

## GIFTED AND TALENTED PROCEDURES

## IDENTIFICATION PROCESS

The Board of Education shall adopt a systematic process for identifying, educating, and monitoring children needing Gifted and Talented programming. The process shall be ongoing throughout the school year, as well as throughout a student's career in the Rice Lake Area School District.

Identification

1. The identification process shall use multiple measures for determining student aptitude in the academic domains or competence in the leadership, creative, or artistic domains including standardized tests, rating scales, portfolio assessments, observation tools, and local norms on aptitude or achievement tests.
2. Parents, teachers, and/or students can refer students for Gifted and Talented programming. A referral form must be completed and submitted to the gifted coordinator.
3. The referral form, along with other student data, are reviewed by a team that may include teachers, Gifted and Talented Coordinator, parents, School Psychologist, Building Principal, and others as necessary. Students will not be identified until Grade 3. Students in grades K-2 will be monitored and offered services, if needed.
4. The team will determine what additional information needs to be gathered in order to determine Gifted and Talented identification and services. Parents will be contacted if additional assessments are required. Parents will give the school written consent in order to gather more information based on referral using identification tools and the criteria chart included in the Rice Lake Area School District Gifted and Talented Handbook.
5. Within 30 calendar days of receiving consent to gather more information, a meeting will be held with all relevant staff members and parents to review the results of the information collected and determine eligibility for the Gifted and Talented Program. The evaluation report and eligibility checklist will be completed and shared with the team.
6. If the student is identified as Gifted and Talented and *requires individualized programming*, then the team will develop an Individualized Learning Plan (ILP) that will meet the identified needs of the student. The student's educational team monitors the progress of students with gifted needs to ensure the continual growth of the student. The ILP team meets annually to review student progress and update the ILP.

As a student transitions between grade levels and buildings, the Gifted and Talented Coordinator will coordinate transition meetings between members of the former ILP team and members of the new ILP team.

7. A copy of the evaluation report is sent home to parents/guardians. The team will make appropriate recommendations using general education supports and services to meet the student's needs.

### Intervention

Components of an effective Gifted and Talented Program include carefully planned opportunities to provide challenge, acknowledgement of diversity, options, and opportunities for involvement and productivity. The Board of Education shall provide access without charge for tuition, to appropriate programming for students identified as gifted and talented. “Appropriate programming” means a systematic and continuous set of instructional activities or learning experiences which expand the development of students identified as gifted and talented.

Wisconsin’s Comprehensive Integrated Programming Model illustrates the various ways students can be supported in their development. In the Rice Lake Area School District, the majority of the opportunities are offered during the regular school day. At times, students will be encouraged to participate in voluntary enrichment activities during or outside of the regular school day in accordance with the continuum of Tier I, Tier II, and/or Tier III services offered.

### Parent/Guardian Involvement

The Rice Lake Area School District acknowledges the importance of parental/guardian involvement in their children’s education. The Rice Lake Gifted and Talented program ensures parental/guardian participation and collaboration. Parents/guardians are an essential component of the Gifted and Talented identification process; of the development of the Individual Learning Plan (ILP); of creating and participating in parent/guardian volunteering opportunities; of regularly scheduled Parent Advisory Meetings; and expanding the district’s parent/guardian resources.

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