

Instruction

GIFTED AND TALENTED STUDENTS PROGRAM

6172.1(a)

Provisions shall be made to identify those students who have extraordinary intellectual competence or outstanding arts ability and creativity. Programs shall be provided to meet their needs.

The Fairfield Public Schools are committed to recognizing and servicing the individual strengths, gifts, and talents of all children.

The Fairfield Public Schools, in conjunction with State of Connecticut regulations and requirements, will identify students demonstrating extraordinary learning ability or talent in the creative arts. Such students will be identified as gifted and/or talented.

I. Definitions

For purposes of this policy:

“Extraordinary learning ability” means a child identified by the planning and placement team as gifted and/or talented on the basis of either performance on relevant standardized measuring instruments, or demonstrated or potential achievement or intellectual creativity, or both.

“Gifted and talented” means a child identified by the planning and placement team as (A) possessing demonstrated or potential abilities that give evidence of very superior intellectual, creative or specific academic capability and (B) needing differentiated instruction or services beyond those being provided in the general education program in order to realize the child’s intellectual, creative, or specific academic potential. The term includes children with extraordinary learning ability (“gifted”) and children with outstanding talent in the creative arts (“talented”).

“Planning and placement team (“PPT”),” for purposes of the evaluation, identification, or determination of the specific educational needs of a child who may be gifted or talented, means a group of certified or licensed professionals who represent each of the teaching, administrative, and pupil personnel staffs, and who participate equally in the decision-making process.

II. Identification and Evaluation

The identification process is based on a multi-criteria assessment process, typically including both subjective and objective data. The process includes multiple measures in order to identify students’ strengths in intellectual ability, creativity, or a specific academic area. Multiple measures may include, but are not limited to, tests of academic achievement, aptitude, intelligence, and creativity; achievement test scores; grades; student performance or products; samples of student work; parent,

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student, and/or teacher recommendation; and other appropriate measures. The identification methodology will include consideration of all students, including those who are English language learners and those with Individualized Education Plans or 504 Plans, be developmentally appropriate, non-discriminatory, and related to the programs and services offered by the District.

The final determination in the identification of students as gifted and/or talented must be done by a Planning and Placement Team (PPT). Such PPT charged with this responsibility shall be composed of a group of certified or licensed professionals representing each of the teaching, administrative, and pupil personnel staffs.

It is recognized that identified students may be accommodated in a variety of ways, such as, but not limited to, the provision for supplementary materials, extensions to the curriculum, and gifted programming.

Upon the identification of a student as gifted and talented, the District shall provide electronic notice of such identification to the parent/guardian of such student. Such notice shall include, but need not be limited to:

- A. An explanation of how such student was identified as gifted and talented;
- B. The contact information for the District's employee in charge of the provision of services to gifted and talented students, or, if there is no such employee, the District's employee in charge of the provision of special education and related services;
- C. The employee at the State Department of Education who has been designated as responsible for providing information and assistance to Boards of Education and parents or guardians of students related to gifted and talented students, pursuant to section 10-3e of the General Statutes; and
- D. Any associations in the state that provide support to gifted and talented students;
- E. Options of services available.

If a parent/guardian disagrees with the results of the evaluation conducted by the PPT, the parent/guardian has a right to a hearing.

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Legal Reference: Connecticut General Statutes

10-76a-(e) Definitions.

10-76d-(e) Duties and powers of Boards of Education to provide special education programs and services.

Regulations of Connecticut State Agencies Sections 10-76a-1–10-76l-1.

P.A. 19-184 An Act Concerning the Provision of Special Education.

Gifted and Talented Education: Guidance Regarding Identification and Service. SDE Guidance, March 2019.

P.A. 21-199 An Act Concerning Various Revisions and Additions to the Statutes Relating to Education and Workforce Development, Section 2.

Adopted 8/27/2004

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