



Title: **Gifted and Talented Education**

Code: IHBB

Section: Section I: Instruction

Academy District 20 supports comprehensive programming for the identification and education of the gifted and talented student. The Exceptional Children's Educational Act (ECEA) defines "gifted" children as: Those persons between the ages of four and twenty-one whose aptitude or competence in abilities, talents, and potential for accomplishment in one or more domains are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Gifted children are hereafter referred to as gifted students. Children under five who are gifted may also be provided with early childhood special educational services. Gifted students include gifted students with disabilities (i.e. twice exceptional) and students with exceptional abilities or potential from all socio-economic, ethnic, linguistic, and cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness:

- General or specific intellectual ability
- Specific academic aptitude
- Creative or productive thinking
- Leadership abilities
- Visual arts, performing arts, musical dance, or psychomotor abilities 12.01(16) (CDE Exceptional Student Services)

Programming for the educational and affective needs of these students is most effective when students are provided with challenging opportunities, intellectual stimulation, and differentiated curriculum as part of their school experience. The special affective needs of these students need to be addressed in a supportive school environment with teachers who understand the needs of gifted and talented students.

To this end, the District is committed to:

- Using an identification process that provides equitable access to screening for all students.
- Providing identification guidelines based on a body of evidence that includes measures of intellectual ability, achievement, and demonstrated performance.
- Communicating identification procedures with gifted and talented students and their parents/guardians.
- Aligning identification with appropriate services on a continuum.
- Encouraging acceleration and enrichment beyond the basic curriculum.
- Fostering commensurate growth in each student as measured by assessment results and goals met through individual students' goals in Advanced Learning Plans (ALPs).

- Using instructional strategies that accommodate the learning styles of the gifted.
- Providing differentiation in curricula and instruction that includes higher cognitive concepts and processes.
- Supporting students in the mastery of the Colorado Academic Content Standards and providing advanced learning opportunities for those who exceed those standards.
- Recognizing that gifted learners have affective as well as academic needs and that meeting these needs is a shared responsibility of educators, parents/guardians, and the gifted student.
- Identifying gifted and talented students from traditionally underserved populations of students, including gifted students with disabilities (i.e. twice exceptional) and students with exceptional abilities or potential from all socio-economic, ethnic, linguistic, and cultural populations.

The programming shall include early identification of gifted students who are at least five years of age and may include the early identification of four and five year old highly advanced gifted students.

The superintendent or designee shall submit to the Colorado Department of Education a program plan to identify and serve gifted students and may submit a program plan to serve four and five year old highly advanced gifted students no later than April 30 of each year. The program plan shall contain elements specified by applicable State Board of Education rules so the District [or administrative unit] will be eligible for state funding for these students.

The District supports ongoing professional learning of staff responsible for the education of gifted and talented students. This includes licensed and classified staff. Gifted and Talented services will be regularly evaluated as part of the district program evaluation process and through the state Colorado Gifted Education Monitoring (GEM) process every five years.

Except as otherwise required by law, the superintendent or designee shall have the final determination regarding placement of students in District programs for the gifted.

Adopted/Approved: July 19, 2001

Revised: March 17, 2005

December 7, 2006

October 9, 2018

July 19, 2021

Legal Refs:

C.R.S. 22-20-201 et seq. (education of gifted children)

C.R.S. 22-54-103 (10) (allows district to count and receive funding for four and five year old "highly advanced gifted children" enrolled in kindergarten and first grade)

1 CCR 301-8, 2220-R-12.00 (gifted and highly advanced gifted children)

Cross Refs:

AED, Policy on Accreditation

IIAC R 2, Selection of Instructional Materials

BSR-3.3, Delegation to the Superintendent

E-1.0, Global Ends Statement

E-1.1, Knowledge and Skills

E-1.2, Character

EL-2.0, Global Executive Constraint

EL-2.1, Treatment of Students

EL-2.2, Treatment of Parents & the General Public

Adopted: **July 19, 2001**

Last Revised: **July 19, 2021**

Attachments

[IHBB Gifted and Talented Education.pdf](#)