



Buena Vista School District Gifted Programming

Overview

Gifted and talented services support Buena Vista School District's commitment to *ensuring every student reaches the peak of success*. Students identified gifted possess unique abilities and/or potential and are, therefore, a unique segment of the district's student population. The district developed an identification plan aligned with Colorado Department of Education guidelines. A body of evidence, including but not limited to achievement, cognitive, work samples, and behavior scales, is used to identify student strengths; after formal identification, a team prescribes services based on the child's each year through an Advanced Learning Plan (ALP).

Gifted programming in Buena Vista is based on a delivery model of flexibility, sustainability, talent development, and dependent on universal rigorous and responsive instruction available to all. For this reason, when developing services, strengths of staff, resources and individual student needs are considered. Meeting the needs of gifted learners is the responsibility of the entire staff. Having a flexible model of service allows the district to allocate and adjust resources where needs are the greatest.

Gifted Services

Kindergarten through Grade 3

- Teachers may begin collecting artifacts for a body of evidence for students to be recommended to a talent pool.
- Students recommended to the talent pool may receive services for strength areas from within the classroom or other support personnel.

4-12th grade:

- An Advanced Learning Plan will be developed to meet the individual need of a student formally identified for gifted services as outlined below. Teachers provide support within the classroom by extending, replacing, and accelerating curriculum as needed for the individual identified for gifted servicing.
- Course options in the high school provide opportunity to meet the needs of high ability learners.
- Extra-curricular opportunities to support gifted needs can be arranged through the gifted team.

Identification Process

Step 1: Screening

KDG-2nd Grade:

- Teachers recommend students for a talent pool by gathering artifacts to be used during formal identification in grade 3.

End of 2nd Grade:

- All students are given the NNAT2 to be used as part of a body of evidence used in screening during 3rd grade.

3rd Grade:

- Based on a body of evidence, students may be formally identified for gifted services.
- Body of Evidence include assessment results and classroom performance.
- Students not formally identified remain in the talent pool with a body of evidence. A student not identified in 3rd grade can be referred for gifted services by entering the Referral Process.

Referral Process:

- Any student 4th-8th grade may be referred for gifted services by an advocate providing a body of evidence.
- It is recommended a student be referred no more than one time during the grade spans of 3rd-5th, 6th-8th, 9th-12th.

Step 2: Identification

The Response to Intervention (RtI) Gifted Team will review the Body of Evidence to make decisions regarding specific student services and interventions. Students are identified based on strengths and meeting specified targets in the areas of cognition, achievement, performance and behavior characteristics.

Step 3: Develop and modify individual Advanced Learning Plans (ALP)

Advanced Learning Plans will be created for students identified needing gifted services by the gifted support personnel, the parents/guardians, and the student.

Step 4: Progress Monitoring

Progress monitoring includes evidence from classroom performance, achievement indicators, standardized testing results and demonstrated accomplishments. The ALP will be reviewed annually. In an effort to respond to students' individual needs, services may be altered as the child progresses through school.

*Please see "Early Access" for gifted services and identification process for students younger than Kindergarten.