

BP 6173 EDUCATION FOR GIFTED AND TALENTED STUDENTS

Note: The following optional policy may be revised or deleted to reflect district philosophy and needs. 4 AAC 52.800 provides guidance for districts in establishing gifted education programs and the following policy is consistent with that guidance. Districts may also apply for federal USDOE grants pursuant to the Jacob K. Javits Gifted and Talented Students Education Program, 20 U.S.C. § 7294. The primary emphasis of this federal program is on serving students traditionally underrepresented in gifted and talented programs, particularly economically disadvantaged, English language learners, and students with disabilities, to help reduce the gap in achievement among certain groups of students at the highest levels of achievement.

The School Board believes that all students deserve an education that challenges them to meet their fullest potential. The Board shall provide for the identification and education of gifted and talented students so that opportunities for learning are commensurate with their particular abilities and talents.

Note: According to 4 AAC 52.800, educational programming for gifted children must, at minimum, provide: 1) student identification; 2) student eligibility criteria; 3) a process for development of student learning plans that provides for teacher, parental and student participation; and 4) a review process that allows parents, on behalf of their child, to challenge and to have reviewed the district's program or an individual student learning plan provided for their child.

Programs for gifted and talented students may include a variety of evidence-based services, materials, and methods. This may include, but is not limited to, special day classes or part-time and cluster groupings which shall be planned and organized as an integrated, differentiated learning experience within the regular school day. Special day classes may include accelerated classes, honor classes, advanced placement classes and classes within an International Baccalaureate program. These programs may be augmented or supplemented with other differentiated activities related to the core curriculum, using strategies such as independent study, postsecondary education, and enrichment. Where appropriate, gifted and talented instructional services, materials, and methods should be made available to or utilized for all students.

The Superintendent or designee may designate a Gifted and Talented Coordinator for the district to address gifted and talented educational programming and consult on and address challenges to student learning plans.

Student Identification and Eligibility

The Superintendent or designee shall establish procedures to identify students for the district's gifted and talented education program, including those students who give evidence of high achievement capability in areas such as intellectual, creative, artistic,

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or leadership capacity or in specific academic subject areas, and who need services or activities not ordinarily provided by the school in order to fully develop these capabilities.

Eligibility determinations shall be made objectively and based on student data. In addition to the district's identification process, any parent may request in writing that his or her student be considered for the district's gifted and talented education program.

The Superintendent or designee shall ensure the full participation of eligible students regardless of their ethnic, cultural, linguistic, or economic background.

(cf. 5145.3 - Nondiscrimination)

Student Learning Plans and Review Process

The Superintendent or designee shall designate teachers to develop student learning plans with participation and input from the gifted student and his or her parent(s).

The parent(s) of a student may challenge the district's eligibility determination and/or the student learning plan by first contacting the responsible teacher. If the challenge is not resolved by the teacher, the parent may then contact either the district Gifted and Talented Coordinator or the school principal. If a parent wishes to challenge the district's gifted and talented education program, the parent must file a challenge with the Superintendent or designee.

(cf. 0500 - Review and Evaluation)

(cf. 1312 - Complaints Concerning the Schools)

(cf. 4115 - Personnel Evaluation)

(cf. 6190 - Evaluation of the Instructional Program)

Charter School and Correspondence Study Programs

Appropriate educational programming shall be provided by the district for gifted children enrolled in schools within the district. This includes students enrolled in charter schools and correspondence study programs, as those services are described in the charter or correspondence program description. Statewide correspondence programs that enroll students who reside outside of the district shall provide appropriate educational programs for all gifted students enrolled in the correspondence program.

(cf. 6181 - Charter Schools)

(cf. 6182 - Correspondence Study Program)

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Note: Each district shall submit to the department a copy of the district's gifted education program, and any amendments adopted to the program. 4 AAC 52.800(d).

The Board shall regularly evaluate the effectiveness of the district's program in meeting the needs of gifted and talented students.

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6161.1 Selection and Evaluation of Instructional Materials)

Legal Reference:

ALASKA ADMINISTRATIVE CODE

4 AAC 52.800-890 Program Administration: Gifted Children

UNITED STATES CODE

20 U.S.C. § 7294, Supporting High-Ability Learners and Learning, the Jacob K. Javits Gifted and Talented Students Education Program, as amended by the Every Student Succeeds Act (P.L. 114-95 December 10, 2105)