

## **GIFTED AND TALENTED EDUCATION**

These regulations are intended to support Colorado Springs School District 11 Board of Education (the Board) policy IHBB, Gifted and Talented Education.

### **STAFFING AND STAFF DEVELOPMENT**

Colorado Springs School District 11 (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.
- Comply with state and District rules and procedures for Gifted Education.
- Gifted programming shall also include ongoing professional development of staff who administer, supervise and/or teach in such programs.
- Facilitate conversations with school staff to help support ideas and components within the general education classroom on an ongoing basis.

### **CURRICULUM AND INSTRUCTION**

- Academic interventions and differentiation vary from school to school and incorporate a variety of programming options that may include enrichment, acceleration, compacting, extension, cluster grouping, differentiation, post-secondary options, and/or the opportunity to interact with intellectual peers in a strength area for academic learning on a continuum of services according to the needs of Gifted and Talented students.
- An Advanced Learning Plan (ALP) containing at least one standards-based academic goal and at least one standards-based affective goal will be developed and/or reviewed annually for formally identified gifted students.
- Except as otherwise required by law, the Gifted and Talented Facilitator or designee shall have the final determination regarding placement of students in District programs for the gifted.

### **IDENTIFICATION**

Gifted and Talented students will be identified in accordance to the Colorado Exceptional Children's Educational Act (C.R.S. 22-20-101 et seq.) and using a formal District-wide Gifted Review process from primary grades through high school using a variety of assessment information and multiple criteria. The body of evidence collected for identification in the District comes from the following four categories:

- Intellectual abilities - 95<sup>th</sup> percentile or above on nationally norm-referenced cognitive assessments or subtests

- Academic achievement - 95<sup>th</sup> percentile or above on nationally norm-referenced standardized assessments
- Behavior characteristics – 95<sup>th</sup> percentile or above on nationally norm-referenced gifted observation scales and observation of behaviors with outstanding or exceptional factors
- Demonstrated performance - distinguished level of performance in areas such as: juried performance, contest or competition, and/or portfolio

The advanced learning assessment and identification process involves gathering a body of evidence through a variety of procedures and sources designed to reveal exceptionalities or potential. The purpose of a body of evidence is to:

- Ensure that the student's abilities are well recognized
- Look beyond just one area for information
- Include a more diverse population
- Match appropriate services to needs

## **APPEALS PROCESS**

When there is a disagreement about the identification or programming of a student in the Gifted and Talented program, an appeals process may be initiated. A parent/guardian, teacher, or administrator may begin the appeals process by notifying the school-level Gifted and Talented Resource Teacher in writing, identifying the specific reason(s) for the appeal. The appellant will then meet with the school-level Gifted Education Review Team to review data relative to the current identification or programming decision. At the meeting, the appellant or members of the review team may introduce new information, clarify inaccuracies, review decisions, and determine a future course of action.

### Gifted Education Review Team

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

Team Members: Gifted Resource Teacher and/or staff member formally trained in gifted identification, appropriate building and/or District administrator(s), school counselor (if applicable), student's teacher(s), parent(s)/guardian(s).

### Appeals Procedure:

1. The Gifted Resource Teacher or an administrator will serve as the internal facilitator for the appeal meeting.
2. The facilitator will clarify the purpose and the reasons for holding the Appeal Review meeting.
3. The facilitator will review the district and state criteria used to determine identification or programming.
4. The Gifted Resource Teacher or appropriate administration shares rationale for current placement decision of this student.
5. Members of the team may introduce assessment and/or performance data absent at the time of the identification decision, or introduce new assessment data that is now available since the initial evaluation.
6. Additional information that forms the "body of evidence" to inform the identification or programming decision may be introduced.

7. The Gifted Education Review Team will discuss the implications of the entire body of evidence.
8. The Gifted Education Review Team will make an identification and/or programming decision for this student.

The Gifted Education Review Team will share the next step in the appeal process with the parent/guardian if s/he is not satisfied with the school-level Gifted Education Review Team's decision. If the parent/guardian is not satisfied with the decision reached at the school-level Appeal Review Committee meeting, a written appeal that includes any additional information may be made to the District's Gifted and Talented Facilitator to review. In such a case, all pertinent information will be provided by the school-level principal. The Gifted and Talented Facilitator will collaborate with appropriate District Administration and the Deputy Superintendent of Achievement, Learning and Leadership to review the process and decision of the Gifted Education Review Team. 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 in writing, the Superintendent review the decision. The parent/guardian will be notified of the next step in a timely manner.

## REPORTING

- 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.
- The Gifted and Talented Facilitator or designee shall periodically submit to the Colorado Department of Education a program plan to identify and serve gifted students. The program plan shall contain elements specified by applicable State Board of Education rules so the District will be eligible for state funding for these students.

Adopted May 2007

Revised October 2008

Reviewed March 2010

Revised April 26, 2017

Revised November 11, 2020

LEGAL REFS: C.R.S. 22-7-1201 et seq.  
 C.R.S. 22-11-101 et seq.  
 C.R.S. 22-20-101 et seq.  
 C.R.S. 22-26-107  
 C.R.S. 22-54-103(10)  
 1 CCR 301-8-2220-R-12.00  
 Colorado Constitutional Amendment 23  
 National Association for Gifted Children, National Standards for Excellence in Gifted Programs  
 Colorado Department of Education, Professional Development for Gifted Education

CROSS REFS: IHBB, Gifted and Talented Education  
 IHBA, Response to Intervention  
 The GT Handbook/accessible on the GT website in English and Spanish