

## R2464 GIFTED AND TALENTED PUPILS

### A. Overview

Classroom teachers will be familiar with the criteria for identifying gifted and talented pupils and will be alert to pupils who exhibit those criteria. The identification methodology will be developmentally appropriate, non-discriminatory, and related to the programs and services offered by the district. Identification will include consideration of intelligence ratings, classroom achievements, the results of standardized testing, and teaching staff member observation reports.

The needs of Gifted and Talented students will be addressed through differentiated instruction practices in Grades K-12, as well as through special programs as outlined below.

### B. Identification Criteria

Students may be identified as Gifted and Talented if they possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local district and if they require modification of their educational program to achieve in accordance with their capabilities.

Identification criteria may include:

1. Exceptionally high achievement test scores;
2. Exceptionally high grades;
3. Outstanding student performance or products in Academics, the Arts, Music, Athletics, and other fields;
4. Excellent performance on intelligence testing;
5. Excellent memory;
6. Unusually large vocabulary and complex sentence structure for age;
7. Advanced comprehension of word nuances, metaphors and abstract ideas;
8. Thinking which is abstract, complex, logical, and insightful;
9. Wide range of interests (or extreme focus in one area) in Academics, the Arts, Music, Athletics, and other fields;
10. Highly developed curiosity.

In addition to these criteria for general classroom identification, special programs offered by the district for Gifted and Talented students (see section D.) may have other criteria as listed.

### C. Instructional Practices

The enrichment needs of gifted and talented pupils can be met through a wide variety of activities and teaching strategies. Appropriate curricular and instructional modifications will be developed for gifted pupils, and the program will address appropriate content, process, products, and learning environment.

1. Presenting content material that is related to broad-based issues, themes, or problems;
2. Integrating multiple disciplines into the study area;
3. Allowing for in-depth learning of a topic selected by the pupil within the study area;
4. Developing the pupil's independent and self-directed study skills;
5. Developing research skills and methods;
6. Integrating higher level thinking skills into the curriculum;
7. Focusing on open-ended tasks;
8. Using new techniques, materials, and forms;
9. Encouraging the development of self-understanding; and
10. Encouraging self-appraisal and evaluation.

All of these instructional practices may take place in academic areas but also through school work in the Arts, Music, Athletics, and other fields.

### D. Special Programs

1. Students in Grades 3-5 may participate in the Gifted Achievement Program. The program will have the following admission criteria:
  - a. C.S.I. score of 130 or higher;
  - b. C.S.I. score of 120 or higher and a teacher recommendation of Highly Superior; and
  - c. Score of 130 or above in any of 3 subtests of the SAGES assessment, and a total score of 370 or above on all three subtests.

Children who qualify for GAP in one year are allowed to continue in GAP in the following year without any further testing. Children may, however, be removed from GAP for disciplinary or academic reasons.

2. Students in Grades 6-8 may participate in one or more enrichment programs such as:
  - a. GAP (by grade level);
  - b. Open Enrichment 6-8;
  - c. Forensics; and
  - d. Team Chess.

Actual program offerings may vary from year to year based on student interest, curricular value, etc.

3. Students in grades 9-12 may enroll in classes such as Honors and Advanced Placement (AP), which typically move at a faster rate than other classes and tend to have more advanced content. Whether a specific Honors or AP course meets the needs of a student identified as gifted will be based on the student's unique needs and interests.
4. Special Programs also take place on an as-needed basis for students with talents in the Arts, Music, Athletics, and other fields. These may include independent study, taking on additional leadership or compositional roles in musical ensembles, working on special Art projects, opportunities with more advanced athletic competitions, etc.

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