Natrona County School District

Gifted Education

Program Handbook
Welcome to the Gifted Education Parent Handbook for Natrona County School District created by the Gifted Education Advisory Team; made up of teachers, administrators, coordinator, at-risk coordinator, director, and parents. This handbook is intended to provide useful information for families of gifted students.

This handbook presents official processes and procedures for organizing and operating the NCSD #1 program for gifted students. This program is to be known as the Gifted Program.

- We start with what gifted and talented is to the state of Wyoming and Natrona County School District #1.
- We state the program mission, vision, purpose, philosophy, and goals of the program.
- We provide definitions and characteristics of gifted learners, how the district identifies gifted students, and what services the district provides for students.
- We offer information about testing and some ideas about how parents can support their gifted learner at home.
- We continue with information about interacting with teachers and administrators and how to learn about your gifted student.
- The next sections yield some perspective on giftedness, including common beliefs/myths about gifted students, their achievement, and social emotional needs.
- We have a list of resources and Frequently Asked Questions (FAQs) for families and a glossary of terms used when discussing gifted education.
- Included is information for entering, exiting, and annual review of student.

If you have any questions about the material in this booklet, please contact the NCSD District Coordinator at (307) 253-6000.

Thank you,

Gifted Education Advisory Team
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**NCSD Gifted Mission Statement**

- We will provide students with the education opportunities to meet their maximum potential, become productive citizens, and lifelong learners.
- We will support students and their families as they seek to discover and develop their abilities.
- We will support teachers and support staff as they strive to provide enhanced learning opportunities structured to help discover and develop students’ abilities.

**Purpose**

Our purpose is to commit to the implementation of a program that meets the unique social, emotional, and intellectual needs of gifted students through collaboration with students, educators, parents and community members to ensure opportunities for maximum growth and development for lifelong success.

NCSD #1 does not discriminate on the basis of race, religion, color, national origin, economic status, sex, or disability in providing education services, activities, and programs, including vocational programs in accordance with Title VI of the Civil Rights Act of 1964, as amended; title IX of the Educational Amendments of 1972; and Section of the Rehabilitation Act of 1973, as amended.

**Vision**

- Natrona County School District’s Gifted Program classrooms will meet or exceed literacy expectations as measured by WYTOPP.
- NCSD 1st-8th grade gifted programs will be completed as well as a transition model to middle and high school.
- NCSD gifted programs will increase the number of students participating in the in elementary and middle school program.
- NCSD will have an increased number of gifted students participating and performing well in Advance Placement (AP) (KWHS) courses and graduating with International Baccalaureate (IB) (NCHS) diplomas at the high school level.
**Goal**

The goal of the gifted program is to take into full account the learning characteristics of gifted students and to provide a range of learning opportunities commensurate with their abilities as defined by the National Gifted Education Programming Standards.

Our goal is based on principles that students receive an education appropriate to their individual capabilities, interests, and needs, and that students have learning opportunities that help develop their abilities to the highest level. Using a multi-dimensional teaching approach, emphasis is placed on learning processes involving the cognitive and affective domains enabling the identified gifted students to become intellectually and creatively productive adults as measured by National Gifted Education Programming Standards.

**Philosophy**

“Excellence Through Learning”

**Wyoming State Gifted**

“Gifted students identified by professionals and other qualified individuals as having outstanding abilities, who are capable of high performance and whose abilities, talents and potential require qualitatively differentiated educational programs and services beyond those normally provided by the regular school program in order to realize their contribution to self and society.”


**Natrona County School District Gifted**

Gifted students are those who are identified as demonstrating high performance ability in academics and therefore require educational programming beyond that normally provided by the general school program in order to reach their potential in the classroom. NCSD #1 defines this student as one who functions at a high level in one or more academic areas.

“I love sending my son to a place where he is not only accepted for his unique qualities but celebrated for his many talents.”
COMMON CHARACTERISTICS OF GIFTED

Gifted children are diverse, not all exhibit all characteristics all of the time. However, there are common characteristics that many gifted individuals share:

- Unusual alertness, even in infancy
- Rapid learner; puts thoughts together quickly
- Excellent memory
- Unusually large vocabulary and complex sentence structure for age
- Advanced comprehension of word nuances, metaphors and abstract ideas
- Enjoys solving problems, especially with numbers and puzzles
- Often self-taught reading and writing skills as preschooler
- Deep, intense feelings and reactions
- Highly sensitive
- Thinking is abstract, complex, logical, and insightful
- Idealism and sense of justice at early age
- Concern with social and political issues and injustices
- Longer attention span and intense concentration
- Preoccupied with own thoughts—daydreamer
- Learn basic skills quickly and with little practice
- Asks probing questions
- Wide range of interests (or extreme focus in one area)
- Highly developed curiosity
- Interest in experimenting and doing things differently
- Puts idea or things together that are not typical
- Keen and/or unusual sense of humor
- Desire to organize people/things through games or complex schemas
- Vivid imaginations (and imaginary playmates when in preschool)


See more at: http://www.nagc.org/resources-publications/resources/my-child-gifted/common-characteristics-gifted-individuals#sthash.lEkTw8S4.dpuf

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IDENTIFICATION PROCESS

Entrance/ Identification Criteria/ Exit
Identification Process
The identification process conducted in NCSD #1 meet state requirements and have been designed to ensure the identification of any student who demonstrates educational need for the services of the program under the established guidelines.

The process consists of three steps:
1. Referral
2. Screening/assessment
3. Qualification

Nomination
Students may be nominated by
- Parent(s)
- Teacher(s)
- Peers
- Other Professional Personnel
- And/or themselves

The individual who refers the child must complete referral forms, however, parents must give consent that the student be tested and evaluated. Parent Referral Forms and Teacher/Professional Referral Forms, available from the District Coordinator, are filled out and submitted to the coordinator. Nominations can be made at any time during the school year, however, any testing and identification will be completed according to the NCSD assessment and identification schedule.

Screening and Assessment
Quantitative data:
Ability Tests consist of two parts:
Part I: To measure cognitive abilities through verbal and quantitative skills
Part II: To measure non-verbal abilities in reasoning and problem solving using spatial symbols
Achievement Tests are used to determine student academic level in the academic core areas of English/Language Arts, Math, and Reading.
SCREENING

The official screening process for the program is determined by using the following criteria for eligibility (the program requires that criteria are met in 3 of 4 categories):

- CogAt Screener Aptitude: 94th percentile, or greater (Documentation from another district indicating G/T program participation and/or a documented IQ of 130 or higher) AND
- Reading Achievement: 97th percentile, or greater (70 for Special Populations) OR
- Math Achievement: 97th percentile, or greater (70 for Special Populations) AND
- Team approval based on attendance, motivation, grades, teacher input, and behavior.

COGNITIVE ABILITIES TEST (CogAt)
The Cognitive Abilities Test (CogAt) Screening Form is a short form of CogAt. The Screening Form provides a highly effective way to reduce the amount of testing when the results will be used primarily to help identify academically talented students who will be evaluated further for placement. The screening form also identifies students who are at the low end of the score scale and therefore may benefit from instructional intervention.

The screening form consists of the first subtest from each of the three batteries on the complete CogAt: Picture/Verbal Analogies, Number Analogies, and Figure Matrices. At levels 5/6-8, all items are pictorial. At Levels 9-17/18, Verbal Analogies subtest uses English words. This subtest may be omitted for English language learners. The Screening Form Total score estimates students’ general reasoning abilities across all three domains.

SCREENING PROGRESSION:
Students currently enrolled in NCSD #1 schools: Completed paperwork for screening referral must be submitted to the coordinator and determination letters will be sent. Qualifying students will have the option to transfer to the designated inclusion programs immediately if there is an opening, at the start of each quarter, or may opt to remain at their home school. From the time the referral is completed and consent has been signed, the coordinator will assess students within 30 days.
Families with previously identified students who wish to be reconsidered for re-enrollment into the program will be considered on a case-by-case basis. Families new to Casper will be assessed using NCSD #1 protocol.
Qualification

Student's percentiles and/or scores from the assessment instruments are considered. The Gifted team individually evaluates student profiles. A student qualifies for gifted services if the evidence on the profile meets the district criteria. The team consists of district coordinator, CY/Pineview administrator, CY/Pineview GT teachers, GT counselor, and other District personnel as appropriate. Parents are notified of the team’s decision.

District Referrals for 2nd Grade
GT Screening based on Fast Bridge - Math/Reading 97th percentile as a 2nd grader
CogAT - administered after referral
Teacher information

“I am so thankful for the program and what it offers for my child’s way of learning. He has done a complete turn around. His behavior is 100% improved. He actually likes school, and is so much more confident now that he is with other G/T students.”

~Tomasa and Buddy, Pineview GT program parents
NCSD Continuum of Gifted Programming Services for all District Schools of Choice

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<td>Self-contained program grades 1st – 5th at Pineview Elementary</td>
<td>Program grades 6th -8th at CY Middle School For content areas only.</td>
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<td>Accelerated Kinder at Pineview</td>
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**Staff Endorsements and Professional Learning**

All teachers of the Gifted Program have completed an endorsement and prescribed professional development, including nature and needs of the gifted student; identification and assessment; and curriculum and instruction for gifted students.

**All Schools:**

General classroom instruction with differentiation for gifted learners
Gifted Instructional Facilitator support for classroom teachers

For Questions Please Contact the Program Coordinator or Principal at the Individual School
Pineview Elementary (1-5): Inclusion Gifted Program
Principal: Chris Carruth-Britt
639 Payne
Casper, Wyoming 82609
Phone: (307) 253-6000

**Mission:**
Inspire Creativity
Cultivate Academic Growth
Support...Sustain...and Maintain High Achievement
Nurture our Diverse Community

**Vision:**
Future Ready Students for the 21st Century

**Curriculum**
The curriculum and instruction plan for the gifted focuses on three goals:

1. **Skills** - use of critical thinking and problem solving, strong communication skills, strong organizational skills, time management and study skills.
2. **Knowledge** - expand exploration in content areas, preparation for advanced level instruction, and self-awareness of areas of giftedness as well as weaknesses.
3. **Behaviors** - enthusiasm for learning, academic independence, willingness to take risks, tolerance of self and others.

**Program Components Based on Best Practice for GT Students**
Students identified as gifted may be involved in the following instructional strategies and grouping:
Foreign Language
Differentiation
Service Learning (combines classroom instruction with meaningful community service)
Flexible Grouping
Independent Projects
Learning/Work Stations
Interest Groups
Counseling
Contracts
Compacting
Mentorship
Technology
Cluster Grouping
Community Learning
Acceleration

Each of the above strategies is utilized with state Common Core State Standards (CCSS) and Student National Association for Gifted Children (NAGC) content standards, as well as selected content themes and allows for student study of a subject in greater depth, complexity and or novelty. Technology and creativity are also used when addressing learning styles of students.

**Cluster Classrooms**
The goal of clustering is to lower the range of levels in any one classroom, allowing teachers to effectively meet the students’ talent development needs through differentiated instruction.

**Elementary Program Counseling**
NCSD recognizes that gifted students have unique social and emotional needs. A specialized school counselor works with students in the program by offering whole group classroom lessons, small group, and individual services.

- Whole-group classroom lessons are structured around the Academic, Career, and Personal/Social Development domains as set forth by the American School Counselor Association (ASCA) standards.
  
  [http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf](http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf)

- Small groups addressing common issues of gifted students, which may consist of, but are not limited to:
  - Perfectionism
  - Risk taking
  - Anxiety
  - Self-regulation skills
  - Awareness of personal traits and skills for communicating and collaborating with others

- Individual proactive counseling for gifted learners targets problem-solving and decision-making skills, as well as affective domains to promote academic and personal growth
“For a long time, people will not believe them, will be afraid of them, will not know what to do about them, but in the end the truth will be admitted and utilized, as everything is finally utilized that has power to bring order to human life.”

~L.S. Hollingworth
Mostly, John likes that he is with friends and classmates who have similar interests (like-minded peers). His teachers are trained in gifted education so his parents know he is receiving the academic differentiation and engagement he needs to reach his potential.

Students who participate in the GT program experience a qualitatively unique learning experience built upon gifted education best practices. Students in the GT program at Pineview Elementary School have been assessed and identified by the NCSD GT coordinator.

John starts his day in the 2nd/3rd combo room for 15 minutes of homeroom. He then goes up to the 3rd/4th combo room for reading instruction with the other students reading at his Lexile level.

After recess, John rejoins his 2nd/3rd classroom for grade level social studies and science. His class takes many field trips throughout the year for hands-on, experiential learning. They went to Casper Mountain Science School this fall!

John has the opportunity to explore problem-based learning in an after-school Destination Imagination club. Other enrichment opportunities for students include Lego Robotics, Chess Club, Art Club, and PE club.

GT students participate in service learning projects throughout the school year. This year, we have adopted the neighborhood park and adjoining street to maintain to keep our community beautiful.

Time for math! Again, John moves to the ability group working at his same pace and instruction level. For John, that means he is working with a math group on pre-algebraic skills.

Mostly, John likes that he is with friends and classmates who have similar interests (like-minded peers). His teachers are trained in gifted education so his parents know he is receiving the academic differentiation and engagement he needs to reach his potential.
Vision
We believe that all students have an inherent right to develop their full potential. The CY Middle School Gifted Program fosters an understanding of gifted adolescents and their exceptional needs including appropriate education and affective support through partnerships with educator’s families, students, and the community.

Mission
The mission of the CY Middle School Gifted Program is to advance the development of gifted, talented, and high potential youth, through opportunities, advocacy, and exemplary programs and practices. Our mission is to assure that middle level gifted students grow socially, emotionally, and academically in a safe, nurturing, and challenging environment.

Philosophy
The National Association for Gifted Children guiding principles is the CYMS guiding principles:
1. Good curriculum and instruction for gifted learners begins with good curriculum and instruction
2. Good teaching for gifted learners is paced in response to the student’s individual needs.
3. Good teaching for gifted learners happens at a higher “degree of difficulty” than for many students their age. Good teaching for gifted learners requires an understanding of “supported risk”.
**Curriculum**

Social Studies
Common Core State Standards & Wyoming State Curriculum
Philosophy for Kids by David White
The Examined Life by David White
The Earth and Its People, Advanced Placement, Houghton Mifflin
Material World, a Global Family Portrait
A House Divided - The Civil War, Kendall Hunt
Future Cities, Engineering-Problem-based National Competition. 2015 Challenge-Create an Urban Environment
The New York Times Upfront
The Greater Good, Negotiating a Trade Agreement Based on Specialization of Production and Comparative Advantage
Five Themes of Geography
Crime Scene/Mock Trial at the Courthouse with a Presiding Judge

**Language Arts**

Common Core State Standards
Language Arts-Center for Gifted Education, College of William and Mary
mensaforkids.org
Myoer.org
The Buck Institute for Educators-bie.org
Wordwise
Vocabulary-Norman/Roecklen

**Mathematics**

NCSD #1 Math Curriculum: My Math and embedded advanced grade level curriculum
Supplemental Algebra
Historical Math
Manipulative
Accelerated Math/Odyssey Ware

**Science**

CYMS Integrated Science
Invention/Design
Problem Based/Project Based and Inquiry
Casper Mountain Science School and Field Exploration
Community of scientists approach as a lens and experts from the community
Science Zone Connections
Academy Facility and Casper College Connections
Future Cities, Engineering-Problem-based National Competition
Challenge-Create an Urban Environment
Crime Scene/Mock Trial at the Courthouse with a Presiding Judge
Science Olympiad
**TECHNOLOGY**
International Society for Technology in Education (ISTE Standards)
PowToon
Keynote
IPad Applications

**CY INDIVIDUAL LEARNING PLANS**
- Options for scheduling CORE classes in the gifted classroom, in Summit Advanced courses, or in regular classrooms
- Choice of electives including Summit DestiNation Imagination and Robotics/Gaming
- Lunch Group once a week with a gifted staff

**ENRICHMENT**
Critical Thinking and Problem Solving
Real World Applications
Pursuit of Passions
Career Exploration
  - Advanced level coursework
  - Central Wyoming Board of Cooperative Educational Services (BOCES)
  - Variety of enrichment opportunities
  - Acceleration

**MIDDLE LEVEL PROGRAM COUNSELING**
NCSD recognizes that gifted students have unique social and emotional needs. A specialized school counselor works with students in the program by offering small group, and individual services.
- Small groups addressing common issues of gifted students, which may consist of, but are not limited to:
  - Perfectionism
  - Risk taking
  - Anxiety
  - Self-regulation skills
  - Awareness of personal traits and skills for communicating and collaborating with others
- Individual proactive counseling for gifted learners targets problem-solving and decision-making skills, as well as affective domains to promote academic and personal growth.
DAY IN THE LIFE OF A CY MIDDLE SCHOOL GIFTED AND TALENTED STUDENT

Follow Samantha and some other classmates through a day in the life of a GT student!

Students in the CY Middle School Gifted and Talented Program have been assessed and identified by the NCSD GT coordinator. CY’s middle level program focuses on problem and inquiry-based learning through an interdisciplinary curriculum. CY’s mission is to assure that middle level gifted students grow socially, emotionally, and academically in a nurturing and challenging environment. CY maintains high expectations and students who qualify for the program should be prepared to work hard!

Samantha starts her day before first period with Jazz Band. On Thursday she attends Robotics and on Friday she helps the Student Council plan their next fundraiser. One of Samantha’s friends works on the yearbook in the mornings, while another participates in Art Club and F.F.A.

Samantha appreciates that her math class is differentiated because she and her classmates are all working at different levels. Right now she is working on the Pythagorean Theorem, but Luis is working with equations containing two variables. Two days a week are set aside for the class to work on real-world math applications.

Two of Samantha’s classes are electives. Samantha is in band, which is a yearlong class, but she also experiences a plethora of other classes including Destination ImagiNation, Robotics, Agriculture, Digital Media, Cooking, Manufacturing, Music, Art, or P.E. Samantha loves the performance aspect of her band class. Samantha is very excited about the STEM connections in her team’s Scientific Challenge “Going to Extremes” for the DI Global Competition.

Spanish is a favorite class for Samantha, although it was a tough choice because CY also offers German! ¿Habla Español?

GT Language Arts is next on Samantha’s schedule. Real world writing, speaking, and listening skills are the focus in this class, and Language Arts is integrated throughout all content areas. Participating as a defense attorney in a mock trial gives Samantha the opportunity to use her Language Arts skills. Samantha uses her laptop or iPad to explore Renzulli’s Go-Quest, matching her individualized learning profile to access virtual field trips, interactive websites, and higher-level texts.

CY provides three great lunch choices almost every day! On Tuesdays, GT students have the opportunity to meet in small groups with a GT counselor to discuss social and emotional topics and issues. Friday’s lunch is a favorite because it is Pizza Day! GT students love to go to the library at lunch or visit with friends in the Cyclone Café just off of Main Street!
**Kelly Walsh High School Advanced Placement (AP®) Program**

By taking an AP course and scoring successfully on the related AP Exam, you can save on college expenses: most colleges and universities nationwide offer college credit, advanced placement, or both, for qualifying AP Exam scores.

For a complete list of available AP courses, please the NCSD High School Course Catalog.

www.natronaschools.org > Quick Links > H.S. Course Catalog

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**Natrona County High School International Baccalaureate (IB) Diploma Program**

The International Baccalaureate is an internationally recognized educational program that fulfills the needs of students who place high expectations upon themselves.

The International Baccalaureate Diploma Program at NCHS is a comprehensive, rigorous two-year curriculum for highly motivated students in grades 11 and 12, resulting in an internationally acclaimed high school diploma recognized by universities worldwide. IB students will be provided a balanced education facilitating and promoting international understanding and appreciation. Students completing the IB Diploma Program will have demonstrated a strong commitment to learning, and through this learning will acquire the skills and the discipline required to be successful in a highly competitive world.

The Diploma Program offers six subject groups and in addition requires three areas unique to IB (see below). To be eligible for an IB Diploma, candidates are required to choose one subject from each of the six groups. The Diploma candidate must also meet three additional requirements: the extended essay, the Theory of Knowledge course, and participation in extracurricular CAS – Creativity, Action, and Service program.

www.natronaschools.org > Quick Links > H.S. Course Catalog
**Pathways Innovation Center**

Pathways Innovation Center - The academy approach will allow students to take courses in four categories or academies: Academy for Creative Arts, Communication & Design; Academy of Health Sciences & Human Services; Academy of Business, Agriculture & Natural Resources; and Academy of Architecture, Construction, Manufacturing & Engineering.

How is academy learning different from what happens now: Academy learning links content from one subject area to another subject area and relates that content to real-world application through a project (PBL). This is connected to a student’s area of interest, like construction, nursing, agriculture or advertising.

Dual/Concurrent Courses/BOCES - A BOCES course is a Casper College course taken at the college campus, the high school campus, or via the Internet. You may receive high school credit and college credit for successfully completing these courses. The credits may be used in a core area or as an elective on your high school transcript. You will receive an official Casper College transcript for these same courses as well. You can take any course offered by Casper College, as long as you meet the course prerequisites. These are listed in the Casper College catalog. There are also a number of courses available on each high school campus.

For more information, please refer to NCSD High School Course Catalog by visiting: [www.natronaschools.org > Quick Links > H.S. Course Catalog](http://www.natronaschools.org)

**High School Counseling**

NCSD recognizes that gifted students have unique social and emotional needs. The high school counselors work with all students by offering individual services.

“We know that we can select in childhood those endowed with extraordinary intelligence. We know that the endowment of intellect is a permanent one.”

“We know the range of intellect among school children is simply enormous, and that this will still be the case when these children become adults.”

“These facts would be epoch-making if applied to the limit of their power to apply.”
**FREQUENTLY ASKED QUESTIONS (FAQs)**

What is the benefit of having gifted students in a self-contained classroom?

Gifted students are gifted all the time; not simply during pullout enrichment opportunities. The self-contained classroom enables GT-endorsed teachers to deliver accelerated curriculum throughout the day at a pace that is appropriate for gifted students. It has been suggested that the “least restrictive” environment for gifted students is a classroom that does not hold them back by curriculum delivery constraints such as a slower pace and unnecessary repetition. In addition, students have continuous contact with age and ability peers, which allows for a high level of peer support. (Borland, 1989)

Furthermore, research shows that full-time ability groupings show substantial academic effects, and, positive gains in social maturity, social cognition, and participation in extracurricular activities; gains are also found in the self-efficacy, self-esteem and motivation for learning when gifted children are grouped together full time (Rogers, 2002)


Our child needs to learn to interact with all levels of students. I am not sure we want our student isolated from the rest of the school.

Students in our self-contained program are integrated with students not identified as gifted in extracurricular activities, assemblies, recess, lunch and school-wide events. Our students have ample opportunity to engage with Pineview (or CYMS) students outside the GT program.

Can a gifted student have a learning disability?

Yes, a student who is gifted and has a learning disability is referred to as “twice-exceptional”. This student may benefit from both gifted programming and special education supports and modifications as determined necessary by the special education department.

*WHATEVER YOU CAN DO OR DREAM YOU CAN, BEGIN IT.*

*BOLDNESS HAS GENIUS, POWER, AND MAGIC IN IT.*

— **JOHANN WOLFGANG VON GOETHE**
Hide not your talents. They for use were made. What’s a sundial in the shade?
– Benjamin Franklin

Gifted children have no greater obligation than any other children to be future leaders or world-class geniuses. They should just be given a chance to be themselves, children who might like to classify their collections of baseball cards by the middle initials of the players, or who might like to spend endless afternoon hours in dreamy reading of novels, and to have an education that appreciates and serves these behaviors.
– Jane Piirto

Education is not the filling of a pail, but the lighting of a fire.
– William Butler Yeats

Gifted is...a greater awareness, a greater sensitivity, and a greater ability to understand and transform perceptions into intellectual and emotional experiences.
– Annemarie Roeper (2000)
RESOURCES FOR READERS

You Know Your Child is Gifted When: A Beginner’s Guide to Life on the Bright Side by Judy Galbraith
Free download at http://www.freespirit.com/catalog/item_detail.cfm?item_id=237

Parenting the Gifted Kids: Tips for Raising Happy and Successful Children by James R. Delisle

Guiding the Gifted Child: A Practical Source for Parents and Teachers by James T. Webb, Elizabeth A. Meckstroth, and Stephanie S. Tolan.


Gifted Children: Myths and Realities by Ellen Winner

5 Levels of Gifted: by Deborah L. Ruf, Ph.D.

Teaching Gifted Kids in Today’s Classroom by Susan Winebrenner, M.S. Dina Bruelles, Ph.D

VISUAL SPATIAL
Right-Brained Children in a Left-Brained World: Unlocking the Potential of you ADD Child by Jeffrey Freed and Laurie Parsons.

GENDER ISSUES
Smart Girls: A New Psychology of Girls, Women and Giftedness by Barbara Kerr and Stanford Cohn
Smart Boys: Talent, Manhood and the Search for Meaning by Barbara Kerr and Stanford Cohn
HELPFUL LINKS


National Association for Gifted Children (NAGC) The National Association for Gifted Children, an organization of parents and educators, supports and engages in research and development, professional development, advocacy and collaboration with agencies to improve the education for all students.  http://www.nagc.org/

The Association for the Gifted (A division of The Council for Exceptional Children: the Voice and Vision of children and youth with gifts, talents and/or high potential.  

Acceleration Institute: http://www.accelerationinstitute.org/

Is it a Cheetah?  By Stephanie Tolan.  The classic gifted child metaphor

Over Excitability and the Highly Gifted Child http://www.davidsongifted.org/db/Articles_id_10102.aspx

STANDARDS

NAGC

Pre-K-Grade 12-Gifted Programming Standards National

COMMON CORE STATE STANDARDS

Using the Common Core State Standards for English Language Arts With Gifted and Advanced Learners Edited by Joyce VanTassel-Baska, Ed.D

Using the Common Core State Standards for Mathematics With Gifted and Advanced Learners Edited by Joyce VanTassel-Baska, Ed. D
Glossary of Terms

Ability Grouping: Grouping students of like ability to work together on a short- or long-term basis.

Acceleration: An educational intervention that moves high-ability students through an educational program at rates faster than same age peers. The process of finding a match between a student’s abilities and curriculum.

Alternative Learning Plan (ALP): A document describing the way in which a gifted student is being served according to his or her talent areas.

Advanced Placement: A formalized system allows students to enroll in intense, high-level courses in high school and possibly gain college credit simultaneously.

Advanced Learning Plan: A document describing the way in which a gifted student is being served according to advanced planning and placement for goals or courses to ensure alignment with state guidelines, high school course catalog, or Hathaway.

BOCES/Dual Enrollment: Students take a course for both college and high school credit. The post-secondary institution offering the course while high school credit is dependent upon state education guidelines grants college credit.

Career Exploration: Process of learning about self and world of work, identifying and exploring potentially satisfying occupations, and developing effective strategies to realize goals.

Cluster Grouping: Assigning students of the same grade level who have been identified as gifted to a small instructional group within a class of otherwise heterogeneously grouped students.

Concurrent/Dual Enrollment: Concurrent enrollment allows students to attend classes in more than one building level during the same school year. In some cases, students are able to receive credit at multiple levels for above-level classes completed (i.e. college coursework taken during high school would earn both high and college credit).

Continuous Progress: Student is given content progressively as they master.

Curriculum Compacting: The student’s instruction entails reduced amounts of introductory activities, drill, and practice. Instructional experiences may also be based on relatively fewer instructional objectives compared to the general.

Differentiation: A method used by teachers to establish a match between the students interests, needs, and abilities to provide curriculum opportunities that include enrichment and/or acceleration options to maximize student learning.
Glossary of Terms

Enrichment Opportunities: General term for a wide range of challenging student learning opportunities outside of the regular curriculum.

Flexible Grouping: Grouping students based on interests and abilities on an assignment-by-assignment basis.

Mentorship: The one-on-one learning relationship between a student and an expert in a specific topic or discipline. The mentor supports and guides the student to develop in that area of interest.

Project Based Learning: A systematic teaching method that engages students in a learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks.

Self-Pace Instruction: Student chooses the rate of progress.

Single-Subject Acceleration: This practice allows students to be placed with classes with older peers for a part of the day (or with materials from higher grade placements) in one or more content areas.

Standardized Test: A specially constructed test, either intelligence or achievement test, using the performance (norms) of other individuals as the standard by which the student is compared.

Twice Exceptional: These students are gifted and also have a 504 or IEP.

Underachiever: A student whose academic achievement is at a level below of which is expected, based on one's aptitude or ability.

Whole-Grade Acceleration: Placing a student in an advanced grade level (see grade acceleration process in appendix).
APPENDIX A – FORMS

* Natrona County School District Gifted Program Referral Form

* Natrona County School District Parent Rating Scale Gifted and Talented Program

* Natrona County School District Teacher Rating Scale Gifted and Talented Program
Natrona County School District
Gifted Program
Referral Form

Student Name: __________________________________________________

School: ________________________________________________________

Grade _______ Birthdate___________ Telephone_________________

Parent/Guardian__________________________________________________

Address________________________________________________________

Zip Code___________

I am referring the above-mentioned student for consideration for Gifted
identification in Natrona County School District. I understand this referral will
initiate an assessment process, which will determine if the student meets eligibility
criteria for the Gifted Program.

Referred By____________________________________________________

Date____________

Relationship to Student: ____Parent  ____ Teacher

Administrator ____ Other_________

--------------------------------------------------------------

I understand this referral form initiates a process to determine eligibility for
identification in the Gifted Talented Program. I give permission to have my child
tested.

Parent/Guardian Signature __________________________________________

Date ______________________________________________

Received by Coordinator on this date _________________________________

Principal Signature _______________________________________________
APPENDIX B – ADDITIONAL PROGRAM PROCEDURES

APPEALS
Once the identification process is complete, parents or guardians are notified of the results. A parent/guardian or staff member may appeal an identification decision to the gifted team within seven days of the receipt of the parent/guardian letter indicating the committee's initial decision. Appeals must be made in writing by presenting additional information to the committee not previously seen by the committee. The team will reconvene in order to consider the need for further assessment data or other information. NCSD #1 gifted team decisions are final.

GT PROGRAM EXIT PLAN AND PROGRAM RE-ESTABLISHMENT
At the discretion of the gifted team, NCSD #1 will reassess identified gifted students:
- Every year
- Before a student’s transition into middle school
- Before a student’s transition into high school

When a student within the program has historical data showing D’s, F’s, or Not Proficient in meeting Power/Priority Standards at the intermediate level (3-8), or N’s, U’s, or Not Proficient in the meeting Power/Priority Standards at the primary level and is below advanced on achievement assessments, a performance review will be conducted. Progress monitoring of individual students will be done at the quarter/semester depending on circumstances identified by the team. Upon review, a determination of program placement will be made by the team. The student will exit from the program for at least one year and be placed in a regular education classroom (school of choice process). If there is significant progress in the regular classroom setting after one year, the student may be re-assessed for approval back into the gifted program. The gifted team will always review each student’s progress and make decisions on what is best for each student.

ALTERNATIVE/ADVANCED LEARNING PLAN
An Alternative/Advanced Learning Plan (ALP) is a decision-making tool used for students who are in the performance review cycle. ALPs are for gifted students who:
1. Fall below the advanced level on growth, academic, or other assessments used to determine student performance and/or
2. Have failing grades of D’s and/or F’s, and
3. Are in a school housing the gifted programs, other schools, virtual academy, or “at large”.
4. At the request of district staff and parents

The ALP will outline effective guidance and counseling goals along with interventions for students who have been tiered using the Response to Intervention Model (RtI). Tiered alternative plans will be created by the coordinator, teacher, parent, counselor, and student and will be reviewed at the time the reassessment period ends. This is an important link between services matched to the child’s level of achievement and their strengths and motivation. Tiered ALPs will aide in making alternative instructional decisions about materials, programming options and assessments for students who are not meeting gifted programming requirements as well as students struggling with critical transition periods from one level of schooling to the next and from school to school. ALPs will include information about the student’s areas of strength, curriculum and programming options provided to match the strengths at targeted and intensive levels. ALPs will describe written plans for differentiation methods to be used for content extensions supporting in areas of need, including goals for improvement.
Alternative Learning Plan Cont.

All gifted students enrolled in the district’s elementary and middle level programs are assured that areas of strength and goals for academic and social/emotional growth are developed in inclusion program classrooms through each academic school year. Gifted-endorsed teachers and school counselors provide programming for the needs of each individual student. All student growth and development is reviewed annually as part of program requirements. This is done with input from teachers, school counselors, administration, school at-risk coordinators, students, parents and the program coordinator. Because this progression is threaded into daily processes, Alternative Learning Plans are not needed for all students in gifted programs.

Students identified as gifted within the district and utilizing the district’s school of choice options are maintaining that the school of choice is providing adequate services to the gifted student. Parents of any student identified as gifted may request an ALP for their student at any time. If a parent makes this decision for their child, the gifted coordinator, principal of that school, teacher, and parents will develop an ALP, which will be reviewed annually.

Using the Response to Intervention (RtI) Model in Alternative Learning Plans

Using the Response to Intervention (RtI) Model in Alternative Learning Plans

Tier 1: All Core Classroom Instruction
All students should receive core classroom instruction utilizing scientifically based curriculum and methods to teach critical elements of a subject (reading, math, written expression).

Tier 2: Some Strategic Targeted Instruction
Some students will receive strategically targeted instruction in addition to core instruction. Strategic Instruction addresses the specific needs of students who do not make sufficient progress in Tier 1. Instruction is generally provided in a small group (3-5 students) format with similarly skilled students. The duration of this instruction varies based on student assessment and progress monitoring data that measures student response to intervention.

Tier 3: Few Intensive Targeted Instruction
Intensive targeted instruction is provided to the most at risk (or the students who demonstrate the greatest intellectual need) who have not sufficiently responded to Tier 1 and 2 instruction and interventions. It may in some cases replace core instruction. The duration of this intervention is extended over a longer period of time and varies based on student assessment and progress monitoring data.

Student Movement Through the RtI Tiers
Student movement through the tiers is a fluid process based on student assessment data and collaborative team decisions about students’ response to instruction. Response to Intervention provides support systems in gifted education, the problem-solving process, which uses data to implement appropriate, rigorous and relevant curriculum and instruction are strengths of RtI. RtI supports setting targets or trend lines for students. Long-term planning and monitoring of student progress will allow students to learn and grow toward expectations. Progress monitoring continually contributes new data so that learning is dynamic and adjustments are made for pace, depth and complexity of practices.

Twice Exceptional
Masked disabilities make aspects of academic achievement difficult for some gifted students. A collaborative effort between classroom teachers, special education teachers, gifted-endorsed educators, and parents is needed to implement strategies to meet the diverse needs of twice-exceptional students. Students who may be twice exceptional will be referred to the school psychologist for further testing. A student who is identified as twice exceptional may have an IEP to meet the needs identified for specially designed instruction, but may also have an ALP for areas not addressed in the IEP.
**GRADE ACCELERATION**

Grade acceleration for all gifted students is important to understand when students are outperforming peers in class. Acceleration provides students with level-appropriate material. Academic acceleration has been described as a fundamental need for gifted students. Upon request, the gifted coordinator will meet to determine and provide acceleration options with school personnel and parents.

**ACCELERATION OPTIONS:**

- Whole-grade Acceleration
- Dual Enrollment
- Self-pace Instruction
- Telescoping
- Extracurricular Programs
- Early Graduation
- Advanced Placement
- International Baccalaureate
- Single-subject Acceleration
- Continuous Progress
- Curriculum compacting
- Mentoring
- Correspondence Courses
- Concurrent/Dual Enrollment
- Middle School and High School
**Acceleration Procedures**

Inquiry regarding advanced academic challenge made by program teacher, coordinator, administer, or parent based on ability.

An informational meeting for initial data collection will be held with the Director, Coordinator, Administrator, Teacher, and Parents when possible. Parents and teachers are encouraged to share any background information at this time.

The coordinator collects data from the student’s teachers and if there is agreement, from the team, that the student will socially and academically succeed, then the student is scheduled for acceleration to the next grade level.

Continue grade advancement consideration process?  

- **No**  
  Team will consider other acceleration options.

- **Yes**

The following data will be collected:
- Advanced achievement in both reading and math
- CogAt at the 98%ile or higher
- Documented developmental and emotional maturity, submitted by parents, teacher, or other professionals with direct knowledge of the student.

Recommended

Whole grade advancement made at appropriate time. Review by the team of student’s progress within 9 weeks (or earlier if necessary) after placement to assure support.

Not Recommended

Team will consider other acceleration options.