

Gifted Education Program Mission Statement

It is the mission of Clear Creek School District RE-1 gifted program is to provide an educational environment that recognizes the unique talent, intellectual, academic, and social/emotional needs of gifted students. We are therefore committed to providing students a differentiated, in-depth, complex, accelerated curriculum and other educational opportunities they need to become accountable, respectful, and successful citizens.

Gifted Program Philosophy

The Philosophy of Clear Creek School District RE-1 is to provide an educational environment that recognizes the unique intellectual, academic, and social/emotional needs of gifted students. Students who possess exceptional gifts and talents should be granted the direction, time, encouragement, and resources needed to maximize their potential, whether it be in the area of intellect, specific academics, creativity, art, music, drama, or leadership, ensuring gifted student growth and achievement through systems of support, programming and advocacy. We are therefore committed to providing students with a differentiated, in-depth, complex, accelerated curriculum and opportunities they need to become accountable, respectful, and successful citizens.

Gifted Education Program

The Clear Creek School District's Gifted Education Program strives to provide each gifted student with a differentiated educational experience in order to meet each of their individual needs. Gifted students receive services within the general education classroom through ongoing and explicit support from their classroom teachers and the Gifted Education Coordinator. The program has a very comprehensive referral process to find and evaluate all students who may need gifted services. Once a student is referred a body of evidence is collected to gather as much data as possible about the student to determine what area each student might qualify for gifted services.

All gifted students meet and help develop their Advanced Learning Plan (ALP) annually. With the help of their teachers, counselor, parents and the Gifted Education Coordinator they develop relevant academic and affective goals. The teacher and Gifted Coordinator work together to progress monitor each student who is a part of the Gifted Program each quarter. Students are also provided with pull-out groups to help address their affective needs and to meet and work with other gifted students within the school.

Contact the Gifted Education Coordinator for referral documents or other gifted resources at anytime throughout the school year. Deadline for gifted education referrals is April 1st annually.

Definition of Gifted Education

In the Exceptional Children’s Education Act (ECEA), the state of Colorado defines “gifted” as the following:

12.01 (16) “Gifted Children” means those persons between the ages of four 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 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 (16)(a) General or Specific Intellectual Ability
- 12.01 (16)(b) Specific Academic Aptitude
- 12.01 (16)(c) Creative or Productive Thinking
- 12.01 (16)(d) Leadership Abilities
- 12.01 (16)(e) Visual Arts, Performing Arts, Musical or Psychomotor Abilities

The programming options for Gifted Education are set up in a multi-tiered system of support. The three tiers of support build from tier one with support options that are readily available to students within the classroom. Tier two and three offer more intense options to help support the needs of the gifted child. The ALP team incorporates the student’s strengths, interests

and need in determining the type of delivery for services and in creating ALP goals that are aligned to a student strengths and social-emotional needs.

Tier 1: These options begin with research based, rigorous core curriculum and instruction aligned to Colorado State Standard which incorporates universal screening, progress monitoring, and prescriptive assessments to design instruction and intervention. These options benefit all students within the classroom and are mostly provided through classroom teacher instruction, with help planning from Instructional Coach and Gifted Education Coordinator.

<ul style="list-style-type: none"> ● Project Based Learning ● AVID Strategies ● Differentiation ● Depth and Complexity ● Competitions and Clubs ● Enrichment ● Honors Classes ● College Prep Courses 	<ul style="list-style-type: none"> ● Science Fair ● Career Guidance ● 21st Century Skills ● ACT Prep activities ● Khan Academy ● Graduation requirements aligned to CO Council for Higher Education
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Tier 2: Subject area acceleration is utilized beginning at the elementary level and continuing into middle and high school. Allowing gifted students to move to classes that best meet their needs not their age or grade level. At the elementary level, affective programming uses a pull out method for delivery on a bi-weekly basis to address the social/emotional needs of gifted students. These groups also include all students included in the talent pool. These programming options are implemented by the classroom teacher with support from the Gifted Education Coordinator. AP Courses are offered as an option to gifted students before 11th grade. Push-in and co-teaching support for classroom teachers is also available from the Gifted Education Coordinator.

<ul style="list-style-type: none"> ● Subject Area Acceleration ● Advanced Placement Courses ● Science Research Seminar 	<ul style="list-style-type: none"> ● Supplemental/Replacement Curriculum: Jacob’s Ladder, Word Within the Word Vocabulary Development, William and
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<ul style="list-style-type: none"> ● Affective Guidance ● Push In Services ● Flexible Grouping within the classroom 	<p>Mary Units</p> <ul style="list-style-type: none"> ● Independent Projects ● High Ability Grouping within the classroom
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Tier 3: Early access to Kindergarten or 1st grade, along with whole grade acceleration are options for gifted students. The Iowa Acceleration Scale is used to determine whether to whole grade accelerate a student. Early graduations and concurrent enrollment and online education opportunities are options offered to high school students. Many gifted students are allowed to begin concurrent enrollment course during their first years of high school.

<ul style="list-style-type: none"> ● Early Access to Kindergarten/1st Grade ● Early Graduation ● Concurrent Enrollment 	<ul style="list-style-type: none"> ● Online Education ● Whole Grade Acceleration
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For the gifted areas of creativity, leadership, visual arts, performing arts, and music, programming options and resources need to be studied, adopted, and implemented. In the next three years the BOCES Gifted Team will work to develop programming options for these areas. Once implemented, these options will be revised yearly.

