

GIFTED AND TALENTED EDUCATION

The Board, in striving to provide a high quality education for all students, recognizes that there are children with high intellectual potential and/or exceptional creativity who can benefit academically, emotionally, and socially from participation in programs designed to meet the special needs they may have. It is the intent of this policy to provide for such special needs to the extent that they may not otherwise be met within the regular school program.

Scope of program

For purposes of practicality, the M.S.A.D. #72 program is to focus primarily on those students in grades 3-8 who may be identified as "highly capable." Highly capable is to mean a student judged to be in the top 5% of the district student population as demonstrated by test performance and other indicators in one or more of the following areas:

- cognitive ability
- specific academic achievement
- exceptional creativity or productive thinking.

The program is also to provide enrichment opportunities for students generally who may be selected as part of the District's "high ability pool." The high ability pool is to include students in the top 10-15% of the school population, beyond the "highly capable" group, who are seen as having special challenge needs and able to benefit from active participation in one or more enrichment/challenge-type activities of an extended nature as may be provided for within the schools.

Program standards

- The program is to be overseen by a program coordinator responsible for developing and maintaining appropriate identification, curricular, and evaluation procedures.
- Educational programming is to be developed as a cooperative endeavor between and among the program coordinator, the building administrator, and the students' classroom teachers.
- Initial screening of students will be done in grade 2 with referrals possible at any time from any of the other grade levels.
- Service delivery will primarily focus on differentiating instruction, as appropriate, within the regular classroom arena.
- The differentiated curriculum is to center on higher level cognitive concepts and processes than would ordinarily apply.
- The development of individual learning plans is to include the involvement of the student, parents, and relevant classroom teachers as much as possible.
- The placement and progress of identified students is to be evaluated and documented on a regular basis with adjustments to be made as called for on the basis of continuing need.
- Periodic progress reports to parents of participating children are to be provided.
- Enrichment opportunities are to be provided for students generally to include both the "highly capable" and "high ability pool" groups.
- An annual report on the status of the program overall is to be provided.

Adopted: 1/14/2004

Reviewed: 3/9/2016