

Gifted & Talented (G&T;) Policy

Draft 2 - Post K-12 Alignment | Proposed for SLT Approval | 2026-27

Policy Owner	G&T Lead / SLT
Scope	KG-Grade 12
Review Cycle	Annually
Student ALP Review	Termly for all formally identified G&T students
Whole-School Provision Review	Beginning of Year (BOY) and End of Year (EOY)

This Draft 2 incorporates the decisions agreed at the K-12 G&T; alignment meeting. Identification is explicitly based on triangulation: MAP and CAT4 thresholds are candidate flags, not automatic identification criteria.

1. Vision and Purpose

YAA is committed to recognizing and developing exceptional potential and performance across a range of domains. Identification exists to improve the match between learner need and educational experience, not simply to assign a label.

- Provide an equitable K-12 process for identifying gifted and talented learners.
- Use multiple quantitative and qualitative evidence sources.
- Ensure identification leads to appropriate challenge, enrichment and individualized provision.
- Recognize domain-specific giftedness, emerging talent and twice-exceptionality.
- Monitor the impact and equity of G&T; provision across the school.

2. Definitions

Gifted: a learner demonstrating exceptional ability or potential in one or more domains.

Talented: a learner who transforms advanced potential into exceptional performance in a specific area.

Twice-Exceptional (2e): a learner who demonstrates giftedness/talent alongside an additional learning need or disability.

Talent Pool: a flexible K-12 group of students showing indicators of advanced potential or performance who receive advanced opportunities, observation and further evidence collection without immediate formal G&T; identification.

Advanced Learning Plan (ALP): an individualized plan documenting strengths, goals, provision and review for a formally identified G&T; learner.

3. Guiding Principles

- Giftedness is multidimensional and may be domain-specific.
- Potential and performance are both considered.
- **No single score determines identification.** Evidence must be triangulated.
- Identification is ongoing; students may emerge at different ages or after different opportunities.
- Equity is an explicit safeguard, including for multilingual and twice-exceptional learners.
- Access to advanced learning opportunities is broader than formal G&T; identification.
- Challenge prioritizes depth, complexity, creativity and authentic application rather than additional quantity.
- Student voice, wellbeing and balanced development remain central.

4. K-12 Identification Framework

YAA uses a common K-12 process: **universal consideration -> candidate indicators -> multiple evidence -> professional review -> Talent Pool, monitor, or formal domain identification -> provision -> review.**

MAP and CAT4 thresholds identify students for further review. They are **flags, not automatic identification rules.**

- **MAP:** performance in the **85th-89th percentile** is used as a candidate flag for further review and triangulation. Higher scores remain important evidence but do not independently determine identification.
- **CAT4: SAS 110+** is used as a candidate flag for further review and triangulation. Individual battery profiles should be considered where relevant rather than relying only on Mean SAS.
- **Internal class assessment:** sustained advanced attainment, mastery, rate of learning and quality of application.
- **Renzulli Scales:** structured teacher-rating evidence used as a formal component of the evidence profile.
- Teacher nomination and structured classroom observation.
- Portfolios, work samples, products and authentic performance evidence.
- Performance tasks, problem solving, creativity and transfer/application.
- Previous school or external specialist evidence where relevant.
- Exceptional achievement in recognized non-academic domains where appropriate.
- Student and family information where relevant.

5. Formal Domains and Multiple-Evidence Decision Making

Formal identification decisions are made through **triangulation of the full evidence profile**. A mechanical points total is not used. Evidence should converge sufficiently to demonstrate exceptional potential and/or performance within the domain being considered.

Formal domains recorded by YAA may include academic/subject domains and other recognized areas of exceptional performance. Evidence for academic identification must include **internal class assessment and Renzulli Scales** alongside other relevant evidence.

- The student's strengths are identified by domain rather than requiring exceptional performance across all areas.
- Professional judgment considers consistency, magnitude, context and quality of the evidence.
- Where evidence is promising but not yet sufficient for formal identification, the student may enter the Talent Pool for further opportunity and observation.

6. Phase-Specific Identification

6.1 KG-Grade 2: Emerging Talent

In KG-Grade 2, YAA emphasizes observation of advanced learning needs and emerging talent. Evidence may include rapid acquisition of concepts, advanced reasoning, oral language/reasoning, creativity, work samples, performance tasks and available standardized data interpreted developmentally.

Students may access the K-12 Talent Pool and advanced learning opportunities without requiring premature fixed labeling.

6.2 Grades 3-5: Multiple-Evidence Identification

Candidate review draws upon the common K-12 evidence framework, including MAP, CAT4, internal class assessment, Renzulli Scales, teacher nomination/observation, portfolios/work samples and performance tasks. Formal decisions are made through professional review of converging evidence rather than a mechanical points total.

6.3 Grades 6-12: Multiple-Evidence Identification

Secondary uses the **same multiple-evidence identification model established for Grades 3-5**. Candidate review draws upon MAP, CAT4, internal class/subject assessment, Renzulli Scales, teacher/subject nomination and observation, portfolios/work samples, performance tasks and other relevant evidence. Formal identification is based on triangulation and professional review, not a single threshold or points total.

7. K-12 Talent Pool

The **Talent Pool model** is approved for **KG-Grade 12**. It provides a flexible pathway for students who demonstrate advanced potential or performance but whose evidence is still developing or does not yet support formal identification.

- Talent Pool students may access advanced tasks, flexible grouping, enrichment, competitions, mentorship, Future Problem Solving and further observation.
- Talent Pool placement is not equivalent to formal G&T; identification.
- Talent Pool status is reviewed periodically and may result in continued participation, formal identification, or return to universal provision.
- Advanced opportunities should not be restricted only to formally identified students.

8. Equity, Multilingual Learners and Twice-Exceptional Learners

YAA actively seeks to reduce barriers that may mask exceptional potential. Language acquisition, disability, attention, behavior, cultural or linguistic background, underachievement, inconsistent achievement or limited prior opportunity must not automatically exclude a student from consideration.

- For multilingual learners, evidence should distinguish English-language proficiency from reasoning, creativity, subject knowledge and other indicators of advanced potential wherever possible.
- For twice-exceptional learners, identification and provision address both advanced learning needs and areas requiring support; neither profile invalidates the other.
- G&T;, ELL and Inclusion staff collaborate where learner profiles overlap.

9. Provision

Provision is matched to the student's identified domain(s), readiness and learning needs.

- Curriculum compacting where prior mastery is demonstrated.
- Greater depth and complexity within grade-level standards.
- Advanced content or above-grade-level opportunities where appropriate.
- Flexible grouping with intellectual/academic peers.
- Inquiry, independent investigation and authentic problem solving.
- Creative production and authentic audiences.
- Mentorship, expert input and external partnerships.
- Competitions, showcases and academic challenges.
- Leadership opportunities.
- **Future Problem Solving (FPS)** and similar advanced problem-solving/enrichment opportunities, particularly from upper Primary onward.
- Academy of Excellence opportunities where relevant.
- Subject or grade acceleration where appropriate to the individual learner.

No formal acceleration procedure is required. Acceleration decisions remain flexible and are determined case by case according to the individual student's demonstrated need, readiness, evidence profile, wellbeing and curriculum implications.

10. Advanced Learning Plans (ALPs)

Every student formally identified as Gifted and/or Talented will receive an ALP. ALPs are individualized and should translate identification evidence into purposeful provision.

- Student strengths and formal identification domain(s).
- Learner voice, interests and aspirations.
- Evidence profile and current attainment/readiness.

- Specific advanced-learning goal(s).
- Curriculum adjustments, enrichment and/or acceleration where appropriate.
- Wellbeing or self-regulation goals where relevant.
- Responsible staff and agreed provision.
- Evidence of impact and next steps.
- **Formal review at least once each term.**

11. Leadership, Scholarship and Recognition Pathways

YAA will work toward establishing recognized honor-society pathways, subject to the requirements of the relevant external organizations and final school approval.

- **National Junior Honor Society (NJHS): Grades 6-8.**
- **National Honor Society (NHS): Grades 9-12.**
- **Target launch: Term 2, Academic Year 2026-27.**
- Honor-society membership complements but does not replace the G&T; identification and provision framework.
- G&T; identification does not automatically confer NJHS/NHS membership, and NJHS/NHS membership is not equivalent to G&T; identification.

12. Roles and Responsibilities

Principal / SLT

- Appoint and support staff responsible for coordinating G&T; provision.
- Ensure G&T; is embedded within inclusive provision, school development and curriculum planning.
- Provide appropriate staffing, resources and professional learning.
- Monitor implementation and impact through BOY and EOY whole-school provision review.

G&T; Lead / Coordinator

- Coordinate the K-12 identification and provision framework.
- Maintain and review the formal G&T; register and K-12 Talent Pool.
- Lead evidence triangulation and support/quality assure formal identification decisions.
- Coordinate Renzulli implementation, nomination processes and staff calibration.
- Quality assure ALPs and ensure termly review for all formally identified students.
- Develop enrichment and advanced-learning pathways, including FPS and honor-society implementation planning.
- Collaborate with Inclusion, ELL, phase and subject leaders.
- Monitor student progress, provision impact and representation, and report to SLT.

Phase / Subject Leaders

- Support consistent nomination and identification practices within phases/subjects.
- Ensure appropriate curriculum challenge and advanced provision.
- Contribute subject-specific evidence to identification and ALP reviews.
- Support staff in implementing agreed provision.

Teachers

- Recognize and refer indicators of advanced potential or performance.
- Complete Renzulli Scales and provide internal assessment/classroom evidence when requested.

- Provide appropriate challenge, depth and complexity.
- Implement ALP strategies and agreed advanced-learning provision.
- Collect evidence of impact and contribute to termly review.

Inclusion / ELL Teams

- Collaborate where multilingualism, additional learning needs or twice-exceptionality may affect identification or provision.
- Help distinguish barriers to access from indicators of advanced potential.
- Support coordinated planning for students with overlapping profiles.

Students and Families

- Contribute strengths, interests, aspirations and relevant evidence.
- Participate in ALP planning and review where appropriate.
- Support balanced development of gifts and talents and communicate relevant changes or concerns.

13. Monitoring, Review and Data

YAA maintains an up-to-date register of formally identified G&T; students and a separate K-12 Talent Pool/advanced-learning watchlist.

- **ALP review:** termly for every formally identified G&T; student.
- **Whole-school G&T; provision review:** Beginning of Year (BOY) and End of Year (EOY).
- Monitoring considers attainment and growth, access to appropriate challenge, progress toward ALP goals, student engagement/wellbeing, participation in advanced opportunities and evidence of provision impact.
- Whole-school review considers representation across gender, nationality, language background, SEND/2e status, phase and domain to identify possible barriers or under-identification.
- Identification and Talent Pool status remain open to review as new evidence emerges.

14. Professional Learning

YAA will provide professional learning to strengthen consistency and quality in G&T; identification and provision.

- Recognition of giftedness, talent, emerging potential and twice-exceptionality.
- Renzulli Scales training and common nomination calibration.
- Interpreting MAP and CAT4 as candidate indicators within a triangulated evidence model.
- Designing depth, complexity, compacting, enrichment and advanced learning.
- ALP development and review.
- Equitable identification of multilingual and twice-exceptional learners.

15. Policy and Implementation Documents

This policy establishes YAA's K-12 principles and requirements. Detailed tools and operational procedures are maintained separately so they can be refined without unnecessarily rewriting the policy.

- Identification & Decision Guide.
- Primary and Secondary procedures.
- Nomination forms and Renzulli guidance.
- Evidence Profile / triangulation record.
- ALP template and termly review form.
- Talent Pool tracker.

- Provision menu and Future Problem Solving guidance.
- NHS/NJHS implementation documentation.

16. Review and Approval

Policy Owner: G&T; Lead / SLT

Review: Annually, or earlier where changes to ADEK requirements, school structures or YAA provision require revision.

This policy is aligned to YAA's agreed K-12 G&T; model and should be read alongside current ADEK Inclusion requirements and relevant school assessment, curriculum and inclusion procedures.

SLT Approval Record

Draft presented for approval: _____ Date: _____

Approved / Approved with amendments / Further review required

Approved by: _____ Role: _____

Signature: _____ Date: _____

Amendments / notes
