

TECHNICAL ACADEMIES OF MINNESOTA SCHOOL DISTRICT 4217 POLICY OUTLINING PROGRAMMING FOR STUDENTS WHO MEET THE CRITERIA OF GIFTED AND TALENTED

At Technical Academies of Minnesota (TAM), we believe every student possesses unique talents and individual gifts. Our innovative, project-based learning environment allows students to explore academic standards through modalities that align with their strengths—whether in art, music, drama, STEM, or even unconventional areas such as circus performance.

Screening and Assessment

At TAM, students are identified as gifted and talented through a multifaceted approach that includes standardized tests, teacher referrals, and qualitative data, such as student work samples. This approach will be implemented in a responsive manner to meet the needs and circumstances of each student. Schools develop their own criteria, and identification often begins in early elementary grades. TAM uses the following approaches for qualification.

- 1) Achievement Tests: Scores from state assessments like the Minnesota Comprehensive Assessments (MCA)
- 2) Teacher Referrals: Teachers can recommend students based on their observations of students' advanced learning abilities.
- 3) Qualitative Data: Teachers may review portfolios of student work, family input, and other assessments like the NWEA to gain a comprehensive picture.

To ensure that students who demonstrate exceptional academic achievement according to universal screenings, standardized testing, and informal assessments are appropriately challenged and supported, TAM offers a range of targeted programming and opportunities:

Literacy Enrichment

- Daily 30-minute book clubs are facilitated by two staff members per group.
- At least one book club (or more, based on need) specifically serves students excelling in reading comprehension, vocabulary, and higher-level literary analysis.
- These students engage with advanced texts that match their intellectual curiosity and reading abilities.

Accelerated Mathematics

- A dedicated math period supports students who progress independently through mathematical standards.
- Students work at their own pace with guidance from an experienced math instructor.
- This flexible model accommodates the acceleration and exploration of complex concepts.

Advanced Opportunities

- Eligible students may participate in Postsecondary Enrollment Options (PSEO), work-release internships, and the KCEO business program partnership.
- These programs enable students to apply their academic skills in real-world settings, earning college credit and developing career readiness.

Peer-Led Instruction

- Gifted students are invited to design and lead peer seminars that address specific skills in language arts, mathematics, or other instructional areas in which a particular student might excel.
- These instructional roles encourage leadership, reinforce learning, and foster a collaborative academic culture.

Personalized Project Rigor

- Advisors may increase project expectations for gifted students by tailoring the complexity, depth of knowledge, and extended components, such as community-based applications.
- This ensures that highly capable students remain engaged and challenged at their appropriate instructional level.

Charter schools are required to assess and identify students to participate in gifted and talented programs and accelerate their instruction ([MN Stat. §120B.11](#) Subd. 2 (a) (2)). Charter schools receive gifted and talented revenue equal to the school's adjusted pupil units for that school year times \$13. Those funds are restricted to the following purposes: (1) identify gifted and talented students; (2) provide education

programs for gifted and talented students; or (3) provide staff development to prepare teachers to best meet the unique needs of gifted and talented students. ([MN Stat. §126C.10](#) Subd. 2b).