

## Richmond School District Policy Statement Gifted and Talented Program

Policy #: 342.3

At Richmond, we believe that gifted learners have the potential and/or demonstrated ability to perform at remarkably high levels of accomplishment when compared with others of their age or experience. Richmond School's Gifted and Talented (GT) Programming provides gifted learners with a systematic and continuous set of learning experiences designed to nurture and expand their development.

Gifted and talented students shall include those students who give evidence of high performance capability in intellectual, creativity, visual and performing arts, leadership or specific academic areas. Students shall be identified as gifted and talented in accordance with state guidelines. The identification process is based on multiple measures including, but not limited to, standardized test data, cognitive ability data, nominations, rating scales or inventories, products, portfolios, and demonstrated performance. The identification process shall be responsive to factors such as, but not limited to, students' economic conditions, race, gender, culture, native language, developmental differences, and identified disabilities as described in state special education laws. Gifted learners can be identified at any time. Parents or teachers may initiate the process by completing a nomination form. A student may be identified in one or more categories.

Appropriate programming shall be provided for identified gifted and talented students. Programming shall be systematic and continuous at all grade levels. The programming will vary based on the needs of the gifted learner. Some students will have their needs met with differentiation in the classroom, others may need more specialized learning opportunities, and an even smaller number of students, may need very individualized services, such as acceleration or grade skipping. When it is determined that the general curriculum is not educationally appropriate for the student, the primary focus should be on providing the student with different curriculum, assignments, services, activities, or opportunities that are intended to facilitate the student's further growth and development in the student's identified exceptionalities. Programming modifications may also include meeting the unique social and emotional needs of the gifted person. The Gifted and Talented Coordinator shall be responsible for the coordination of the program. All the Richmond staff, are expected to work collaboratively to identify and meet the needs of the gifted students. Opportunities for parental participation and collaboration shall be provided during the identification process and throughout program planning and implementation for each student.

### Wisconsin Statutes

<u>Section 115.997(5)(b)</u>	[educational program placement of children affected by military transfer, including placement in gifted and talented programs]
<u>Section 118.13</u>	[student nondiscrimination]
<u>Section 118.15(1)(d)</u>	[program and curriculum modifications]
<u>Section 118.35</u>	[programs for gifted and talented students]
<u>Section 121.02(1)(t)</u>	[school district standard; gifted and talented education]

### Wisconsin Administrative Code

<u>PI 8.01(2)(t)</u>	[regulations for school district standards; gifted and talented education]
<u>PI 18.04</u>	[modifications to high school graduation standards to accommodate students with exceptional needs and interests]

Cross Reference: #345.4 Student Promotion/Retention/Acceleration

Adopted: 6/9/08

Reviewed: 7/10/17