



Mt. Evans BOCES Clear Creek RE1 - Gilpin RE1- Platte Canyon #1

*Strong Partnerships Ensuring Success for Exceptional Students*

### On-Watch/Talent Pool Description

Districts are required to identify students who demonstrate a potential to perform at the 95th percentile in one or more of the gifted identification areas (General Intellectual Ability, Specific Academic Aptitude of reading, writing, math, social studies, science and/or world languages, Drama, Dance, Visual Arts, Leadership, and Psychomotor.) Once a referral has been generated for a potential gifted evaluation, the gifted review team, after reviewing all evidence within 30 days, will make one of the three decisions:

1. Request consent for an evaluation
2. Decline to evaluate and student continues with the general education curriculum
3. Student is placed in on-watch status with an instructional plan and placed in the Talent Pool

Once a gifted evaluation has been completed, the gifted education team will make one of three decisions:

1. Student is eligible for gifted education services and consent is requested
2. Student continues with the general education curriculum
3. Student is placed in on-watch status with an instructional plan in the Talent Pool

Mt. Evans BOCES utilizes the Response to Intervention (RtI)/Multi Tiered System of Supports (MTSS) process for the referral and identification of students who may have an exceptionality, due to potential giftedness. The RtI/MTSS process creates levels of services, called a Talent Pool, in a collaborative manner that encompass all staff and students through a multi-tiered service delivery model. For students who have not yet been made eligible for gifted services, this provides guidance for delivering comprehensive, quality instruction. An on-watch plan may be recommended after a review of referral information or after the gifted evaluation has been completed with a decision of ineligibility.

The intent of the on-watch Talent Pool program is to provide instructional supports to develop a child's intellectual, academic or talent aptitudes, collect data on success, and determine the need to re-evaluate or initiate an evaluation the student for gifted eligibility. In many cases this will be used for students who demonstrate characteristics of a gifted learner but do not qualify under the specific requirements for gifted and talented status.

As MTSS/RtI are general education initiative, when placed on-watch, a Multi-tiered System of Supports (MTSS)- response to intervention plan (RtI) is developed in consultation with the district's gifted coordinator, the general education teacher(s), and parents. The intent of the strength-based plan is to support a student in fostering their academic and/or talent aptitudes. Based on the data, answers to the following questions will drive the development of an intervention plan: Does the student require continued intense or sustained resources, adaptations, or acceleration beyond those generally available in the regular classroom setting in order to demonstrate continued progress? and ; Does the information available from multiple sources of data indicate the presence of giftedness as defined by state and

district guidelines? Once a MTSS/ RtI plan has been developed, it will be shared with all staff members who are working with the student and a copy given to the parents.

The plan will be progress monitored throughout the school year through general education and updates will be provided to the parents. If the intervention(s) was successful, the team may either determine no further plan is needed and will not move to re-evaluate OR will request consent for a re-evaluation or initial evaluation and will determine when this will take place. If the intervention(s) was not successful, the team may repeat the process with another strategy and/or intervention.

If you have any questions or concerns about the MTSS/RtI Talent Pool process or plans developed for your child, please contact your child's teacher.