



Parent/Family Guide to



Services

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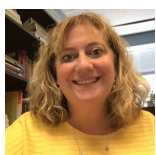
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Welcome to Gifted Services in St. Vrain Valley School District. This guide is designed to help parents navigate protocols of identification through Gifted Services, and access information about the general education system as it pertains to gifted students in St. Vrain.

Meet the Team

It is our goal that Gifted Services supports parents, students, teachers, and school administration in providing rigorous, differentiated instruction and effective options to help your child grow and thrive in their area(s) of strength.

Please do not hesitate to contact us at Gifted Services (303-702-7808)



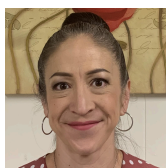
Jennifer Mayer mayer_jennifer@svvdsd.org, **Elementary Gifted Coordinator**

Jen is starting her 26th year in education. Jen has a MA degree in Educational Psychology, an ED.S. in Educational Leadership, and a Gifted Specialist license. She has a wide variety of classroom experiences that began with supporting second language learners at the elementary level. Throughout her career, Jen has taught gifted cluster classrooms, gifted pull out programs, and multi-age classrooms. She also served in a district role as a gifted specialist for middle and high school students. Jen supports elementary and K-8 schools throughout St. Vrain. Most importantly, Jen is a mother of two amazing kids that continuously help her view education through a different lens.



Jaimarie Nelson nelson_jaimarie@svvdsd.org, **Secondary Gifted Coordinator**

A gifted learner and parent of grown gifted children herself, Jaimarie has been working with gifted students in Northern Colorado for over a decade in many roles. She has been a classroom teacher at many levels, a GT Coach (site leader), a GT Specialist/Teacher, a teacher/admin at SEP (Summer Enrichment Program) at UNC, and serving St Vrain as GT Coordinator supporting secondary and charter schools since 2020. She received her MA in Gifted Education from UNCO in 2017. Jaimarie loves plants, exploring the world through travel, hiking, and camping, and learning new things. Give her a puzzle or a problem to solve, offer to play a board game or give her something to nurture, and you will keep her very busy. She's always up for a challenge.



Consuelo (Connie) Moreno moreno_consuelo@svvdsd.org, **Secretary**

Connie serves Gifted Services as a Department Secretary. She supports communication and professional development. Her previous roles include Principal's Secretary and Attendance Secretary. Connie also has experience as a Case Manager for children with developmental delays and disabilities. Connie has earned a Bachelor of Arts degree in English and Sociology. Connie enjoys spending time with her husband and her dog.



Mireya Babonoyaba babonoyaba_mireya@svvdsd.org, **Secretary**

I was born and raised in Boulder CO. Before becoming the Gifted and Talented Secretary I was the Enrollment Technician for SVVSD for 6 years and an attendance Clerk at Rocky Mountain Elementary for one year. I am a certified nail technician who now enjoys getting manicures instead of giving them. I am a first time mom to a wonderful baby boy.

Gifted and Talented Services Vision and Mission

We **envision** schools where giftedness and high potential are recognized, valued, and nurtured in children from all backgrounds, and where these individuals develop their potential to become creative, well-adjusted, productive citizens.

Our Mission:

- Access to gifted identification pathways and talent building for students from all backgrounds
- High quality programming with appropriate rigor and engagement, resulting in growth and achievement commensurate with the gifted student's abilities and interests.
- Social emotional support that empowers students to self-advocate for their unique strengths and needs
- Rigorous and targeted professional development that builds individual educator learning as well as district capacity to provide for the academic and social emotional needs of gifted and talented students
- Family engagement and collaboration around gifted characteristics, supporting social and emotional needs, and appropriate academic challenge

Gifted Children's Bill of Rights

You have a right to

- know about your giftedness.
- learn something new everyday.
- be passionate about your talent area without apologies.
- have an identity beyond your talent area.
- feel good about your accomplishments.
- make mistakes.
- seek guidance in the development of your talent.
- have multiple peer groups and a variety of friends.
- choose which of your talent areas you wish to pursue.
- not to be gifted at everything.

Written by Del Siegel, 2007-2009 NAGC president

Is My Child a Gifted Learner?

The SVVSD Gifted and Talented department recognizes that each student is an individual with a unique educational profile. There are many characteristics to consider when asking if your child is a gifted learner. Included here is a traits list adapted from material from the National Research Center on the Gifted and Talented and Mary Ruth Coleman, PhD, University of North Carolina. While some gifted students have many of these characteristics, not all students have all traits.

Twelve Traits of Giftedness: A Non-Biased Profile

Trait, Aptitude, or Behavior	General Description	How It May Look	CLD (Culturally & Linguistically Diverse) Considerations
Motivation Evidence of desire to learn.	Internal drive or encouragement that initiates, directs, or sustains individual or group behavior in order to satisfy a need or attain a goal.	Demonstrates persistence in pursuing or completing self-selected tasks (may be culturally influenced); evident in school or non-school activities. Enthusiastic learner; has aspirations to be somebody, to do something.	Competitiveness may not be valued. Group achievement may be valued over individual accomplishment.
Interests Intense, sometimes unusual interests.	Activities, avocations, objects, etc. that have special worth or significance and are given special attention.	Unusual or advanced interests, topic, or activity; self-starter; pursues an activity unceasingly beyond the group.	Some students may prefer teacher-directed learning. In some other cultures, individual choice is preferred for learning activities.
Communication Skills Highly expressive with words, numbers, or symbols.	Transmission and reception of signals or meanings through a system of symbols (codes, gestures, language, and numbers).	Unusual ability to communicate (verbally, nonverbally, physically, artistically, symbolically; uses particularly apt examples, illustrations, or elaborations.	May see strong interpersonal skills or a preference for unassertive or indirect ways of self-expression. May prefer to use collective ideas.
Problem-Solving Ability Effective, often	Process of determining a correct sequence of	Unusual ability to devise or adopt a systematic strategy to	May prefer community-based problem-solving.

inventive, strategies for recognizing and solving problems.	alternatives leading to a desired goal or to successful completion of a performance task.	solve problems and to change the strategy if it is not working; creates new designs; inventor.	
Memory Large storehouse of information on school or non-school topics.	Exceptional ability to retain and retrieve information.	Already knows; needs only 1 – 2 repetitions for mastery; has a wealth of information about school and non-school topics; pays attention to details; manipulates information.	What the student chooses to memorize may be different from the teacher's expectations. May use stories & legends as a memory tool.
Inquiry/Curiosity Questions, experiments, explores.	Method or process of seeking knowledge, understanding, or information.	Asks unusual questions for age; plays around with ideas; extensive exploratory behaviors directed toward eliciting information about materials, devices, or situations.	Sometimes not as highly valued in other cultures – may prefer teacher direction.
Trait, Aptitude, or Behavior	General Description	How It May Look	CLD (Culturally & Linguistically Diverse) Considerations
Insight Quickly grasps new concepts; sees connections; senses deeper meanings.	Sudden discovery of correct solution following attempts based primarily on trial and error; putting disparate elements together in unexpected ways.	Exceptional ability to draw inferences; appears to be a good guesser; is keenly observant; heightened capacity for seeing unusual and diverse relationships, integration of ideas and disciplines.	May be intuitive or holistic thinkers.
Reasoning	Highly conscious,	Ability to make	May demonstrate

Logical approaches to figuring out solutions.	directed, controlled, active, intentional forward-looking, and goal-oriented thought.	generalizations and use metaphors and analogies; can think things through in a logical manner; critical thinker; ability to think things through and come up with a plausible answer.	problem-solving in group setting, rather than individually. Some cultures value approximation over accuracy.
Imagination/ Creativity Produces many ideas; highly original.	Process of forming mental images of objects; qualities, situations, or relationships which aren't immediately apparent to the senses; problem solving through nontraditional patterns of thinking.	Shows exceptional ingenuity in using everyday materials; is keenly observant; has wild, seemingly silly ideas; fluent, flexible producer of ideas; highly curious.	May be demonstrated through storytelling, dancing, writing, art, poetry, or creative thinking.
Humor Conveys and picks up on humor well.	Ability to synthesize key ideas or problems in complex situations in a humorous way; exceptional sense of timing in words or gestures.	Keen sense of humor that may be gentle or hostile; large accumulation of information about emotions; capacity for seeing unusual; uncommon emotional depth; openness to experiences; sensory awareness.	Need to be aware that humor is culturally-based.
Intensity ("Overexcitabilities") Strength of reactions, responses, behaviors. (The term "overexcitabilities" comes from	Very strong, even extreme, responses to stimuli in five areas: emotional, intellectual, sensory, psychomotor, and imagination.	Intense desire for experiences in the area(s) of overexcitability; powerful emotions; seeks intellectual stimulation; sensory experiences evoke strong responses; constant or repetitive movement or	Individual drive may not be highly valued. Some cultures have a preference for novelty and personal freedom.

Polish psychologist Dabrowski.)		gesturing; intense fantasy life; may need creative outlets for intensity.	
Sensitivity Strong reactions to emotional stimuli.	Events and situations in the affective and social domains elicit a stronger response than usual.	Strong sense of compassion; keen sense of justice; empathy; moral and ethical sensibilities; sense of being “different” socially; existential worrying; often overly self-critical.	May demonstrate a keen sense of injustice, awareness of the environment & people around them, or personal & religious

Other Resources in Understanding Gifted Learners:

[*Myths about Gifted Kids, NAGC*](#)

[*Profiles of Gifted Learners, Neihart and Betts 2010*](#)

State of Colorado Definition of Gifted Learners

The Exceptional Children's Educational Act (ECEA) defines gifted children as:

Those persons between the ages of four and twenty-one whose aptitude or competence in abilities, talents, and potential for accomplishment in one or more domains 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, ethnic, and 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:

- General or specific intellectual ability
- Specific academic aptitude
- Creative or productive thinking
- Leadership abilities
- Visual arts, performing arts, musical or psychomotor abilities

ECEA12.01(16)

St. Vrain Valley School District formally identifies and provides programming and differentiation options in the specific academic aptitudes of reading, math, science, social studies, writing, and world languages. Programming in talent areas is dependent on the course/extracurricular offerings at each individual school.

Special Populations

Students who are both identified as gifted and as having learning or emotional needs are considered twice exceptional (2E). Often, the disability masks the giftedness or the giftedness masks the disability, creating unique learning needs for the student. Often, the GT team will work with parents and the school, including the special education department and/or other interventionists, to identify and collaborate on student's educational plans and programming.

ECEA defines **twice-exceptional** as:

A student who is:

- Identified as a gifted student pursuant to Section 12.01(9) of these Rules; and
- Identified as a child with a disability pursuant to Section 4.02 of these Rules; or
- A qualified individual pursuant to Section 504 of the Rehabilitation Act of 1973, 29 U.S.C.A. §794.

Other special populations

All students have strengths and needs, and many students will need to be provided with dual differentiated instruction (instruction that provides challenge and interest in the strength area and also support or scaffolding to accommodate the need area). In fact each gifted student is unique with a unique profile. [The Revised Profiles of Gifted Students](#) (Maureen Neihart and George Betts, 2010) can help to understand some of the complex profiles of the diverse group of gifted students. The six profiles included in this work are: Successful, Creative, Underground, At-Risk, Twice/Multi Exceptional (including 2e, ELL and students experiencing trauma and/or poverty), and Autonomous Learner. While 90% of identified students fall under the category of Successful, some have much more complex profiles, even changing within their academic career. Gifted and Talented Services is committed to advocate for and educate about the many differing types of gifted and twice exceptional learners that are part of our schools.

Identification of Gifted Learners

Identification is a state-mandated process for students in grades K-12 in which a comprehensive **body of evidence** is gathered to determine if the student meets the criteria for formal identification and programming. This process provides data regarding the student's cognitive ability, achievement, learning behaviors/characteristics, and demonstrated performance. Scores of 95th percentile or above are qualifying scores within a body of evidence for identification. The body of evidence is reviewed by the gifted coordinators and teachers before an official determination is made.

Identification Process in SVVSD

Gifted Services uses a multi-step process to identify a student. Often the process follows the sequence detailed below, however, many individual situations may lead to a collection of a body of evidence in different order.

Referrals and Universal Screening

Within SVVSD, the first step towards potential identification is often through a referral. A referral for identification review may come from a teacher, parent, or even a self-advocating student or their peer. Newsletters from individual schools outline the referral window, which typically takes place during the month of September.

In addition to referrals, students are routinely screened for review based on state testing data. Each fall, the Gifted Services office reviews the district's state testing results and looks for students performing in the *top 5% of their grade level* in the district. These students are flagged for gifted evaluation, which may include reviewing historical data and possible follow-up testing. ACCESS test results are also [reviewed for qualifying data](#) as determined by the CDE Gifted Department.

Finally, the district implements a cognitive screen as a universal first step for most 2nd grade students. Students performing in the 85%tile or above and/or performing at the top of their local school are referred for further evaluation and follow up testing.

By opening our identification beyond referrals only and with universal screening in second grade and routinely through reviewing state testing data, access to gifted and talented identification is opened to all students from all schools.

Evidence Gathering

A body of evidence, comprised of historical academic data and a battery of assessments required to meet state criteria for identification, is collected over time. The body of evidence typically includes the [Cognitive Abilities Test \(CogAT\)](#) test, teacher surveys and parent surveys, achievement testing including CMAS and iReady, and possibly additional achievement tests such as the [Iowa Test of Basic Skills](#) (ITBS), Test of Mathematical Abilities of Gifted Students (TOMAGS), and/or the Qualitative Reading Inventory (QRI). In some cases (usually for students that may be twice exceptional) we also request full cognitive testing by one of our school psychologists. We also accept timely outside testing from licensed psychologists and psychiatrists submitted to us by parents/guardians.

Identification Status

Once the body of evidence has been collected, the data is reviewed by the GT teacher or site leader and the elementary and/or secondary GT coordinator. This team determines the current outcome of the reviewed body of evidence and parents are notified of the results. Based on the body of evidence, there are three possible outcomes:

- **Does not qualify**
 - The body of evidence does not demonstrate sufficient evidence to warrant gifted identification or programming.
 - The student may be re-evaluated at a future date.
- **Program and monitor**
 - The body of evidence contains some evidence that might indicate potential giftedness. However, more data is necessary to meet the required identification criteria. The student will be provided differentiated instruction in the classroom or be included in building GT programs that may be available until additional data is gathered and a final identification decision is made.
- **Identify**
 - The body of evidence meets mandated criteria for identification in a particular strength area.
 - The school will collaborate with the student and parent to create the Advanced Learning Plan which will outline options to support the student's academic strength area, and affective area of focus.

Identification FAQs

How will the referral process impact a student?

During the evidence gathering process, a student may take one or more standardized tests necessary to build a body of evidence. Often, a group of students will be pulled for group testing. In certain instances, students may be pulled for individual testing.

Do parents have access to the testing results?

Parents are notified of the identification decision by letter from the school's GT site leader or teacher. Specific performance results or scores may be discussed with a GT representative.

Is the identification decision final?

Once a student has been identified, the current practice in SVVSD is that “once identified, always identified.” Students do not need to go through the identification process again once identified. (Students may, however, be considered for another area of strength that may require a body of evidence that includes additional assessment and performance data.) Parents may request a second review of the evidence if there is a dispute as to the status of the student. See more in disagreement on identification.

What grade levels are eligible for identification?

Gifted Services identifies students K-12. For highly advanced preschool students we offer Early Access as explained in this document.

If my child is not identified, can they be re-evaluated?

Students may be re-evaluated by referral request or subsequent top 5% performance on state testing. Gifted Services typically requires a two-year wait between testing in order to preserve the integrity of the testing instruments. More frequent reevaluation may be administered only in special circumstances, and approved by the GT coordinators. It is the protocol of the Gifted Services Department that students are typically not administered a full battery of cognitive assessments more than twice during their academic career in the district.

My child has a disability. Can they be identified as gifted?

A student with a disability can be identified as gifted. Testing accommodations can occur to coincide with the student’s IEP or 504. A student who has both an identified giftedness and disability is identified as twice exceptional or 2E.

My child was identified or in the process of identification in another district or state. Will they continue to receive gifted programming in SVVSD?

- **For students identified in another district or state:** Under state guidelines, if a student has been identified in another district, that identification status is “portable” to the new district as long as the identification meets state criteria. If the identification does not meet state criteria, additional assessments may be required for identification. If the identification is accepted, the ALP (Advanced Learning Plan) will be reviewed and adjusted to reflect options offered within the St. Vrain Valley School District. Should a student be identified in another state, evidence will be evaluated to determine if the student meets St. Vrain Valley School District identification criteria. While this re-evaluation takes place, the student will receive differentiated instruction in their potential strength area. Assessments may be administered to build the body of evidence and a status decision is made.
- **For students in the process of identification in another district or state:** The identification process will begin with review of testing data from the previous school. Additional testing may be administered as the student is taken through the SVVSD identification process.

Disagreement on Identification Decision

When a question or concern arises regarding the determination made after a review of the body of evidence for Gifted and Talented identification, the following progression takes place in order to finalize and validate the designation.

The body of evidence is reviewed by the GT coordinators in order to determine if an error was made within 30 days of contact by parents.

If assessment scores are deemed accurate, data is reviewed with parents and criteria for identification is clarified.

Parents may seek outside testing which will be added to the body of evidence and an additional review by the GT coordinators will be requested. Review of outside testing will take place within 30 days of submission and coordinators will determine if the additional data provided changes the student's designation or suggests that more information is needed before a final determination is made. Every effort will be made to include parents and teachers in this review/redetermination process.

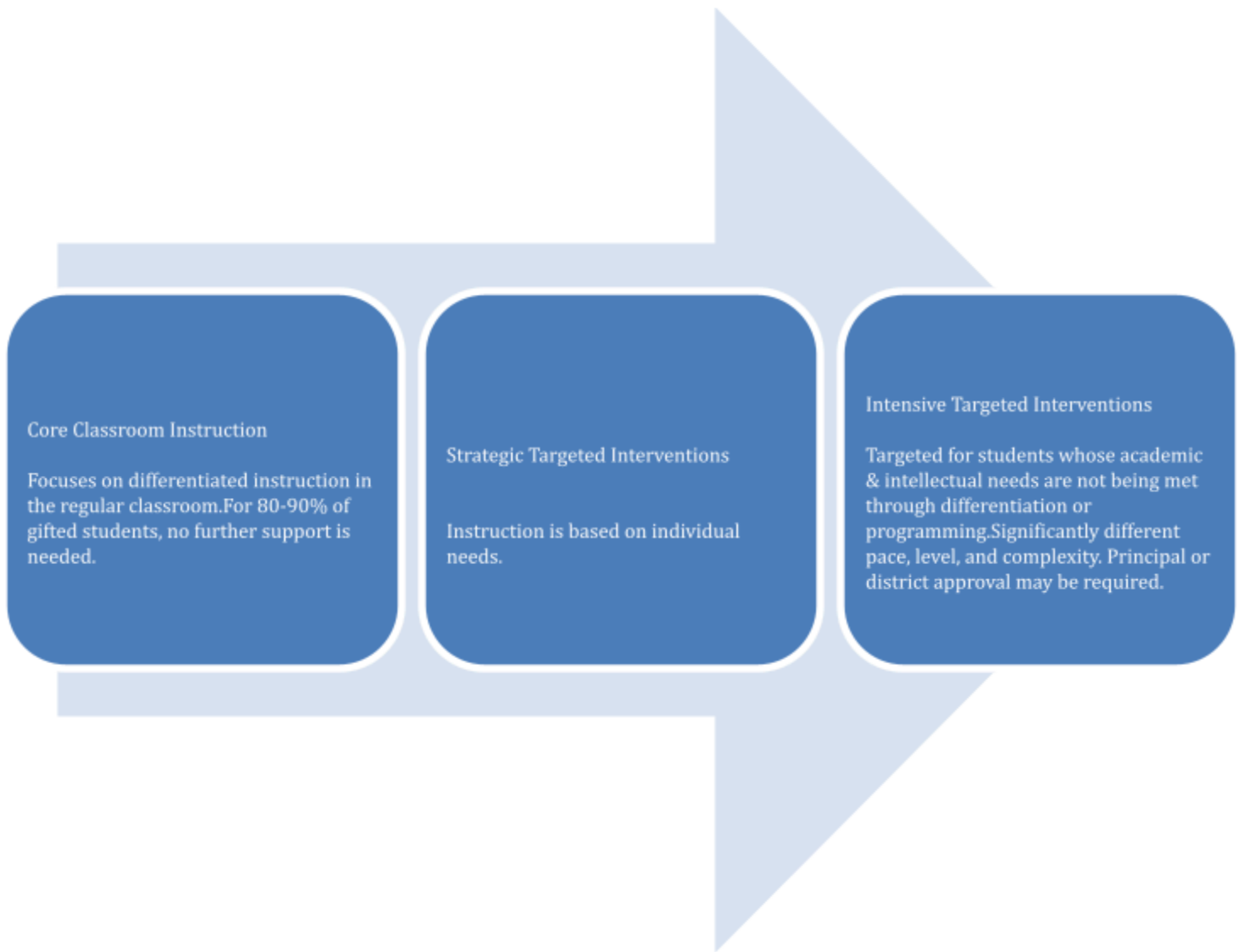
Once a complete body of evidence has been gathered and a final decision reached by the GT coordinators, the determination will stand until further data is available and reviewed during the next annual GT referral/evaluation cycle.

If parties do not reach a consensus within this process the Assistant Superintendent of Student Services may be contacted for review of the body of evidence.

Programming for Gifted Learners

St Vrain has a [Board policy on Gifted Education](#) that defines how the district provides programming for identified learners, including training for teachers.

When a student has been formally identified in a particular strength area, it is time to develop effective **programming**. To address the programming and affective needs of gifted learners, the State requires school districts to create and implement an Advanced Learning Plan (ALP).



The Advanced Learning Plan (ALP)

The Advanced Learning Plan (ALP) is a document that serves multiple purposes for gifted education in SVVSD. The ALP provides:

- Area of strength information
- Documentation of evidence of giftedness
- Tiered interventions, strategies, and accommodations for support
- Affective and behavioral goals
- Progress monitoring and data collection

The ALP is required in Colorado for every identified child. The ALP is a planning guide for making instructional decisions, an accountability record, and a tool for monitoring students with outstanding potential.

The ALP is part of your child's academic record in the district and will follow them annually. The ALP is reviewed and revised each academic year and/or as a student's goals and needs change. The ALP is designed to be a "live" document allowing for additions throughout the year. Per state guidelines, an ALP must include information about the student's strengths, goals related to the strengths, recommended differentiation strategies and/or programming options teachers may utilize to help the student meet defined goals, and growth data. Collaboration between parents/teachers/students is a component when developing the Advanced Learning Plan. Parents are encouraged to play a role in the development of this document.

School Based Programming

According to district policy (IHBB), to the extent resources are available, programming is designed to meet the particular educational needs of gifted students that:

- Encourages acceleration and enrichment beyond the basic curriculum
- Offers a differentiated curriculum that includes higher cognitive concepts and processes
- Uses instructional strategies that accommodate the learning styles of the gifted, such as curriculum compacting, independent study and learning contracts, etc.
- Includes a variety of placement options for delivering instruction and content extensions and which support like-ability grouping of gifted students
- Fosters the individual growth of each student by linking programming to identified academic and effective needs of students
- Supports students in the attainment of the district's academic standards
- Assists students with pre-collegiate and/or pre-advanced placement programs
- Provides guidance support systems, including identifying post-secondary options.

Identification in a talent area does not guarantee programming, but advanced learning opportunities are often available for many of the talent areas as available (ie. psychomotor in dance or a sport, music or performing arts). The ALP also allows for documenting flexibility in scheduling for outside programming/performances, if needed.

Depending on the individual school a student attends, they may be assigned to a gifted

program, be provided with gifted programming within their regular classroom, or be offered GT pull-out classes. Choice based programming, differentiated instruction, and acceleration are also important considerations for gifted students.

Gifted Program

A gifted program is an intentionally designed, stand-alone, or ongoing class (i.e. extension class, interest-based activity, advanced curriculum exploration) at a site. Gifted programs vary greatly across the district, with some schools offering stand alone programs, push-in programs, or enrichment focused curriculum.

Gifted Programming

Gifted differentiation and programming, the heart of the ALP, focuses on what the teacher does to accommodate for the gifted student's needs during the regular classroom day. Research demonstrates that more than 60% of all gifted students' needs can be met in the regular classroom with effective and intentional programming decisions by the regular classroom teacher. Gifted programming is a function of the regular school day.

Pull-Out Classes

A school may offer a specific GT pull-out class that serves as a rigorous, curriculum-connected option for gifted learners. These classes are taught by highly qualified gifted teachers and serve to meet the advanced programming needs for the gifted learner.

Choice and Interest Based Programming

Middle and high school students benefit from choice and interest based programming that aligns with their strength areas. Often these classes are in advanced or honors classes and/or offer specialized content that naturally provides programming for the gifted student. Other times additional differentiation is provided for gifted students by the classroom teacher to meet academic needs.

Acceleration

Student achievement and performance may indicate a need for content or grade level acceleration. If this is considered, a data based decision is made after other programming options have been considered or ruled out. Acceleration decisions are collaborative decisions made with parents, school administration, the student, and the GT coordinator.

Programing for Affective Needs

Beyond academic strengths and support, the ALP also includes goals to improve a student's affective skills, which include social, emotional, and academic behaviors. Self advocacy (with support) remains the department's core affective focus.

Gifted and Talented Services continues to focus on affective programming in response to needs of gifted students. In the past, Gifted Services presented professional development concentrating on disengagement of gifted students, the gifted brain, perfectionism, and stress management. Many schools provide Positive Behavior Interventions & Supports (PBIS) programs, or specific social/emotional curriculum.

[Supporting Emotional Needs of the Gifted](#) is a recommended resource for parents and teachers.

Programming FAQs

Do all students have ALPs?

Only students formally identified as gifted will receive an Advanced Learning Plan. Students that are part of a talent pool, on program and monitor status, or on a watchlist do not have an advanced learning plan.

My child has been identified as gifted. When will the ALP be developed?

An ALP for a newly identified student is typically created within a few weeks of the identification. Previously identified students will receive an updated ALP for review and signing at the beginning of the school year, typically during parent/teacher conferences. Students will receive a new ALP within 30 school days after formal identification (this often is the beginning of the new school year if identification is finalized in May). The ALP is shared for collaboration and review by parents. Many middle and high school students have their ALPs located within Naviance along with their ICAP, student driven plans that document interests and college and career exploration and readiness.

Who creates the ALP?

Your child's classroom teacher and GT representative will provide the initial input and collaborate with you/your student to outline best practice strategies and programming options in response to your child's strength area and affective needs. In middle and high school, students make the transition to student generated ALPs. This transition is supported and guided by GT representatives as students become more self-sufficient self-advocates.

Does the ALP change significantly from year to year?

Goals are developed annually, depending upon the student's needs and strengths. The ALP may be adjusted in terms of best practice differentiation strategies and/or programming options if a school change is made, since each school offers various programming, curriculum foci, and differentiation options.

What programming options are available at my school to meet my student's needs?

Each school in SVVSD has a unique blend of staff, training, and programming options. Parents, teachers, and administrators will participate in collaborative discussions about how best to serve the gifted student at the individual site. The unifying feature that connects gifted services from building to building is the Advanced Learning Plan.

Do all gifted and talented students receive the same type of programming?

Students receive ALPs that focus on the student's strength area and differentiation techniques to support those techniques. For some activities, a teacher may provide student-focused differentiation, for others the focus may be on whole-group differentiation.

How do I ensure that the ALP is followed?

The Advanced Learning Plan is a legal document. Monitoring growth of goals is a mandated component of the document. If you feel your child goals outlined on the ALP are not being addressed, please advocate for your student by discussing concerns with the classroom teacher and/or the principal. Gifted Services is always available to support you.

Early Access to Kindergarten or First Grade for HIGHLY Advanced Gifted Students

[Board Policy on Entrance Age Requirements](#)

The purpose of the Early Access process is to meet the needs of highly advanced gifted students who require comprehensive academic acceleration. **Only “highly advanced gifted learners”, those in the top 2% of the gifted population, are considered for Early Access to Kindergarten or first grade.** These students exceed their peers in all areas of academic achievement, reasoning ability, performance, and motivation. **Early Access is not recommended for the majority of four and five year old gifted children**, most of whom benefit from differentiated programming for their strengths in their assigned grade level. It is important to also highlight that **Early Access is not designed for students whose birthdays miss the cut off date for enrollment, even though the student may show readiness for Kindergarten.**

Why are students allowed to enter school early?

Some gifted students have exhausted the resources of preschool and/or homeschooling preschool before age five. These students’ needs would best be met by accelerating them into school earlier. Legislation was designed with highly advanced gifted children in mind.

More information on St Vrain [Gifted and Talented Services: Early Access](#)

State and National Resources

Colorado Department of [Gifted Education | CDE](#)

[A Glossary of Common Terms and Definitions for Gifted Education](#) (from CDE)

CAGT, [Colorado Association for Gifted and Talented](#)

NAGC, [National Association for Gifted Children](#)

SENG, [Supporting the Emotional Needs of the Gifted](#)