



Does this student have a sibling who was identified as a highly gifted student? YES _____ NO _____
Is a sibling currently enrolled in a DPS Highly Gifted Magnet school? YES _____ NO _____
If YES: Sibling Name: _____ School: _____ Grade: _____
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? _____
<b>Only school or school district administered assessments are considered in the nomination process. If available, private testing results may be attached but will not take the place of district testing.</b>
Has this student previously been nominated for the Highly Gifted Program? YES _____ NO _____ If YES, when? _____

### HIGHLY GIFTED (HGT) PROGRAM PLACEMENT

A qualifying student will be offered placement as space is available in his/her area HGT magnet program based on home address and DPS neighborhood school. Magnet program placements are offered by the District and can be accepted or relinquished after student identification. Transportation is provided to elementary schools according to transportation policies from designated feeder schools and to Morey Middle School from across the district.

#### **REQUESTING A PARTICULAR HGT MAGNET PROGRAM – SOUTHEAST DENVER ONLY**

Students from SE HGT feeder schools to both Carson and Southmoor may also choose to attend Cory with transportation provided. If a student is eligible for this program and chooses to attend, every effort will be made to offer placement in the HGT program chosen below although *this choice cannot be guaranteed*.

1. If this student’s home address is in one of the following attendance areas: Bromwell, Carson, Fairmont, Greenlee, Lincoln, Lowry, Place, Steck, and Steele, choose only one:  
**Cory** \_\_\_\_\_ **Carson** \_\_\_\_\_
2. If this student’s home address is in one of the following attendance areas: Asbury, Bradley, Cory, Ellis, Holm, McKinley-Thatcher, McMeen, Samuels, Slavens, Southmoor, and University Park, choose only one:  
**Cory** \_\_\_\_\_ **Southmoor** \_\_\_\_\_

#### **NORTHEAST DENVER ONLY**

Students from NE HGT feeder schools to both Polaris at Ebert and Teller may choose to attend either school. If this student is eligible and chooses to attend, every effort will be made to offer placement in the HGT program chosen below although *this choice cannot be guaranteed*. If this student’s home address is in one of the following attendance areas: Ashley, Barrett, Columbine, Cole, Garden Place, Gilpin, Harrington, Montclair, Moore, Palmer, Park Hill, Philips, Roberts, Smith, Stedman, Swansea, Teller, Westerly Creek, or Whittier, choose only one:

**Teller** \_\_\_\_\_ **Polaris at Ebert** \_\_\_\_\_

### 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).**

**Please direct requests for special consideration/accommodations directly to schools for school visits.**

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.

Student Name: \_\_\_\_\_

PLEASE GIVE **SPECIFIC EXAMPLES** FOR THE ITEMS THAT APPLY TO THIS STUDENT.  
SIGNIFICANT EXAMPLES ARE MORE IMPORTANT THAN LONG RESPONSES.  
YOU DO NOT NEED TO GIVE EXAMPLES FOR EVERY ITEM.

YOU HAVE UNIQUE OPPORTUNITIES TO OBSERVE THIS CHILD AT PLAY, AT WORK, IN SCHOOL, OR AT HOME.  
INFORMATION PROVIDED HERE MAY BE ONE PART OF THE IDENTIFICATION DECISION.

<b>1. Is curious about everything; enjoys research; asks many questions without simple answers; often wants to know how and why</b>	<b>Examples:</b>
<b>2. Fast learner; bored with routine; seems to “learn” without being taught; learned English very quickly (if English is not the first language)</b>	<b>Examples:</b>
<b>3. Uses advanced vocabulary, word play, analogies, puns, humor, similes, metaphors; may speak like an adult</b>	<b>Examples:</b>
<b>4. Early and/or eager reader; enjoys games/books that are more advanced than those enjoyed by others the same age; or early or extremely advanced understanding of math concepts</b>	<b>Examples:</b>
<b>5. Expresses strong beliefs, ideas, opinions; has intense focus and interests, often in topics of little interest to other children</b>	<b>Examples:</b>
<b>6. Has exceptional short or long-term memory; may know lengthy sequences of numbers or detailed and advanced information on one or more topics</b>	<b>Examples:</b>
<b>7. May have few friends his/her own age and may prefer older children or adults; may be extremely introverted or may be outgoing or precocious with social/leadership abilities beyond his/her years</b>	<b>Examples:</b>

<p><b>8. Understands abstract or complex ideas; applies information to new situations; sees patterns, similarities, differences; connects ideas; has advanced reasoning abilities; quickly sees the big picture</b></p>	<p><b>Examples:</b></p>
<p><b>9. Has an extremely strong sense of justice</b></p>	<p><b>Examples:</b></p>
<p><b>10. Needs everything to be perfect; may hesitate to try or complete a project if perfection cannot be reached immediately</b></p>	<p><b>Examples:</b></p>
<p><b>11. Extremely sensitive, often to others' problems (family, friends, school, community, world)</b></p>	<p><b>Examples:</b></p>

**EXPRESSION:**

<p><b>12. VERBAL</b> Advanced reading, writing or speaking in great detail; deep understanding or analysis of complex thoughts or information</p>	<p><b>Examples:</b></p>
<p><b>13. SPATIAL/MECHANICAL</b> Builds complex structures; imagines things from another angle; sees things in three dimensions or in patterns; hands-on learner</p>	<p><b>Examples:</b></p>
<p><b>14. PROBLEM SOLVING</b> Figures out better or new ways to do something; deals with real-life problems or projects with unusually creative or logical solutions</p>	<p><b>Examples:</b></p>

**INTERESTS:** Some children will persist in following either very specific or unusual interests or a wide variety of interests far beyond what would be expected. Please list the things in which this child shows extreme interest and give examples of how s/he follows those interests. *Example: Mary loves space. She is constantly asking to go to the museum, uses a telescope often, reads and writes books about space, and has built several model rockets.*

**EDUCATIONAL NEED:** What is this child's most significant educational need?