



Gifted Education Program Plan

Gifted child defined: As used in 6.31.2.12 NMAC, “gifted child” means a school-age person as defined in Sec. 22-13-6(D) NMSA 1978 whose intellectual ability paired with subject matter aptitude/achievement, creativity/divergent thinking, or problem-solving/critical thinking meets the eligibility criteria in 6.31.2.12 NMAC and for whom a properly constituted IEP team determines that special education services are required to meet the child’s educational needs.

A. Evaluation procedures for gifted children:

- (1) Cien Aguas International School will screen all 3rd-grade students using the Cogat Screener. Students scoring above 89% will be referred for gifted evaluation. ([See Chapter 1. – Child Find](#))
- (2) Analysis of data. The identification of a student as gifted shall include documentation and analysis of data from multiple sources for subject matter aptitude/achievement, creativity/divergent thinking, and problem-solving/critical thinking including:
 - (a) standardized measures, as specified in Subsection B of 6.31.2.12 NMAC, and
 - (b) information regarding the child’s abilities from other sources, such as collections of work, audio/visual tapes, the judgment of work by qualified individuals knowledgeable about the child’s performance (e.g., artists, musicians, poets historians, etc.), interviews, or observations.
- (3) The child’s ability shall be assessed in all four areas specified in Subsection B of 6.31.2.1 NMAC.

B. Standard identification method: Under the standard method for identification, students will be evaluated in the areas of intellectual ability, subject matter aptitude/achievement, creativity/divergent thinking, and problem-solving/critical thinking. A student who meets the criteria established in Subsection B of 6.31.2.12 for intellectual ability and also meets the criteria in one or more of the other areas will qualify for consideration for service. A properly constituted IEP team, including someone who knows gifted education, will determine if special education services are required to meet the child’s educational needs.

C. Alternative identification method:

- (1) A district may apply to the public education department to utilize an alternative protocol for all students. Eligibility of a student will then be determined by a properly administered and collected, department-approved alternative protocol designed to evaluate a student’s



intellectual ability, subject matter aptitude/achievement, creativity/divergent thinking, and problem-solving/critical thinking.

- (2) If an accurate assessment of a child's ability may be affected by factors including cultural background, linguistic background, socioeconomic status or disability condition(s), an alternative protocol as described in Paragraph (1) of Subsection E of 6.31.2.12 NMAC will be used in all districts to determine the student's eligibility. The impact of these factors shall be documented by the person(s) administering the alternative protocol.
- (3) The student assistance team (MLSS) process requirements will not apply to students who meet the criteria established by the alternative protocols. When a student's overall demonstrated abilities are very superior (as defined by the alternative protocol author), a properly constituted IEP team, including someone who knows gifted education, will determine if special education services are required to meet the child's educational needs.

D. Applicability of rules to gifted children.

- (1) All definitions, policies, procedures, assurances, procedural safeguards and services identified in 6.31.2 NMAC for school-aged children with disabilities apply to school-aged gifted children within the educational jurisdiction of each local school district, including children in charter schools within the district, except:
 - (a) the requirements of 6.31.2.8 NMAC through 6.31.2.10 NMAC
 - (b) the requirements of 34 CFR §§300.530-300.536, Subsection I of 6.31.2.13 NMAC and 6.11.2.11 NMAC regarding disciplinary changes of placement for children with disabilities; and
 - (c) the requirements of 34 CFR §§300.43, 300.320(b) and 6.31.2.11(G)(2) regarding transition planning. Students identified as gifted must meet the requirements at Subsection B of 22-13-1.1 NMSA 1978, which is the next step plan for students without disabilities.
- (2) Assuming appropriate evaluations, a child may properly be determined to be both gifted and a child with a disability and be entitled to a free appropriate public education for both reasons. The rules in this section 6.31.2.12 NMAC applies only to gifted children.

Cien Aguas International Schools' Gifted policy is
Gifted Services will be offered to students in the least restrictive environment (General Education class) through classroom content extension and can benefit all students. This will be done through teacher collaboration with a Special Education teacher. Gifted students are not to be pulled from the class.



Cien Aguas International School will screen all third-grade students using the Cogat screener. If a student passes the screener, a full Gifted diagnostic evaluation will be completed by a contracted Diagnostician.

If students enroll at Cien Aguas International School from APS schools or other districts with a Gifted IEP before third grade, Cien Aguas International School will honor that Gifted IEP as Defined in 6.31.2.12 NMAC.