

TELLURIDE SCHOOL DISTRICT ENRICHMENT AND  
GIFTED AND TALENTED EDUCATIONAL SERVICES

REGULATIONS

File: IHBB-R

**I. IDENTIFICATION PROCESS**

The following will be used as evidence for identifying students as gifted and talented:

**1. Portfolios**

**2. Performance Data**

- A. Grades earned
- B. Test results

**3. Completion of Referral Forms**

**4. Characteristics as documented by teachers and parents (strengths and special talents). Exhibits some but not necessarily all of the following characteristics:**

- A. Grasps concepts rapidly.
- B. Catches subtle humor.
- C. Reads at least two years above grade level with high comprehension.
- D. Demonstrates quick mastery and recall of information.
- E. Uses advanced vocabulary.
- F. Asks unusual intellectual questions (as opposed to factual).
- G. Makes connections between ideas and concepts.
- H. Is willing to take intellectual risks.
- I. Easily generates original ideas.
- J. Can analyze ideas from different view points.
- K. Elaborates upon an idea with many details.
- L. Creates unique situations for problems.
- M. Demonstrates task commitment.
- N. Pursues topics of interest in depth.

**5. Determination of motivation and commitment as documented by parents and teachers.**

The evidence presented will be reviewed by a multi disciplinary team, consisting minimally of the teacher(s), principal and enrichment specialist.

- 1. Review the qualifying criteria.
- 2. Determination of acceptance
- 3. Recommendation for Services

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II. PLACEMENT PROCESS

Parents will be notified of the determination of the multi disciplinary team .

1. If the student is not eligible for services at this time, parents will be notified of enrichment options.
2. If the student is determined to be eligible for services, then the parents will be notified and asked to attend a meeting to develop an I-MAP: Individual Mission and Assessment Plan.

III. DEFINITIONS

ABILITY GROUPING:

Grouping students by need, interest, or ability for a particular learning activity. Groups can be formed and reformed to meet various instructional needs. This is not the same as TRACKING, in which students are placed in a fixed group that is maintained for all learning activities in place over time.

ACCELERATION:

Allowing students to move through the material at a pace faster than age-mates and at a rate commensurate with their abilities.

A.C.T. AND S.A.T.

American College Testing Program and Scholastic Aptitude Test, both standardized tests traditionally taken by high school students and used by colleges in determining admission and placement. Now also given to middle school gifted students for selection and placement in talent searches, summer institutes, and other academic programs.

AFFECTIVE:

The domain of learning that addresses attitudes, feelings, values, and appreciation and perception of self and others; as opposed to COGNITIVE, which refers to learning and knowledge of concepts and facts.

A.P.(ADVANCED PLACEMENT):

A program of college-level courses offered in high school in which students, after receiving a certain score on the final exams, can be offered college credit or advance standing at participating colleges.

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**AUTHENTIC ASSESSMENT:**

Process of evaluating student learning using student products or performance rather than traditional standardized tests.

**CLUSTER GROUPING:**

The assignment of a small group of students with similar interests, abilities, or needs to the same classroom.

**COMPACTING THE CURRICULUM:**

Reducing the amount of curriculum material used allowing the student to show mastery of the content.

**COOPERATIVE LEARNING:**

Assigning a common task to a group of students who are of various ability levels. Often each student in the group is given a role in completing the task.

**CREATIVITY:**

Ability to devise unique or unconventional solutions to problems, or to bring new ideas or product into being.

**DIFFERENTIATION:**

Making modifications in the curriculum, either in content or pace, to accommodate the abilities of the individual learner.

**ENRICHMENT:**

Learning activities not found in the core curriculum that are more in-depth or from an additional discipline used to supplement all students educational experiences.

**GIFTED & TALENTED:**

Those children who give evidence of high performance capability, in areas such as general intellect, creativity, visual and performing arts, leadership, or specific academic aptitude, and who require services or activities beyond those ordinarily provided by the school in order to fully develop such capabilities.

**HETEROGENEOUS/HOMOGENEOUS' GROUPING:**

Students placed together for learning based on chronological age or grade level are grouped heterogeneously. Homogeneous grouping places students with others like themselves based on criteria such as academic ability, special needs, or interests.

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**I-MAP(INDIVIDUALIZED MISSION & ASSESSMENT PLAN):**

A unique learning assessment plan, usually in writing and signed by the teacher, student, and parent, designed specifically for a student's academic strengths, special talents and interests.