

The BOARD is committed to providing a strong instructional program that results in student growth for all students, including advanced learners. The BOARD recognizes that many advanced learners have unique academic and social-emotional needs that may require additional supports or interventions beyond the strong core instruction that is provided within a general education classroom if they are to achieve growth in their identified domain(s). The BOARD further recognizes the need to create systems for identifying, monitoring and serving advanced learners that are culturally responsive and sensitive to the needs and experiences of students with the potential for high performance but who are underperforming and students from underrepresented groups. The BOARD is committed to engaging the parents and guardians of advanced learners through outreach to, communication with and the inclusion of parents and guardians in education decisions that affect their students. In order to actualize these commitments for all students, all schools must, through professional collaboration and with the input from parents and guardians, appropriately identify and serve all advanced learners, including students from underrepresented groups, students who evidence high potential but are underperforming and twice exceptional learners, using the identification, monitoring and intervention systems set forth in the BOARD-approved Talented and Gifted Plan.

PROCEDURE**TALENTED AND GIFTED EDUCATION**3555
Instruction**1. Definitions**

- A. Differentiated Instruction – A best practice for all instructional staff across all grade levels and subjects that involves modifying the classroom curriculum, instructional model and/or expected evidence of learning to meet unique student needs within the classroom.
- B. Advanced Learner – A student who demonstrates high performance capability or the potential for high performance in one or more of the following domains and requires enrichment and/or intervention beyond differentiated core instruction. The domains are general intellectual, creativity, specific academic, leadership and visual and performing arts.
- C. Interventions – Research-based instructional practices and programs used systematically to provide support to students who exceed academic or behavioral benchmarks or who evidence high potential but have not yet demonstrated high performance. Interventions, which are provided in addition to or in replacement of differentiated, grade-level core instruction, are used to systematically provide an enhanced opportunity to learn, scaffold learning for students whose mastery of skills or content are below what is expected and/or provide a faster pace of learning.

- D. Enrichment- Activities that add to or go beyond the existing core curriculum. Such activities may occur in the classroom or in a separate setting.
- E. Twice Exceptional Learner – A student who is identified as both an advanced learner and a student with a disability.
- F. Replacement Curriculum – Curriculum and instruction provided to the student who is advanced a year or more above the core standards for that subject. Replacement curriculum is deemed appropriate when the student has mastered the DISTRICT accepted standards for his/her “typical grade level” and the student continues on that advanced trajectory.
- G. Cluster Grouping – Intentional placement of a group of similar students, such as advanced learners, within a heterogeneous classroom. A cluster typically involves at least five to seven students with similar needs, abilities and/or interests, which allows a classroom teacher to more efficiently differentiate instruction for the cluster of students.
- H. Acceleration – A strategy of progressing through curriculum at rates faster or ages younger than the norm. Acceleration may be subject-specific or whole grade based on a student’s evidenced need.

2. **Talented and Gifted Plan (TAG Plan)**

- A. The BOARD shall adopt a plan for establishing a program for identifying, monitoring and educating advanced learners (TAG Plan).
- B. The BOARD shall designate a person, with a background and training in gifted education, to oversee systemic identification, programming and monitoring for advanced learners. The designated person shall be responsible for implementing the TAG Plan. The designated person shall review the TAG Plan on an annual basis and present any substantive changes to the BOARD for approval.
- C. The TAG Plan shall include the following:
 - i. A guarantee that all students in all schools throughout the DISTRICT who have advanced learning needs in one or more of the five domains (general intellectual, creativity, specific academic, leadership and visual and performing arts), including students who evidence high potential but are underperforming, underrepresented students and twice exceptional learners, have equal access to appropriate interventions at no cost.

- ii. A systematic and continuous process for identifying advanced learners that uses multiple and objective methods for determining student proficiency in the academic domains or talent in the leadership, creativity and visual and performing art domains and accounts for students as they transition across grade levels and between buildings.
- iii. A multi-tiered system of support for providing interventions to advanced learners in kindergarten through twelfth grade. Most students will have their needs met in a general classroom setting that includes a strong core curriculum presented using differentiated instruction. Cluster grouping may be used to allow a classroom teacher to more efficiently differentiate instruction. For advanced learners who need additional challenge or support, classroom-based, school-based and/or DISTRICT-wide interventions shall be available and include generally accepted best practices for educating advanced learners including, but not limited to, enrichment opportunities, replacement curriculum and whole-grade acceleration.
- iv. A means by which to engage students and their families in decisions related to the identification of their student as an advanced learner and the determination of appropriate interventions designed to meet the student's individual needs. The TAG Plan shall also include strategies for outreach to underrepresented students and their families. Parent education and outreach regarding advanced learners will be available to parents throughout the DISTRICT.
- vi. A professional development system for all administrators, instructional staff and student support staff regarding advanced learners and parent education and outreach strategies. Professional development for instructional staff shall be, to the extent possible, on-going and job-embedded.

3. **Accountability**

In order to ensure that each student has access to a continuous system of intervention, each school within the DISTRICT shall provide effective implementation of the TAG plan. This includes maintenance of individual, student-level information regarding identification of needs, interventions and student growth using the DISTRICT'S electronic student records system.

Adopted: _____