



<i>The Classical Academy</i>	<i>Policies and Procedures</i>
Policy Name:	Addressing the Needs of Gifted and Talented Students
Policy Number:	IHBB-TCA
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Category:	Instruction
Author:	Director of Student Support Services
Cabinet Level Owner:	Director of Academic Services

The Classical Academy (TCA) is committed to meeting the needs of gifted students. Per ASD20 Policy IHBB, “Programming for the educational and affective needs of [gifted] students is most effective when students are provided with challenging opportunities, intellectual stimulation, and differentiated curriculum as part of their school experience.” The educational and affective needs of identified students are best met within a relational community with familiar teachers and peers. TCA addresses the needs of gifted students through universal screening, identification of students per the Exceptional Children’s Education Act, and in the following ways:

- Using a universal identification process that provides equitable access to screening for all students no later than 3rd grade, and again in 6th grade starting in the 2021-2022 school year.
- Using the identification guidelines set by the Colorado Department of Education (CDE), and based upon a body of evidence that includes measures of intellectual ability, achievement, and demonstrated performance.
- Communicating identification procedures with parents/students who have been identified as meeting criteria.
- Development of an Advanced Learning Plan (ALP) in the area of identification and aligning identification with appropriate services on a continuum
- Fostering commensurate growth in each student as measured by assessment results and goals through individual students’ goals in ALPs.
- Recognizing that gifted learners have affective as well as academic needs and that meeting these needs is a shared responsibility of educators, parents/guardians, and the student.
- TCA’s overall curriculum is rigorous with advanced math options and differentiation in instruction in literature, science, and history that includes higher cognitive concepts and processes.
- Our small class size provides more opportunities for attention to individual student needs.
- When student assessment data is received both from the state and school level, all students are reviewed for interventions based on academic performance by subject. Elementary reviews students three times per year.
- Teachers have been and will continue to be provided training in differentiation within a classroom of students with various ability levels.
- Opportunities for ability-based grouping occur at the 1st and 2nd grades in Language Arts and Math, allowing instruction to be geared to the higher level students.

- Beginning in 4th grade, students with advanced Math skills and aptitude can be placed in an advanced Math class. This opportunity in Math continues through 12th grade.
- TCA Elementary schools schedule special times during the day for specific targeted group instruction in order to meet the special needs of students at all levels. At TCA Junior High school, enrichment sections of Science, History, English, and Classics are offered in 8th grade to students based on 7th grade teacher recommendations.
- At TCA Junior High and High School, staff, in collaboration with parents/ guardians, will begin to work with students to develop an individual career and academic plans (ICAP) in Grade 7. Students will review and update plans annually in grades 8-12. At TCA High School, opportunities for more challenge occur in Honors and AP classes, as well as electives offered in Art, Music, and Theater. The process to apply for Honors and AP classes is open to all student groups, including but not limited to students of all socioeconomic, ethnic and cultural populations, as well as students with disabilities. The process is not based on state assessments.
- TCA High School graduation requirements are rigorous and include Foreign Language, Fine Arts, Latin, Computer Applications, and Rhetoric.
- TCA High School offers concurrent enrollment at Pikes Peak Community College for qualifying 11th and 12th grade students.
- TCA College Pathways students, grades 7-12, participate in a hybrid online program requiring college-readiness by 11th grade in Math or English through concurrent enrollment options at Pikes Peak Community College. Students prepare through rigorous academic study and development of character skills needed to succeed as a concurrently enrolled student.
- In Grade 9, College Pathways students will develop an individual career and academic plans (ICAP) in collaboration with parents/guardians. It will be reviewed and updated annually in grades 10-12
- Academic clubs are offered each year, allowing gifted and talented students to explore personal interests, often at advanced levels.
- TCA has identified the Director of Student Support Services as the Talented and Gifted Coordinator for our schools.
- Supporting students in the mastery of the Colorado Academic Content Standards and providing advanced learning opportunities for those who exceed those standards. Identifying gifted and talented students from traditionally underserved populations of students, including gifted students with disabilities (i.e. twice exceptional) and students with exceptional abilities or potential from all socio-economic, ethnic, linguistic, and cultural populations.

EXCEPTIONAL CHILDREN'S EDUCATIONAL ACT

The Exceptional Children's Educational Act (ECEA) defines "gifted" children as: Those persons between the ages of four and twenty-one whose aptitude or competence in abilities, talents, and potential for accomplishment in one or more domains are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Gifted children are referred to as gifted students within this policy. Gifted students include gifted students with disabilities (i.e. twice exceptional) and students with exceptional abilities or potential from all socio-economic, ethnic, linguistic, and cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness:

- General or specific intellectual ability
- Specific academic aptitude

- Creative or productive thinking
- Leadership abilities
- Visual arts, performing arts, musical or psychomotor abilities 12.01(16) (CDE Exceptional Student Services)

Per Colorado statute, Academy District 20 is the “administrative unit” that is “providing educational services to exceptional children and that is responsible for the local administration” of ECEA. If a parent is interested in gifted student services not provided at TCA, the parent will be referred to the district (e.g. early access).

TCA Gifted and Talented services will be regularly evaluated as part of the district program evaluation process and through the Gifted Education Monitoring (GEM) process with the CDE every five years.

This TCA Policy replaces ASD20 Policy IHBB.

Cross References:

- IHCDA-TCA Concurrent Enrollment
- IHCDA-R-TCA Concurrent Enrollment Procedures
- IKFA-HS-TCA High School Graduation Requirements
- IKFA-CP-TCA College Pathways Graduation Requirements

Legal Reference:

- C.R.S 22-20-101 et seq (education of gifted children)
- 1 CCR 301-8, 2220-R-12.00 (gifted and highly advanced gifted children)

Policy Revision History

Date	Revision Details	Revised By
4/1/2010	Policy originally written	Educational Philosophy Deans
10/27/2015	Updated for clarification	Educational Philosophy Deans
9/1/2019	Updated for clarification	Director of Academic Services
1/4/2021	Updated for clarification and adjusted timeline	Director of Student Support Services and Compliance Officer
9/7/2021	Updated referenced D20 Policy	Compliance Officer