

DEFINITION

From the Rules for the Administration of The Exceptional Children's Educational Act:

2220-R-12.00

12.01 Definitions

12.01 (3) "Affective Development" means social and emotional programming intended to:

12.01 (3) (a) assist gifted and talented students in understanding themselves as gifted learners, and the implications of their abilities, talents, and potential for accomplishment (intrapersonal skills; and 12.01 (3) (b) assist gifted and talented students in developing and/or refining interpersonal skills.

12.01 (9) "Gifted and Talented Children" means those persons between the ages of five and twenty-one whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Gifted and talented children are hereafter referred to as gifted students. Children under five who are gifted may also be provided with early childhood special educational services. Gifted students include gifted students with disabilities (i.e. twice exceptional) and students with exceptional abilities or potential from all socio-economic and ethnic, 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:

12.01 (9) (a) General or Specific Intellectual Ability

12.01 (9) (b) Specific Academic Aptitude

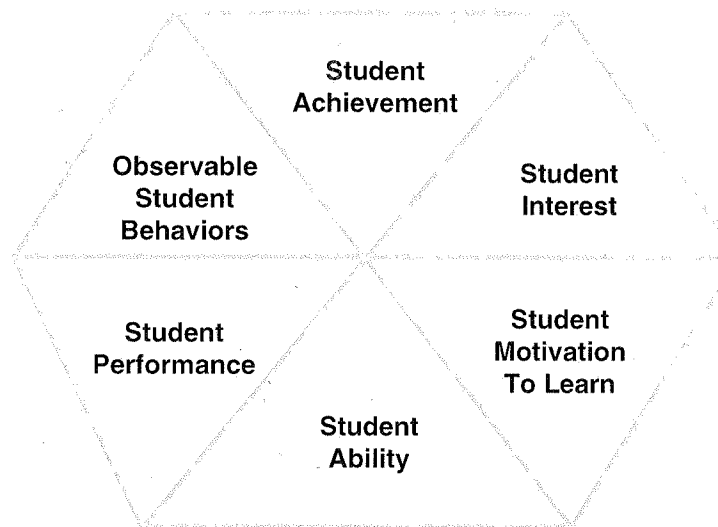
12.01 (9) (c) Creative or Productive Thinking

12.01 (9) (d) Leadership Abilities

12.01 (9) (d) Visual Arts, Performing Arts, Musical or Psychomotor Abilities

IDENTIFICATION

Littleton Public Schools (LPS) follows a process of identifying students for whom gifted and talented services are appropriate by collecting a variety of information from multiple sources, comprised of both test and non-test measures. In order to be formally identified as gifted and talented in LPS a student's body of evidence must include data that meets the eligibility criteria for three (3) out of the six (6) areas identified in the hexagon below. One (1) of the three (3) pieces must be either qualifying Aptitude or Achievement data. Please note that every school district/system/state has unique criteria for placement in gifted and talented. Students who were in another gifted program outside LPS will be automatically reviewed for eligibility. Parents will be informed as to the results of this review.



SERVICES

Littleton Public Schools incorporates a variety of programming services, options, and strategies that are matched to the identified academic needs of gifted and talented students. By contacting individual schools, families can learn about the options available at that site.

PROGRAM OPTIONS

- ▶ Flexible Grouping
- ▶ Acceleration by Subject
- ▶ Differentiation
- ▶ Grade Skipping
- ▶ Cluster Grouping
- ▶ Secondary Level Honors Classes & AP Classes
- ▶ Resource Center
- ▶ International Baccalaureate

EXTENDED ACTIVITIES

- ▶ Chess
- ▶ Destination ImagiNation
- ▶ Future Problem Solving
- ▶ Junior Great Books
- ▶ Knowledge Master Open and Brain Bowls
- ▶ Math Olympiads
- ▶ Rocky Mountain News Spelling Bee

INSTRUCTIONAL & MANAGEMENT STRATEGIES FOR DIFFERENTIATED, MIXED-ABILITY CLASSROOMS

- ▶ Compacting
- ▶ Learning Centers
- ▶ Independent Projects
- ▶ High Level Questions
- ▶ Interest Groups
- ▶ Mentorships/Apprenticeships
- ▶ Tiered Assignments
- ▶ Contracts/Management Plans