

INDEPENDENT SCHOOL DISTRICT 196
Rosemount, Minnesota
Educating our students to reach their full potential

Series Number 610 Adopted May 1988 Revised June 2006

Title Gifted and Talented

1. **Definition** – Gifted and talented children and youth...
 - 1.1 Are those students with outstanding abilities, identified at preschool, elementary and secondary levels. These students are capable of high performance when compared to others of similar age, experience, and environment and represent the diverse populations of our communities.
 - 1.2 Have potential which requires differentiated and challenging educational programs and/or services beyond those provided in the general school program.
 - 1.3 Are capable of high performance and include, but are not limited to, those with demonstrated achievement or potential ability in any one or more of the following areas: general intellectual, specific academic subjects, creativity, leadership, and visual and performing arts.
2. **Beliefs** – Gifted and talented students...
 - 2.1 Have significantly different educational and/or affective needs from their chronological peers and should be provided an environment that supports those needs.
 - 2.2 Require educational differentiation as a regular part of their school day.
 - 2.3 Have needs that should be met through shared responsibility within the educational community.
 - 2.4 Need to be identified using multiple criteria.
 - 2.5 Are found within all ages and genders, cultures, socioeconomic, racial and ethnic groups.
 - 2.6 Require teachers who receive ongoing training in gifted education.
3. **Goals**
 - 3.1 Curriculum and Instruction: Gifted education services encompass curricular and instructional opportunities directed to the unique needs of the gifted child, including:
 - 3.1.1 Differentiated curriculum for kindergarten – grade 12;
 - 3.1.2 Regular classroom curricula and instruction that is adapted, modified, or replaced;
 - 3.1.3 A flexible instructional pace to allow for the accelerated learning of gifted learners as appropriate;
 - 3.1.4 Educational opportunities for subject and grade skipping, and
 - 3.1.5 A continuum of differentiated curricular options, instructional approaches, and resource materials.
 - 3.2 Program Administration and Management: Appropriate gifted education programming involves the establishment of a systematic means of developing, implementing and managing services, including:

- 3.2.1 Services directed by qualified personnel;
 - 3.2.2 Integration of gifted education programming into the general education program;
 - 3.2.3 Positive working relationships with constituency and advocacy groups, as well as compliance agencies, and
 - 3.2.4 The provision of the requisite resources and materials to support the efforts of the gifted education programming.
- 3.3 Program Design: The development of appropriate gifted education programming requires comprehensive services based on sound philosophical, theoretical, and empirical support, including:
- 3.3.1 A continuum of programming services for gifted learners;
 - 3.3.2 Appropriately funded gifted education programming;
 - 3.3.3 Gifted education programming evolving from a comprehensive and sound base;
 - 3.3.4 Gifted education programming services as an integral part of the general education school day;
 - 3.3.5 Flexible groupings of students to facilitate differentiated instruction and curriculum, and
 - 3.3.6 Development of differentiation practices.
- 3.4 Program Evaluation: An ongoing program evaluation (the systematic study of the value and impact of services provided) will be implemented, and must be:
- 3.4.1 Purposeful;
 - 3.4.2 Efficient;
 - 3.4.3 Conducted competently and ethically, and
 - 3.4.4 Made available and communicated through a written report.
- 3.5 Socio-emotional Guidance and Counseling: Through gifted education programming, a plan will be established to recognize and nurture the unique socio-emotional development of gifted learners, including:
- 3.5.1 Differentiated guidance efforts;
 - 3.5.2 Career guidance services especially designed for their unique needs;
 - 3.5.3 Guidance and counseling to gifted at-risk students to help them reach their potential;
 - 3.5.4 Affective curriculum in addition to differentiated guidance and counseling services, and
 - 3.5.5 Underachieving gifted learners are served rather than omitted from differentiated services.
- 3.6 Professional Development: Gifted learners will be served by professionals with expertise in appropriate differentiated content and instructional methods and involvement in ongoing gifted educational professional development.

- 3.6.1 A comprehensive staff development program is provided for all school staff involved in the education of gifted learners.
- 3.6.2 School personnel are supported in their specific efforts related to the education of gifted learners.
- 3.6.3 The educational staff is provided with time and other support for the preparation and development of the differentiated education plans, materials and curriculum.
- 3.7 Student Identification: Gifted learners are assessed to determine appropriate educational services.
 - 3.7.1 A coordinated, comprehensive and cohesive process determines eligibility for gifted education services.
 - 3.7.2 Instruments used for student assessment to determine eligibility for gifted education services measure diverse abilities, talents, strengths and needs in order to provide students an opportunity to demonstrate any strengths.
 - 3.7.3 The development of a student assessment profile of individual strengths and needs determines appropriate programming.
 - 3.7.4 All student identification procedures and instruments are based on current theory and research.
 - 3.7.5 Written procedures for student identification include, at the very least, provisions for informed consent, student retention, student reassessment, student exiting and appeals procedures.

References: Adapted from *NAGC Pre-K -- Grade 12 Gifted Program Standards*, National Association for Gifted Children, 1998