

**DENVER PUBLIC SCHOOLS
MAGNET HIGHLY GIFTED PROGRAM
2013-2014 NOMINATION FORM**

**MUST BE *RECEIVED* IN THE
GIFTED AND TALENTED DEPARTMENT
1330 Fox St., 2nd Floor South, Denver, CO 80204
(720)423-8272
ON OR BEFORE *OCTOBER 1, 2012*
**MAY BE MAILED OR DROPPED OFF TO THE
DEPARTMENT
(NO FAXES ACCEPTED)****

THIS IS AN APPLICATION FOR:

Testing and possible enrollment in the DPS Highly Gifted Program in nine DPS magnet schools in grades 1-8.

THIS IS NOT AN APPLICATION FOR:

Gifted identification that occurs in every DPS school through grade 8, Advanced Kindergarten, or SchoolChoice.

PLEASE PRINT

Date _____ DPS Student ID#(known at your school) _____

Student Name _____

Last First Middle

Student Address _____

Number & Street Apt.

City State Zip

Name of individual completing this form _____

Relationship to student: Parent Teacher Principal Self Other

Current Grade Level: K 1 2 3 4 5 6 7 **Gender** F M

Country of Birth _____ **Date of Birth** _____

Ethnicity: Hispanic or Latino American Indian or Alaska Native Asian
 Black or African American Native Hawaiian or Other Pacific Islander Caucasian/White _____

Primary language spoken by student _____ **IMPORTANT: Our usual testing is done in English.**
If you feel that this student's abilities cannot be measured on a test given in English, please check here:

Has this student previously applied for the Highly Gifted Program? YES NO **If YES, when?** _____

Does this student need special testing consideration or accommodations? YES

If yes, please complete the section on page 2 and attach supporting documentation (Special Education IEPs or 504 Plans).

Parent/Guardian Name _____ **Phone (Home)** _____

Phone (Alt/cell) _____

Parent/Guardian Name _____ **Phone (Home)** _____

Phone (Alt/cell) _____

Primary e-mail _____ Preferred language for school communication with parents/guardians _____

REQUIRED: Parent/Guardian Signature

In order for this student to be screened for the Highly Gifted Program, parents or guardians must sign here to give permission for the testing process.

I give my permission for _____ (child's name) to be nominated and tested for the Highly Gifted Program in Denver Public Schools.

TESTING: This student's current DPS school will schedule testing between October 22 and November 16, 2012. Non-DPS and charter school students will be tested on a Saturday in November 2012 and testing times will be sent by mail.

NOTE: Test results from this HGT nomination process may be included in a student's test history or may be used to help determine appropriate program placement. Test results and nomination information also may be shared with school personnel to help determine appropriate instruction.

Signature of Parent/Guardian (required)

Date

ANY APPLICATION RECEIVED AFTER OCTOBER 1ST WILL BE PLACED IN FILE FOR POSSIBLE SECOND ROUND TESTING AFTER THE COMPLETION OF THE CHOICE PROCESS

First Name:

Last Name:

Current School _____ If a DPS school, this school is: Neighborhood Choice Charter
Please make certain your current school has your correct address so results for the HGT testing can be mailed to you.

Official DPS neighborhood school if different from the current school listed above: _____

Does this student live outside the City/County of Denver? Yes No

Does this student attend a school that is NOT a DPS school? Yes No

If the answer to both questions is “yes,” a \$125 fee will be due at testing time.

PLEASE ATTACH A COPY OF THE STUDENT’S BIRTH CERTIFICATE IF NOT CURRENTLY A DPS STUDENT.

If this student’s current school is NOT a Denver Public School, please attach school or school district ability and/or achievement testing taken within the past two years.

Has this student had individual psychological testing (i.e. WISC, WPPSI, DAS, Stanford-Binet, etc.) administered by a school, school district, Special Education Department, or private psychologist?

YES NO If YES, when? _____

Only school or school district administered assessments are considered in the decision process.

Testing that was paid for privately may be attached, but will not take the place of district testing.

COMPLETE IF REQUESTING SPECIAL TESTING CONSIDERATIONS OR ACCOMMODATIONS

If a student will need special consideration or accommodations in the Highly Gifted Program nomination or testing process or while visiting the school*, the student (or parent/guardian) must specifically request the special considerations sought or accommodations needed and must provide supporting documentation (Special Education IEPs or 504 Plans). It would be discriminatory for the District to assume that special considerations or accommodations are necessary without first receiving such request and appropriate supporting documentation. The admission of an identified student with disabilities eligible for special education and related services is contingent upon the determination of an IEP Team that the student can receive a free appropriate public education in the least restrictive environment at the school. **List requests for special consideration or accommodations below and attach supporting documentation to this application (only Special Education IEPs or 504 Plans will be accepted and copies must be attached).**

*Please direct requests for special consideration/accommodations for school visits directly to the school(s).

DENVER PUBLIC SCHOOLS DOES NOT AND SHALL NOT DISCRIMINATE ON THE BASIS OF DISABILITY, RACE, ETHNICITY, GENDER, RELIGION OR CREED IN THE EDUCATIONAL PROGRAMS AND ACTIVITIES OF THE DISTRICT.

HIGHLY GIFTED (HGT) PROGRAM PLACEMENT

There are nine HGT sites for grades 1-8: Archuleta, Carson, Cory, Edison, Gust, Polaris at Ebert, Southmoor, and Teller elementary schools for grades 1-5 and one middle school site at Morey Middle School for grades 6-8. A qualifying student will be offered placement as space is available after eligibility is determined. Enrollment priorities to each program site are first based on a student’s DPS neighborhood school as determined by home address, sibling status, and enrollment policies. If there are more students than spaces available, a random lottery will be held and a wait list will be maintained. Placement occurs through the DPS SchoolChoice after eligibility is determined. Once identified HGT, eligibility for enrollment in the program is valid through grade eight. Formerly identified HGT students not participating in the program may request enrollment for the **next** school year in grades 1-8 by completing School Choice form choosing and HGT program. A student may reapply for HGT testing and eligibility in any year through grade seven. Identification and testing results are not available by phone and will be mailed by early January. More information on the process, program, and priority enrollment areas is available at www.gt.dpsk12.org.

Student name _____

CHARACTERISTICS OF HIGHLY GIFTED CHILDREN

**You have unique opportunities to observe this child at play, at work, in school, or at home.
Information provided here will be one part of the highly gifted identification decision.**

The Highly Gifted Program is for students with the most extreme gifted needs that are less likely to be met in the regular classroom. The Highly Gifted Program focus is on exceptionally advanced general intellectual ability. Highly gifted students possess **characteristics that are different, and/or significantly more advanced when compared to their classmates.** Please read through these characteristics when determining whether your child should be tested for the Highly Gifted Program.

<p>Learning Styles They may be self-taught, learn differently, or learn very fast with instant understanding. They may become absorbed in mastering complex skills or details, have <u>intense</u> interest areas, enjoy projects, research or hands-on learning, and see the big picture easily.</p>	<p>Developmentally Advanced They may learn to talk, read, calculate, memorize, etc., earlier than usual. They may learn to read spontaneously. They may have large vocabularies and express themselves well or more like an adult. They may learn a <u>second language</u> extremely fast.</p>	<p>Complex Questions They may ask complex questions and give complicated answers. Their detailed explanations may show a greater depth of understanding. They may enjoy detailed and advanced research and analysis, or can see unique, creative solutions.</p>	<p>Seeing Relationships They may be quick to recognize relationships, similarities or differences between ideas, events, people and things, or make connections that other children do not see. They may prefer learning the big picture before the steps or details or enjoy combining subject areas.</p>
<p>Thinking Their thinking may be more abstract. They may do the unexpected or produce unique, advanced work. They may be very insightful, think outside “the box” or be very observant. They may be easily bored. They may have an advanced sense of humor or enjoy irony, word play, or puns.</p>	<p>Perfectionists They may become very upset if things do not turn out as they expect. They may compare themselves and their achievements to great people they have read about rather than to others their own age. They may hesitate to begin or refuse to participate in activities in which they might fail.</p>	<p>Social and Emotional They express <u>intense</u> feelings and/or <u>strong</u> concerns about fairness and justice about themselves, others, or world issues. They may be self-critical even if they excel. They may relate better to older children or adults, be strong leaders, be unusually independent, or feel isolated or different.</p>	<p>Giftedness They may not be gifted in all areas and may, in fact, have deficits in some academic or social or emotional areas. They may not want their giftedness pointed out. They often exhibit a variety of extremes: extremely introverted, outgoing, sensitive, focused, creative, etc.</p>

On a separate sheet please give up to FIVE specific examples of how your child fits some of these highly gifted characteristics. Share the examples you feel are the most significant or the most extreme. See examples below. Please keep the total response to one page.

Examples of specific highly gifted characteristics:

1. Cole could read new material at the second grade level without reading instruction before entering kindergarten.
2. Joey knew all the names of the planets as well as their individual moons and other details even beyond high school level at age 6.
3. Ally could do multiple digit long division in her head without needing pencil or paper to complete the steps necessary to solve the problem.
4. Rachael was extremely worried about social issues (like the conditions of people after Hurricane Katrina) and organized an all school fundraiser to help those in need.
5. Roberto began to show the ability to easily switch between English and Spanish and to translate English into Spanish for the family after being in the United States less than two years.

CRITERIA FOR QUALIFICATION IN THE HIGHLY GIFTED PROGRAM

Approximately eighteen hundred students are screened yearly for the Highly Gifted Program in Denver Public Schools and typically 15 – 20 % of these students qualify for program placement (about 2 – 3% of the district population in grades Kindergarten through 7). Decisions on program placement are made by a committee from the Gifted and Talented Department and are based on the multiple criteria (Body of Evidence) listed below:

Cognitive Abilities Test(s) (CogAT) {97 - 99%ile} (verbal, quantitative, and non-verbal)	Recent achievement test data including CSAP (Advanced)
Nomination form anecdotal information	Reading level assessments {two grade levels above}
Teacher evaluation	Supplemental information

EXPLANATION OF THE COGNITIVE ABILITIES TESTS (COGAT)

CogAT appraises the cognitive development of students from kindergarten through grade 12. The test measures students’ learned reasoning abilities. Although grounded in biological processes, these abilities are developed through in-school and out-of-school experiences.

The CogAT requires students to demonstrate their reasoning abilities in three separate tests: verbal reasoning, quantitative reasoning, and nonverbal reasoning.

- ***The Verbal Battery** assesses students’ abilities to use search, retrieval, and comparison processes that are essential for verbal reasoning.*
- ***The Quantitative Battery** assesses students’ abilities to reason about patterns and relations using concepts that are essential in quantitative thinking.*
- ***The Nonverbal Battery** assesses students’ abilities to reason with somewhat more novel questions that use spatial and figural content.*

CogAT scores are used for three primary purposes:

- *to guide efforts to adapt instruction to the needs and abilities of students*
- *to provide a measure of each student’s level of cognitive development that captures important information not represented in school grades or in other measures of school achievement*
- *to identify students whose predicted levels of achievement are markedly discrepant from their observed levels of achievement*

MAY ADD FAQ’S