

# **Gifted & Talented Manual**



## **Policy 6172**

### **Appendix A**

**Office of Pupil Services**  
**Office of Curriculum & Instruction**

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# Gifted & Talented Overview

## **Overview of Statutes and Regulations**

In accordance with Connecticut State Statute section 10-76a, the Stafford Public Schools outlines a comprehensive process for the nomination and identification of students that have extraordinary academic, creative, and intellectual talent. The identification of gifted and talented children is required under Connecticut General Statutes (CGS) 10-76d (a) (1) which states "...each local or regional board of education shall provide the professional services requisite to the identification of school-age children requiring special education, identify each such child within its jurisdiction, determine the eligibility of such children for special education pursuant to sections 10-76a to 10-76k inclusive, prescribe suitable educational programs for eligible children, maintain a record thereof and make such reports as the commissioner may require..." Furthermore, while the identification of students is required for districts, the implementation of a formal program is not. The process utilized to identify students will maintain a data-driven, multipronged focus that examines a student's academic performance and skill abilities.

## **Who Is Considered Gifted and Talented?**

"Gifted and talented" means a child identified by the Planning and Placement Team (PPT) as (1) possessing demonstrated or potential abilities that give evidence of very superior intellectual, creative or specific academic capability and (2) needing differentiated instruction or services beyond those being provided in the regular school program in order to realize their intellectual, creative or specific academic potential. The term shall include children with extraordinary learning ability and children with outstanding talent in the creative arts as defined by these regulations.

"Extraordinary learning ability" means a child identified by the PPT as gifted and talented on the basis of either performance on relevant standardized measuring instruments, or demonstrated or potential achievement or intellectual creativity or both. The term shall refer to the top five per cent of children so identified. (Note: The term means 5% of the children identified as gifted and talented within the district.)

"Outstanding talent in the creative arts" means a child identified by the PPT as gifted and talented on the basis of demonstrated or potential achievement in music, the visual arts or the performing arts. The term shall refer to the top five per cent of children so identified. (Note: The term means 5% of the children identified as gifted and talented within the district.)

<https://portal.ct.gov/-/media/SDE/Gifted-and-Talented/Gifted-and-Talented-Education---Guidance.pdf>

# Gifted & Talented Identification Process

Nominations for potential gifted and talented students may be submitted by school personnel as a basis for screening and identification.

- 1) **Nomination Timeline:** Formal identification of students will be made at the beginning of grade (4) four. Students that enter the district throughout the school year may be considered for screening after the completion of their first two contiguous months.
  - a) Staff members or parents can refer students for gifted and talented identification at any point in Grades K-12 outside of the standard nomination period using the district [nomination form](#).
  - b) A [screening letter](#) will be mailed to the parent/guardian informing them of the nomination and requesting consent for screening to occur. The process may not enter the screening phase until the signed letter has been received by the Office of Pupil Services.
- 2) **Gifted Identification Screening Process:** The following multi-dimensional process will be utilized in collaboration with the Office of Curriculum & Instruction during the months of October and November of the fourth grade year to screen students.
  - a) *Review of Academic Benchmarks*
    - i) Student scores within the 95th percentile or greater on the spring STAR Reading **OR** Mathematics assessment **and**;
    - ii) Students receive an overall achievement score of four (exceeding standard) on the SBAC English Language Arts **OR** SBAC Mathematics, **OR** Next Generation Science (NGSS) assessment.
    - iii) At the middle or high school level, consideration will be given to the student meeting college and career readiness benchmarks on the PSAT/NMSQT.
  - b) *Review of Intellectual Ability Measures*
    - i) Identified students will be administered the Naglieri Nonverbal Ability Test (NNAT3). Scores greater than 132 will be considered for identification.
    - ii) The [Stafford Public Schools Skill Rating Form](#) will be sent to the student's classroom teacher for completion. Ratings will be aligned to skills identified through the SPS Portrait of the Graduate framework. Students will need to meet a minimum average score of 10 on the submitted rating form.
- 3) **Talented Identification Screening Process:** A team of educators will meet upon receipt of nominations from staff or administrators to perform a comprehensive evaluation of student information. Nominations should be received by the end of November for consideration.
  - a) The evidence that may be reviewed is not limited to:
    - i) Assessment Results
    - ii) Student Portfolios

- iii) State/National Awards & Honors
  - iv) Teacher Observation/Feedback
  - b) Upon review, the educator team will make the determination of an official designation as “talented.” Differentiated instruction will be provided through coursework to ensure that the student continues to receive academic challenge.
- 4) Planning and Placement Team (PPT) Review:** Students meeting the above stated criteria will be convened through PPT during the months of November and December.
- a) A group PPT will be convened in which families will review G&T referrals. Families will be notified of the process and format of the group meeting.
  - b) The PPT will share [resources](#) for families to consider in supporting G&T students.
  - c) Correspondence ([Identified](#) or [Not Identified](#)) for the determination of findings will be sent to the family. Parents have the right to request a review of their student’s educational files relative to the Gifted and Talented determination.
  - d) The Stafford School District is not required to provide programming for children identified as gifted and talented. Where appropriate, school support or access to programming opportunities will be provided to meet the needs of learners.
  - e) Official change of placement request forms will be completed and submitted by the school to the Office of Pupil Services for the official change to be made within the Public School Information System (PSIS).

## ***Opportunities for Challenging & Rigorous Coursework***

The Stafford Public Schools is committed to providing opportunities for all learners to engage in meaningful, rigorous, and authentic learning experiences. Classroom educators work to differentiate core content instruction for students during the school day. Elementary and Middle School classrooms utilize embedded academic support structures throughout the school day. Students at SES and WSS access additional support through the “What I Need Now” (WINN) time which tailors instruction to the small group setting with emphasis on enrichment and reinforcement needs. Stafford Middle School employs an academic support block in which all students receive additional contact time with educators or academic specialists.

Stafford High School students are connected to challenging and demanding academic coursework through the course placement process beginning in Grade 9.

- 1. College and Career Pathways:** Juniors and seniors at Stafford High School may elect to become part of the College Careers Pathways program. Doing so will enable the student to earn Stafford High School credit and Asnuntuck Community College credit simultaneously. The courses that carry this designation are Accounting 1 and Accounting 2, Business Administration, AP/ECE English 12, and Algebra 2 courses are comparable to

their ACC 100 Basic Accounting, BBG Intro to Business, ENG 101 Composition, and Math 137 Intermediate Algebra.

2. **UConn Early College Experience:** Each year, Stafford High School teachers invite students to participate in the UConn Early Campus Experience (ECE). Under this program, students are eligible to receive University of Connecticut credits for approved courses offered at Stafford High School. S.H.S. courses that are part of this program include: ECE English, ECE/AP U.S. History, AP/ECE Biology, French V, and Spanish V.
3. **Honors/AP Courses:** The honors/AP courses have been developed in core subject areas for those students identified as above average achievers for whom a more rigorous program is appropriate and beneficial. Students are usually invited into these courses but may also apply to guidance for enrollment consideration in those courses in which they have academic strength. Honors courses stress the acquisition of knowledge and skills needed to be successful at the most demanding colleges and universities. Students are expected to apply their skills and knowledge in useful and creative ways. Additionally, the curriculum encourages experiences outside the regular classroom. Course requirements go beyond the usual age/grade expectations. S.H.S. currently offers 14 honors or AP courses in all academic disciplines including music and art.
4. **Seal of Biliteracy:** The seal recognizes a student's authentic application of oral language, comprehension, writing, and listening skills. It continues to celebrate the diversity of our learners by recognizing the multiple languages and cultures within our community. The seal acknowledges the growth of our English Learners who have developed competencies in English while maintaining their primary language. As seniors, students will be required to show completion of all English Language Arts (ELA) requirements deemed necessary for graduation as well as proficiency in a second language on an approved screening tool. The district will provide the assessment at no cost to interested **senior** students. The Seal of Biliteracy will be designated on a student's diploma and final transcript which is sent to colleges/universities.