
Gifted and Talented Education

The Board of Education recognizes that Gifted and talented children refers to those whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational needs. The Board of Education directs the Superintendent or designee to develop regulations and procedures in accordance with this policy to insure all gifted and talented children within the District will be served from kindergarten through graduation.

SCOPE

- The Board of Education is committed to providing an appropriately challenging academic environment, which focuses on high achievement aligned with standards. The Board of Education is also committed to promoting the social and emotional well being of students who learn at levels beyond those of their age peers. Gifted and Talented students will have educational services consistent with their abilities and learning traits.
- Each identified Gifted and Talented student will have the opportunity to interact with intellectual peers in a strength area.
- Programming options and interventions are based on individual needs and fit within a continuum of services appropriate for Gifted and Talented learners.

STAFFING AND STAFF DEVELOPMENT

The District will recruit and select teachers in the Gifted and Talented Program based on the teachers' ability to:

- Support differentiated instruction for Gifted and Talented students according to their needs.
- Use a broad and strong academic knowledge base.
- Work with and advocate for Gifted and Talented students' needs with teachers, parents, and community resources.
- Indicate willingness to comply with Colorado State Guidelines for Training of Educators of Gifted and Talented Students.

IDENTIFICATION

- Gifted and Talented students will be identified in a formal district-wide process from primary grades through high school using a variety of assessment information and multiple criteria.
- The identification process will strive for representation among sub-populations based on gender, cultural/ethnic background, and socio-economic status.
- An alignment between the identification process for Gifted and Talented students and the educational interventions available will be maintained as evidence of integrity of the program.

Appeals Process

When there is a disagreement about the identification or programming of a student in the Gifted and Talented program, an appeal process may be initiated. A parent, teacher, or administrator, may begin the appeal process by notifying the building Gifted and Talented Resource Teacher in writing, identifying the specific reasons for the appeal. The appellant will then meet with the building Gifted Education Appeal Review Committee to review data relative to the current identification or programming decision. At the Appeal Review Committee meeting, the appellant or members of the committee may introduce new information, clarify inaccuracies, review decisions, and determine a future course of action.

Gifted Education Appeal Review Committee

Purpose: To review, upon written request, an appeal of the identification, non-placement, or programming for a student within the Gifted Education program.

Committee Members: Gifted Resource Teacher, appropriate building administrator, school counselor (if applicable), student's teacher(s), parents.

Procedure:

1. Gifted Resource Teacher serves as the internal facilitator for the appeal meeting

2. Clarify the purpose and the reasons for holding the Appeal Review meeting
3. Review the district criteria used to determine identification or programming
4. Gifted Resource Teacher shares rationale for current placement decision of this student
 - a. Members of the committee may introduce assessment data absent at the time of the identification decision, or introduce new assessment data that is now available since the initial evaluation
 - b. Additional information that forms the "body of evidence" to inform the identification or programming decision may be in the areas of aptitude or academic achievement
 - c. Discuss the implications of the entire body of evidence
 - d. The committee makes an identification and/or programming decision for this student.

The Gifted Education Appeal Review Committee will make the parent/guardian aware of the next step in the appeal process if s/he is not satisfied with the building Appeal Review Committee's decision.

If the parent/guardian is not satisfied with the decision reached at the building Appeal Review Committee, a written appeal that includes any additional information may be made to the District's Gifted and Talented Facilitator to review the decision. In such a case, all pertinent information will be provided by the building principal. The Gifted and Talented Facilitator will collaborate with The Executive Director of Special Projects and the Deputy Superintendent of Instruction to review the process and decision of the Building Review Committee. The parent/guardian will be notified in writing of this decision in a timely manner. In the event the parent/guardian feels they have additional information that may change the decision, the parent/guardian may request the Board of Education review this decision, by writing to the Superintendent. The parent/guardian will be notified of the next step in a timely manner.

CURRICULUM AND INSTRUCTION

- Academic interventions will incorporate a variety of programming options that include acceleration, compacting, extension, parallel curriculum and differentiation for academic learning on a continuum of services according to the needs of Gifted and Talented students.
- Gifted and Talented resource teachers and building-based teams for Gifted and Talented services will develop and describe a building plan for comprehensive services available for Gifted and Talented students at each site.
- For highly Gifted and Talented learners and other Gifted and Talented students with unique needs that extend beyond the regular educational program of the school, an Advanced Learning Plan will be developed based on needs.

COMMUNICATION

- Collaboration will take place throughout the school year among students, parents, teachers, Gifted and Talented resource teachers, administrators, and community groups.
- Programming options and interventions to increase student achievement for Gifted and Talented students in each building will be aligned with the School Improvement Plan that includes the building Accreditation Contract.

REPORTING

- Building reports of student achievement will show disaggregated performance of Gifted and Talented students to demonstrate commensurate and longitudinal growth.
- The Gifted and Talented Program Office will maintain and use Gifted and Talented student data to monitor program effectiveness and student growth.
- District and building reports of interventions and programming options will show evidence of need based on data, National Standards of Excellence in Gifted and Talented Programs (NAGC), and a body of evidence indicating the effective and efficient use of district resources.

Adopted October 10, 1979

Revised: April 2002

Revised: May 2007

Reviewed: March 2010

LEGAL REFS.: C.R.S. 22-20-101 through 22-20-114 (Exceptional Children's Education Act)
C.R.S. 22-26-107
Rules for the Administration of the Accreditation of School Districts (1. Colorado Code of Regulations 301-1, dated 06/20/01)
Colorado State Board of Education, Educational Improvement Plan, Section IV
Exceptional Children's Education Act
Colorado Senate Bill 186
Colorado Literacy Act
Colorado Constitutional Amendment 23
Colorado Educational Accreditation Act of 1998
National Association for Gifted Children, National Standards for Excellence in Gifted Programs, 1997
Colorado Department of Education, Guidelines for Training and Professional Development for Educators of the Gifted and Talented, 2002
School District 11 Program Evaluation for Effectiveness and Efficiency, 2001