long periods of time on special interests, or enjoys solving puzzles and problems.

○ **Specific Academic Ability**

Shows unusual/advanced ability in: ___ Reading ___ Math

Thinks logically and symbolically about quantitative and spatial relationships, can articulate a thorough and detailed response, sees multiple pathways to solve problems, or thinks abstractly and shows insight into novel situations.

○ **Creative Ability**

Has a vivid imagination, a keen aesthetic sense, unique ideas in problem solving situations, may be a risk-taker, adventurous, non-conforming, often asks "why" or sees the unusual.

○ **Leadership Ability**

Organizes and leads groups, carries responsibility well, tolerant and flexible with peers, possesses good self-confidence, or may be overbearing at times.

In the space below, briefly describe the student's major interests, hobbies and other creative endeavors.

In the space below, briefly describe what are your main reasons for referring the student to the GUSD Gifted Program? Share your insights about his/her talents, abilities, and learning needs. (Please Note: Teachers are expected to challenge every student according to his/her abilities. Therefore, a desire to have your child challenged is NOT a reason for a Gifted Program referral.)

Please attach any other information which you believe is relevant and would assist us in getting to know the student's interests and abilities. (E.g. exceptional work samples, academic accolades, outside testing results, evidence of participation in outside educational programs)

____ I understand that tests of ability, aptitude, or achievement may be administered to my child as part of the identification process. Results of all tests will be shared with parents.

Date _____

Parent or Guardian's Name _____

Parent/Guardian Signature _____

Phone Number _____

Email address _____

Please submit completed form to the Office of Instructional Services.

**Dale O'Donnell
Director of Instructional Services
Ganado Unified School District
P.O. Box 1757
Ganado, AZ 86505
(928) 755 – 1068**

G.U.S.D. Gifted and Talented Nomination Letter to Parent / Guardian

Date _____

Student's Name _____

Dear Parent or Guardian:

We are pleased to inform you that your child has been nominated for evaluation of eligibility to participate in the Ganado Unified School District's Gifted and Talented Program. The mission of the gifted program of the Ganado Unified School District is to develop and challenge gifted students. Students are identified on the basis of several different criteria. You will receive notification of your child's placement decision in the coming weeks.

Placement decisions are based upon the following criteria:

- The student's Score on the Cognitive Abilities Test (CogAT 7)
- A Portfolio of Performing Arts / Visual Arts Talent
- Nomination Form/Checklist via Teacher, Parent, Peer or Student
- Superior Academic Progress and or Performance on Grade Level and Standardized Tests
- A Personal Student Interview Demonstrating Intellectual Giftedness and or Innate Performing Arts / Visual Arts Talent

Academically Advanced Students and Gifted and Talented students have very different and unique needs in terms of social, emotional and academic support. It is important that we determine the best academic programming placement for your student. Academically advanced students who are not enrolled into the GUSD Gifted and Talented Program will continue to receive challenging and engaging academic programming in their General Education Program. Students who are enrolled into the GUSD Gifted and Talented Program will develop a G.I.L.P. Gifted Individualized Learning Plan, in collaboration with their classroom teacher, to guide their instructional programming. You will be notified of your child's optimal program placement in the coming weeks.

Parents are an integral part of their child's educational program, and we welcome your support. For additional information concerning your child's placement and programming, contact your child's principal, _____, at (school name and telephone number).

Thank you.

Sincerely,

Dale O'Donnell
Gifted and Talented Coordinator
Ganado Unified School District
(928) 755 – 1068

G.U.S.D. Gifted and Talented Notification of Program Placement Letter to Parent / Guardian

Date _____

Student's Name _____

Dear Parent or Guardian:

We are pleased to inform you that your child has been identified as eligible to participate in the Ganado Unified School District's Gifted and Talented Program. The mission of the gifted program of the Ganado Unified School District is to develop and challenge gifted students. Students are identified on the basis of several different criteria. "Gifted education" may include special instructional programs, honors and advanced placement classes, supportive services, unique educational materials, learning settings and other educational services which differentiate, supplement and support the regular program in meeting the needs of the gifted child. Your child's teacher will create an Individualized Gifted Learning Plan "G.I.L.P.", to identify and accommodate your child's specific learning needs and academic goals.

Parents are an integral part of their child's educational program, and we welcome your support. For additional information concerning your child's placement and programming options in the gifted program, contact your child's principal, _____, at (school name and telephone number).

Enrollment in the GUSD Gifted and Talented Program will be reviewed annually to identify your child's optimal learning environment.

Thank you.

Sincerely,

Dale O'Donnell
Gifted and Talented Coordinator
Ganado Unified School District
(928) 755 - 1068

G.U.S.D. Notification of General Education Program Placement Letter to Parent / Guardian

Date _____
Student's Name _____

Dear Parent or Guardian:

Your child's academic needs were reviewed by the GUSD Gifted and Talented Committee and placement in the General Education Program has been recommended.

Your child demonstrated excellence or keen interest in one or more topics of study. Classroom teachers will be encouraged to maximize your child's growth and achievement in areas in which they struggle, by incorporating the skills and interest in which your child has exhibited excellence, into the context of instruction.

All Students have unique needs in terms of social, emotional and academic support. It is important that we determine the best academic programing placement for your child. Academically advanced students who are not enrolled into the GUSD Gifted and Talented Program will continue to receive challenging and engaging academic learning opportunities in their General Education Program. Likewise, students who need additional academic support in meeting learning goals, will be encouraged to use their areas of strength, to master challenging content.

Parents are an integral part of their child's educational program, and we welcome your support. Please continue to work in partnership with your child's teachers, to ensure total engagement in the learning process. For additional information concerning your child's placement and programming options in the gifted program, contact your child's principal, _____, at (school name and telephone number).

Thank you.

Sincerely,

Dale O'Donnell
Gifted and Talented Coordinator
Ganado Unified School District
(928) 755 - 1068

G.U.S.D. Gifted and Talented Records Release Request Form

Authorization to Release Gifted Records

To: Previous School Attended

School: _____

Address: _____

Contact Person: _____

Phone: _____ FAX: _____

You are authorized to release confidential information on the following student:

Full Name: _____

Birth date: _____ **Grade:** _____

These records may be forwarded to:

Gifted and Talented Teacher / Facilitator:

Ganado Unified School District

Office of Instructional Services Attn: Dale O'Donnell

P.O. Box 1757

Ganado, AZ 86505

FAX: (928) 755 – 1062 (preferred if possible)

Information to be released: Any nationally normed testing results, eligibility report, annual assessments, etc.; all information that resulted in the placement of my child in your Gifted and Talented Program.

Please assist in the provision of adequate services for my child by handling this request as quickly as possible.

Parent/Guardian Signature Relationship Date

G.U.S.D. Gifted Individualized Learning Plan “G.I.L.P.”

School Year: ____/____/____ GILP Team Meeting Date: ____/____/____

Student ID #: _____ Implementation Date: ____/____/____

Student Name: _____ DOB: ____/____/____ Age: ____yrs. ____ months

Student E-mail: _____ Grade: _____

Parent/Guardian Name: _____

Address: _____ Phone: (H) _____
 _____ (W) _____
 _____ E-mail: (H) _____
 _____ (W) _____

Parent/Guardian Name: _____

Address: _____ Phone: (H) _____
 _____ (W) _____
 _____ E-mail: (H) _____
 _____ (W) _____

School District: _____

County of Residence: _____ Other Information: _____

GILP TEAM PARTICIPANTS

The Gifted Individualized Learning Plan (GILP) Team makes the decisions about the student's educational program. Required members of the GILP team are: the student's parent(s), the student (if appropriate), one or more of the student's current teachers, a school district representative i.e. the Gifted and Talented Education Coordinator and other individuals at the discretion of either the parents or district.

NAME (typed or printed)	POSITION	SIGNATURE
	Parent	
	Parent	
	Student*	
	Teacher of _____	
	Teacher of _____	
	Principal	
	District Representative** (Title) _____	

*The student may participate if the parents choose to have the student participate.

II. GOALS AND OUTCOMES: <i>(Use as many copies of these pages or sections of these pages as needed to plan appropriately for the student).</i>				
A. ANNUAL GOAL #2				
B. Short Term Learning Outcomes				
Short Term Objective	Objective Criteria		Assessment Procedures	
C. Specially Designed Instruction (Include this information for each annual goal. For example: Acceleration, Compacted Curriculum, Enrichment, Independent Work Study, Alternative Text, Etc...)				
SDI	Projected Date for Initiation	Anticipated frequency	Location	Anticipated Duration

II. GOALS AND OUTCOMES: <i>(Use as many copies of these pages or sections of these pages as needed to plan appropriately for the student).</i>				
A. ANNUAL GOAL #3				
B. Short Term Learning Outcomes				
Short Term Objective	Objective Criteria		Assessment Procedures	
C. Specially Designed Instruction (Include this information for each annual goal. For example: Acceleration, Compacted Curriculum, Enrichment, Independent Work Study, Alternative Text, Etc...)				
SDI	Projected Date for Initiation	Anticipated frequency	Location	Anticipated Duration

III. Additional Support Services (I.E. Guidance Counseling, Monitoring, Mentoring, Collaboration Planning, Research Assistance, Etc...)					
Support Service	Projected Date for Initiation	Anticipated Frequency	Location	Anticipated Duration	Service Provider

Next anticipated date of review: _____

(Must fall within 6 months of previous meeting date.)

G.U.S.D. Appeal of Gifted and Talented / General Education Program Placement Form

Name of Student: _____

Date: _____

Grade of Student: _____ School: _____

Name of Person Completing Form: _____ Title: _____ (parent/teacher)

Most Recent Achievement Results:

CogAT 7 Scores: _____

Math Benchmark Scores: _____

Reading Benchmark Scores: _____

Writing Assessment Scores: _____

Other Standardized Assessment Scores: _____

Document at least six out of the eighteen following behaviors with anecdotes, written work, photographs, writing samples, digital recordings, or oral quotes from the child. If using a test, there should be free responses rather than multiple choice test items provided for review. Please note, insufficient documentation of six of the following behaviors will result in an automatic rejection of appeal. Only completed appeal requests will be reviewed by the advisory committee.

Check if Attached	Note Type of Documentation Attached: (written anecdote, written student work, photographs, digital recordings, student quotations)	Gifted and Talented Behaviors
		Understands complex processes and abstract concepts in reading: central theme, point of view, main idea, characterization.
		Comprehends and enjoys subtleties of language, innuendoes, plays on words, the sophisticated joke missed by others.
		Speaks or writes with an adult-like vocabulary.
		Uses sophisticated writing style and/or complex oral language structure.
		Makes generalizations about information, sees patterns or relationships, and makes connections.
		Makes insightful observations.
		Asks complex questions and understands the answers.
		Understands and can explain inconsistencies, reasons for rules, and subtle injustices.
		Excels in oral discussion, draws from a large storehouse of information.

GUSD Gifted and Talented Scripted Interview

A. Student Information

Student Gender: Male Female

Student Ethnicity: Caucasian, African-American, Hispanic, Middle Eastern, Native American, Asian, Other: _____

Student Age: _____

Number of children (siblings of gifted student) in family: _____

Birth order of student (eldest, middle, youngest): _____

Grade Level and Classroom Teacher(s): _____, _____,
_____, _____, _____, _____

B. Interview Questions

The interview questions are held confidential until orally posed to the candidate for the GUSD Gifted and Talented Education Program. A parent or guardian may accompany the student into the interview event, but may not participate in the interview, take notes, or utilize any media device such as a cell phone, during the interview event.

The interview event is intended to be an opportunity for the candidate to express his/her own thoughts on their skills, talents and understanding of the education process. The questions posed in the interview process are not to be rehearsed, as the student needs to communicate in an authentic, candid and spontaneous manner.