



**Monte Vista School District
Gifted and Talented
Parent Handbook**

2026-2027 School Year

This handbook is provided for educators and parents in the Monte Vista School District as a guide for gifted education.

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Identifications:

Through the Exceptional Children's Education Act (ECEA) the State of Colorado has accepted the following areas of giftedness for identification:

General Intellectual Ability

Specific Academic Aptitude:

- Reading

- Writing

- Mathematics

- Science

- Social Studies

- World Languages

Specific Talent Aptitude:

- Creative or Productive thinking

- Leadership

- Dance

- Music

- Performing Arts (Theater, Speech, Debate)

- Visual Arts

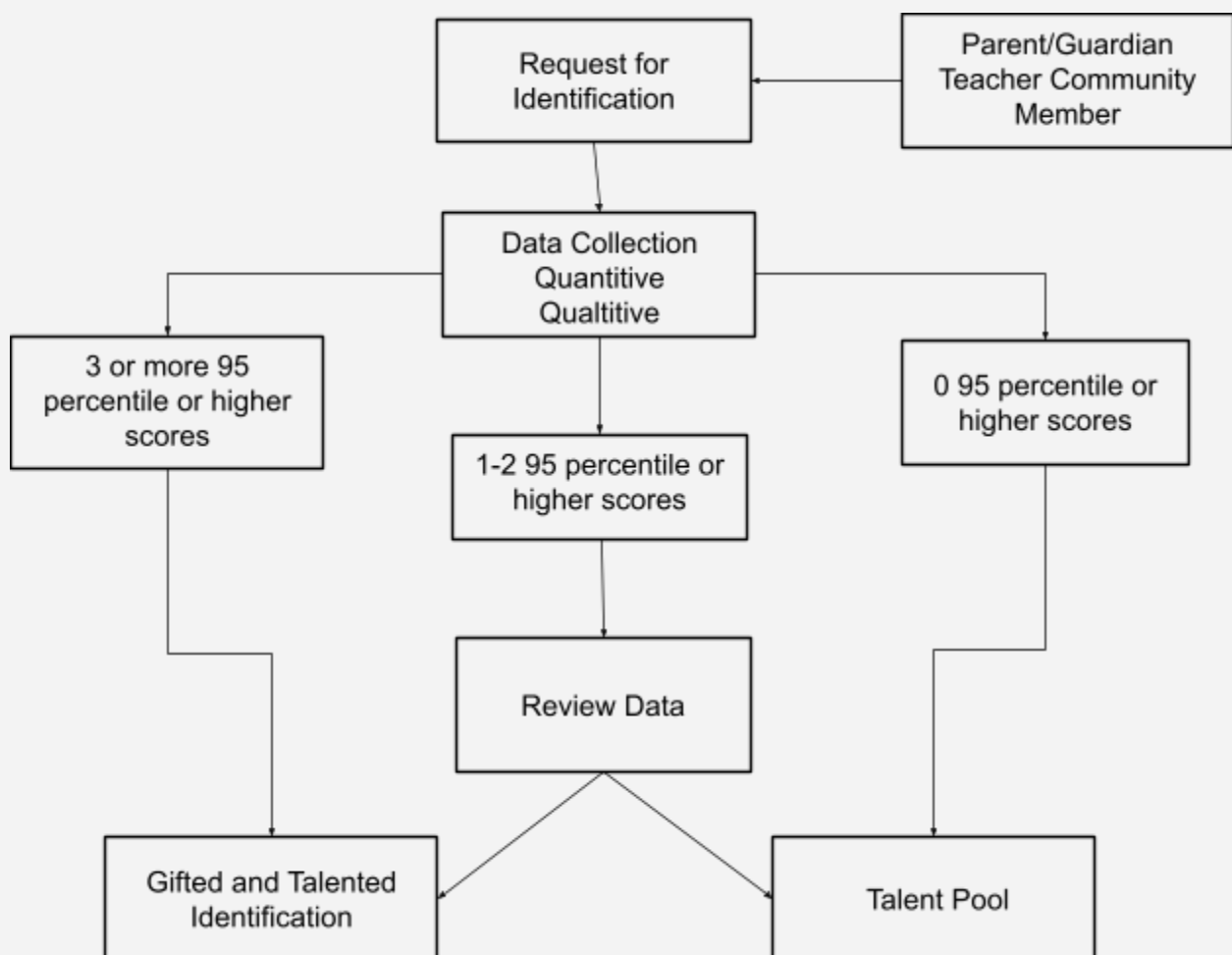
- Psychomotor

For more information on each of these categories, please go to:

<https://www.cde.state.co.us/gt/identification#AreasofID>

Academic Identification (ID) Process

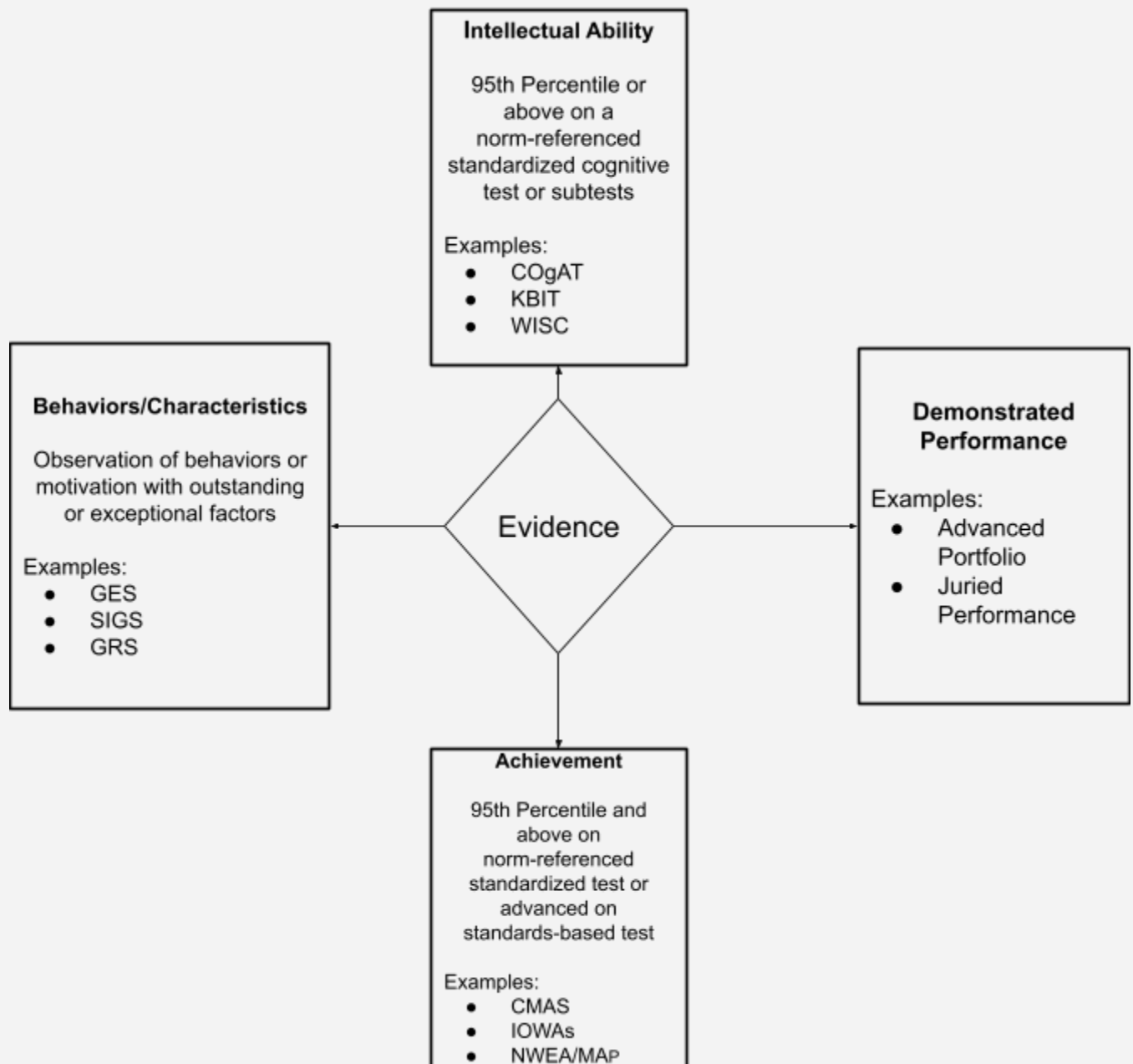
Identification, an ongoing process, is facilitated by the Gifted and Talented coordinator. It will use formal and informal data and requirements to collect a body of evidence over a minimum of 3 years to substantiate a student's strength in specific areas. Ultimately, the process guides programming for each identified student. The following is a visual overview of the process.



Tests Given

Assessment	Abbreviation and Time	Student Population	Overview
Cognitive Abilities Test (Cognitive Ability Test)	CogAT 3 hrs. 1 hour/day	Anyone Universal in 2nd and 6th grade	Verbal Abilities Quantitative Abilities Nonverbal Abilities Identify high-risk children
Kaufman Brief Intelligence Test (Cognitive Ability Test)	KBIT Typically 30-60 minutes to administer	Anyone	A quick estimate of ability. Verbal and Nonverbal Identify high-risk children
Torrance Test of Creative Thinking (Cognitive Ability Test)	TTCT 30 minutes	Anyone	Drawing and Art Test Writing
Gifted Education Scale (Observational Scale)	GES At least one week for teachers to fill out	Anyone	Intellectual, Creativity, Specific Academic Aptitude Leadership Ability Performing and Visual Arts
The scale of Identifying Gifted Students (Observational Scale)	SIGS At least one week for teachers and or parent /guardian to respond	Anyone	General Intellectual Ability Language Arts Mathematics Science Social Studies Creativity Leadership

The body of evidence that we use: (Information adapted from the Colorado Department of Education)



Programming

After the identification process is completed, MVMS will contact parents, setting up a meeting to discuss our findings. We will determine if your child qualifies for the Gifted and Talented program or in the Talent Pool.

We offer many solutions to ensure your child will have success in learning. From supplemental curriculum, long-term projects, differentiated classwork, or even subject-based acceleration. Each student will work with the GT coordinator to find the right fit for success. It is our goal that each student identify, and improve academic achievement so that they consistently perform at advanced levels and make continuous growth relative to their strength areas. We work to ensure that programming for gifted students is comprehensive and participation of all people are involved with the student's education. Below is a partial list of what we offer:

Early Access (Kindergarten)

Enrichment

Whole Grade or Subject-based Acceleration (See policy on Website)

In-class Differentiation

Social-Emotional Intervention

Contests, Competitions

Talent Pool (TP) Designation

If a student does not qualify for Gifted and Talented, they may be placed in the talent pool. This is defined by the Colorado Department of Education as “a group of students who demonstrate an advanced or even exceptional ability in a particular area but at this time does not meet the criteria for gifted identification.” Students in the talent pool are monitored and evaluated bi-annually to see if they now qualify for the Gifted and Talented program. Suppose the student has a 95 percentile but not the high-performing data for three years or no less than 85 percentile on any given body of evidence. These students will be entered into the enrichment system by the GT coordinator in hopes of monitoring and raising the Gifted and Talented program. The GT Coordinator will communicate at least annually with families regarding the status of the student in the talent pool. The goal of the talent pool is to provide appropriate programming to allow students to maximize their potential.

Advanced Learning Plans (ALPs) Gifted Designation

ALPs are required for all identified Gifted and Talented students. These plans are generally created by the gifted and talented coordinator with the assistance of classroom teachers, parent/guardian, and the student. These plans are created at the beginning of the school year with reviews throughout the school year to monitor the growth and effectiveness of the plan. ALPs outline both academic achievement and affective goals.

The programming options for identified gifted students fall into four categories:

1. Depth & Complexity - Higher-order thinking skills, Enrichment, Concepts/Big Ideas, Questioning.
2. Differentiated Instruction - Advanced Curriculum, Faster pacing, Curriculum compacting, Menu of options, Flexible grouping, Cluster grouping, subject acceleration, online learning, and Accommodations as needed.
3. Time - Acceleration/Pacing, pre-assessments, checkpoints, mastery learning, curriculum compacting
4. Support - Affective Guidance, Encouragement, direct instruction, peer interactions, self-directed learning, structured materials

Twice Exceptional (2E)

Colorado Department of Education (CDE) defines a twice-exceptional student as a student who is identified as gifted and talented in one or more areas of exceptionality (specific academics, general intellectual ability, creativity, leadership, visual, spatial, or performing arts); and also identified with a disability defined by Federal/State eligibility criteria: perceptual communicative disability (learning disability), significant identifiable emotional disability, physical disabilities, sensory disabilities, autism, or ADHD. The disability qualifies the student for an individual education plan (IEP) or a 504 Plan.

Twice Exceptional or 2E students are often at risk due to their educational and social-emotional needs often being undetected. 2E students are highly knowledgeable and talented in one or more areas. Their giftedness is often overlooked due to their disabilities. They may have difficulties with school, and be labeled as lazy, unmotivated, and an underachiever. Research indicates that 2-5 percent of the gifted population will have disabilities and 2-5 percent of students with disabilities will be gifted (Dix & Schafer, 1996; Whitmore, 1980; & Maker, 1977).

Helpful websites for tips on how to advocate for your 2E learner:

<https://2eresource.com/home-2/resources/advocacy/>

Advocating for the 2E learner

<https://www.nagc.org/get-involved/advocate-high-ability-learners/advocate-your-child>

Parent Advocacy - National Association for Gifted Children

Transfer Student

The Colorado Department of Education (CDE) has stipulated that if a student has transferred into the school district from another school in Colorado and has a Gifted and Talented Identification, then the new school shall accept the designation. If the student has transferred from out of state, the school district shall review all findings to determine if the student qualifies for the identification of Gifted and Talented per the state standards.

Whole Grade Acceleration

Referral & Screening

After State and Local assessment data have been received students who show above-average achievement will be referred for possible cross-content whole-grade acceleration. The building GT coordinator and the building principal will evaluate the list and next steps on a per-case basis.

Parents, students, staff, and community members have the opportunity to refer a student for whole-grade advancement at any time. Please follow this link, fill out the form, and return it to the building Gifted and Talented coordinator.

For a student to be accelerated in whole grade acceleration three data points are required which show mastery knowledge of each content level information. Furthermore, students must show psychological readiness to adapt developmentally to higher grade levels. Data points must be reviewed by a team and not individuals for decisions. Acceleration of students is non-discriminatory as stated in board policy.

Decisions are made by majority vote, but the building principal has the final say.

A student who does not meet the requirements of the whole grade acceleration will then be referred to RTI for alternate enrichment options

- The team shall be composed of the current content-level teacher, the accelerated content teacher, the counselor, the RTI coordinator, the principal, and the GT coordinator.

After Whole Grade Acceleration

A monitoring transition period of one quarter will be followed by the building principal and Gifted and Talented coordinator. During this time if the transition is unsuccessful a student may be removed from the accelerated grade level and returned to their original grade level content. After such an event the student will be referred to enrichment as needed.

- Students will be tested at their grade level when taking State or National achievement tests.
- Content-level teachers will be responsible for recording the student grades in IC
- Accelerated classes are reported as such on cumulative files and transcripts.
- Academic competitions take place with age mates and grade-level peers unless the governing body allows otherwise.
- The timeline for review of the decision to determine effectiveness will include semester and EOY data to determine effectiveness.

If a student or parent is not in agreement a written appeal must be given to the principal within four school days.

Resources

National Association of Gifted Children Parent Resources -
<https://www.nagc.org/resources-publications/resources-parents>

Davidson Institute -
<https://www.davidsongifted.org/search-database/topic/105233/entrytype/2>

Seng (Supporting the Emotional Needs of the Gifted) -
<https://www.sengifted.org/>

Hoagies Gifted Education - <http://www.hoagiesgifted.org/>

Colorado Department of Education - Gifted and Talented -
<https://www.cde.state.co.us/gt>

LOCAL ***San Luis Valley (SLV) Board of Cooperative Educational Services
(BOCES) - Department - Gifted Education
<https://slvboces.org/>