GIFTED AND TALENTED EDUCATION

The Board of Education is dedicated to providing 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, 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 or psychomotor abilities 12.01(16)*

The Board believes that a quality instructional program that differentiates curriculum and instruction is essential so all students can learn and grow at their level of potential.

To the extent resources are available for this purpose, the superintendent or designee shall be responsible for implementing programming designed to meet the particular educational needs of gifted and talented students and developing an Advanced Learning Plan that:

- encourages acceleration and enrichment beyond the basic curriculum
- offers a differentiated curriculum that includes higher cognitive concepts and processes
- uses instructional strategies that accommodate the learning styles of the gifted and talented
- fosters the individual growth of each student through the development of an Advanced Learning Plan
- supports students in the attainment of state and district academic content standards and includes affective needs counseling and career and academic planning
- assists students with pre-collegiate and/or concurrent enrollment programs
- provides guidance support systems, including identifying post-secondary options

The programming shall include early identification of gifted and talented 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 programming shall also include ongoing professional development of staff members who administer, supervise or teach in such programs. The program will be evaluated regularly.

The superintendent or designee shall submit to the Colorado Department of Education (CDE) a program plan to identify and serve gifted and talented students, and may submit a program plan to serve four and five year old highly advanced gifted students. The program plan shall contain elements specified by CDE so the district will be eligible for state funding for these students.

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 and talented.

Current practice codified 1988
Adopted date of manual adoption
Revised June 5, 1996
Revised May 17, 2006
Revised June 18, 2008 (CASB-July 07)
Revised October 17, 2012
Revised June 3, 2020

Legal refs.:   C.R.S. § 22-20-201 et seq. 101 through114 *education of gifted and children Exceptional Children's Education Act*
C.R.S. § 22-26-107 application to gifted and talented program
C.R.S. 22-54-103 (10) allows district to count and receive funding for four and five year old "highly gifted children" enrolled in kindergarten and first grade
CCR 301-8, 2220-R-12.00 gifted and talented and highly advanced gifted children

Cross ref: IHCDA, Post-secondary Options/Concurrent Enrollment