

## GIFTED AND TALENTED PROGRAM

The Rice Lake Area School District Board of Education is committed to providing a rigorous instructional program commensurate with each student's abilities, interests, and learning styles. Therefore, the District shall ensure access to a program for students identified as gifted and talented in accordance with Board of Education policy and State Law. Gifted and talented students include those students who show evidence of high performance capability in intellectual, creative, artistic, leadership, and/or specific academic areas and who need services or activities not ordinarily provided in a regular school program. The District shall utilize a problem solving process to minimize under-identification of students who may possess inherent areas of giftedness but may not show evidence.

Upon recommendation of the District Administrator, the Board of Education shall designate a licensed employee in Gifted and Talented programming, or working toward appropriate licensure, to coordinate the systemic identification, programming, and monitoring of the District's Gifted and Talented program. The Coordinator shall have primary responsibility for overseeing the day-to-day implementation and the ongoing development, evaluation, and revision of the District's plan for gifted education for students in all grades.

Annually, or at such other times as may be directed by the District Administrator or the Board of Education, the Coordinator shall prepare a written report concerning the status of the District's program and plan for gifted education. In connection with this report, the Coordinator shall assess the extent to which the District's identification and referral process for gifted education could be modified to be more responsive to students.

The following are the Board of Education's expectations for the District's program and plan for gifted education:

1. The plan and program shall provide for the identification and, as needed, further assessment or evaluation of students who may require educational programming, services, or activities. Identification and referral shall include multiple criteria that are appropriate for the category of gifted including intelligence, achievement, leadership, creativity, product evaluations, and nominations.
2. The plan and program shall provide an opportunity for parental participation in the identification and referral process, and in determining any individualized programming for the student.
3. The District's plan and program for gifted education shall be designed and implemented in a manner that is consistent with the District's nondiscrimination obligation and policies. No student shall be denied the opportunity to access or participate in gifted education in a manner that would constitute unlawful discrimination or that would otherwise violate any applicable law or Board of Education policy. The identification process and tools shall be responsive to factor such as, but not limited to, students' economic conditions, race, gender,

culture, native language, developmental differences, and identifies disabilities as described in state special education laws. (Subchapter V of Chapter 115 for the statutes.)

4. The plan and program shall recognize that giftedness can emerge or first be identified at different ages; and, therefore, the plan or program shall not preclude initial identification based solely on a student's age or grade.
5. The District's Gifted and Talented program is not the sole responsibility of one person or group. Notwithstanding the designation of a specific licensed Gifted and Talented Coordinator, all licensed employees have some responsibilities with respect to gifted and talented education. All such employees are expected to work collaboratively to identify and meet student needs and to implement and improve the District's program for gifted education.
6. Where the District determines that the general curriculum is not educationally appropriate for the student, the primary focus should be on providing the student with differentiated curriculum, assignments, services, activities, or opportunities that are intended to facilitate the student's further growth and development in light of the student's identified exceptionalities and their educational needs. The District may also consider the extent to which programming modifications could be structured to meet other needs of the student (e.g., needs related to social and emotional development).

In meeting its obligation to provide gifted education, the District is required to identify and provide programming for students for whom there is demonstrated evidence of high performance. It is the Board of Education's expectation that the District's standard curriculum and educational programs will be sufficiently adaptable, and cover a sufficiently wide span of rigor, such that they will be appropriate for, and adequately challenge, many students who are very intelligent, creative, hard-working, and resourceful, as well as many students who consistently demonstrate above-average performance. This expectation for the standard curriculum is aligned with the Board of Education's foundational belief that all students have (1) a tremendous aptitude and capacity to learn; (2) valuable talents, skills, and abilities, that should be nurtured and celebrated; and (3) unique educational needs and interests. Keeping this foundational belief in mind, the District will consider and shall implement individualized curricular and program modifications or other individualized interventions for any student as necessary.

Legal Ref: 115.997(5)(b); 118.13, 118.15(1)(d); 118.35, 121.02(1)(t) WSS; PI 8.01(2)(t); PI 18.04; WAC

Cross Ref: 333 Parents Rights in Relation to District Programs/Activities and Student Privacy; 341 Basic Instructional Program; 343.3 Enrollment and Credit for Middle School Students Taking High School Courses; 343.7 Virtual Education, 344.4 Grade or Subject Advancement of Students; 344.41 Promotion and Retention of Students in Grades 1-12; 344.42 Grade Advancement Kindergarten; 346 Student Assessment; 411 Student Nondiscrimination and Equal Educational Opportunities

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