

## Gifted and Talented Comparison

	How defined?	Mandated services?
Wyoming	"Gifted and talented students identified by professionals and other qualified individuals as having outstanding abilities, who are capable of high performance and whose abilities, talents and potential require qualitatively differentiated educational programs and services beyond those normally provided by the regular school program in order to realize their contribution to self and society." (Wyoming Stat. Ann. § 21-9-101)	No specific mandated services.
<b>Regional States</b>		
Colorado	"The Exceptional Children's Educational Act (ECEA) requires all administrative units (AUs) in Colorado to identify and serve students between the ages of five and twenty-one, and age four in administrative units with Early Access, 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."	Not necessarily mandated services, but "the Advanced Learning Plan (ALP) is a legal document [22-20-R-12.00, C.R.S.] outlining programming for identified gifted students and is used as a guide for educational planning and decision-making."
Montana	"In the School Laws of Montana, MCAA 20-7-901, high ability/high potential students are defined as children with capabilities that 'require differentiated educational programs beyond those normally offered in public schools in order to fully achieve their potential contribution to self and society.'"	"Montana's School Accreditation Standards require each school district to provide educational services to high ability/high potential students commensurate with their needs as outlined in a comprehensive district framework for gifted education." "Montana's approach to providing educational services to high ability/high potential students involves adapting the systems through which education is normally offered; that is, many of these services can occur in a student's regular classroom, but the services must occur through planned and targeted strategies."
Idaho	"All students identified as gifted and talented in the State of Idaho have the right to an education that sustains, challenges, and ensures continued growth within the public school system. According to Idaho Code §33-2001, Gifted and Talented children demonstrate high performing capabilities in specific academic areas and require services that are not usually provided by the school. The Five Gifted and Talented Areas: Intellectual, Specific Academic, Leadership, Creativity, Visual/Performing Arts." Identification involves initial screening and appropriate placement.	"Each public school district is responsible for and shall provide for the special instructional needs of gifted/talented children enrolled therein. Public school districts in the state shall provide instruction and training for children between the ages of five (5) years and eighteen (18) years who are gifted/talented as defined in this chapter and by the State Board of Education. The State Board of Education shall, through its department of education, determine eligibility criteria and assist school districts in developing a variety of flexible approaches for instruction and training that may include administrative accommodations, curriculum modifications and special programs (Idaho Code §33-2003)."
North Dakota	"'Student who is gifted' means an individual who is identified by qualified professionals as being capable of high performance and who needs educational programs and services beyond those normally provided in a regular education program." (North Dakota Cent. Code § 15.1-32-01)	The state has no mandates for programs or services, just guidelines.
South Dakota	No gifted policy in place.	No mandates.
Nebraska	"Learner with high ability means a student who gives evidence of high performance capability in such areas as intellectual, creative, or artistic capacity or in specific academic fields and who requires accelerated or differentiated curriculum programs in order to develop those capabilities fully." (Nebraska Rev. Stat. § 79-1107)	No specific mandates, but there is guidance in legislation.
Utah	"LEAs shall have a process for identifying students whose academic achievement is accelerated based upon multiple assessment instruments." Utah Administrative Rule R277-707-3B. "This new rule defines "accelerated" students as "children and youth whose superior academic performance or potential for accomplishment requires a differentiated and challenging instructional model that may include: Advanced Placement courses (AP), Gifted and talented programs, International Baccalaureate programs (IB), Concurrent Enrollment."	Not mandated. "The responsibility for the development and implementation of gifted and talented programs rests with each school district (LEA) however, Utah Administrative Rule 277-707 is not a mandate for gifted and talented programming. All LEAs are eligible to apply for the Enhancement for Accelerated Students Program funds through the UCA"

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<b>High Performing States</b>		
<b>Massachusetts</b>	The state loosely defines "academically advanced" throughout the study to refer to students who have achieved beyond the norm either on standardized assessments, or in classroom work, or in both areas.	No mandates.
<b>Vermont</b>	"'Gifted and talented children' means children identified by professionally qualified persons who, when compared to others of their age, experience, or environment, exhibit capability of high performance in intellectual, creative, or artistic areas, possess an unusual capacity for leadership, or excel in specific academic fields." 16 V.S.A. § 13	No mandates.
<b>New Hampshire</b>	"In New Hampshire, there is no state-level legislation or regulation regarding gifted education."	No mandates.
<b>New Jersey</b>	"'Gifted and talented students' means students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities." N.J.A.C. 6A:8-1.3	"District boards of education shall be responsible for identifying gifted and talented students and shall provide them with appropriate instructional adaptations and services." N.J.A.C. 6A:8-3.1(a)(5)
<b>Virginia</b>	"Gifted students" means those students in public elementary, middle, and secondary schools beginning with kindergarten through twelfth grade who demonstrate high levels of accomplishment or who show the potential for higher levels of accomplishment when compared to others of the same age, experience, or environment. Their aptitudes and potential for accomplishment are so outstanding that they require special programs to meet their educational needs. These students will be identified by professionally qualified persons through the use of multiple criteria as having potential or demonstrated aptitudes in one or more of the following areas: general intellectual aptitude, specific academic aptitude, career and technical aptitude, and visual or performing arts aptitude. 8VAC20-40-20	"If a student is identified as gifted and eligible for services, the identification and placement committee shall determine which service options most effectively meet the assessed learning needs of the student. Identified gifted students shall be offered placement in an instructional setting that provides: 1. Appropriately differentiated curriculum and instruction provided by professional instructional personnel trained to work with gifted students; and 2. Monitored and assessed student outcomes that are reported to the parents and legal guardians." 8VAC20-40-20
<b>Indiana</b>	"The Indiana Code defines a student with high abilities as one who: Performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one domain when compared to other students of the same age, experience, or environment; and: Is characterized by exceptional gifts, talents, motivation, or interests." (IC 20-36-1-3).	"Effective July 1, 2007, Indiana schools shall identify students with high ability in the general intellectual and specific academic domains and provide them with appropriately differentiated curriculum and instruction in core content areas, K-12." (refer to IC- 20-36-2-2).