

Upon recommendation of the District Administrator, the School Board shall employ or, if already employed, designate the licensed employee who is assigned to coordinate the District's gifted and talented program (the "Coordinator"). 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.

The Coordinator shall not implement substantive amendments or changes in the District's plan for gifted education without first obtaining the approval of the District Administrator. If the District Administrator determines that a proposed change to the District's plan fundamentally alters the nature of the District's program for gifted education, the District Administrator shall present the proposed change to the Board for approval prior to implementation. Further, if any such change to the plan necessitates an amendment to an approved District budget (or to the Board's proposed budget if the budget for the school year in question has not yet been formally adopted), then the administration shall obtain advance Board approval of the change to the plan, and the related budget amendment(s).

The following are the Board'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 based on identified exceptionalities in specific academic areas or in the other categories/capabilities that are addressed in the plan.
2. The identification and referral process within the plan and program shall allow for and encourage identification and referral based on multiple measures and multiple sources of information.
3. 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.
4. 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 obligations 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 policy.
5. The plan and program shall recognize that giftedness can emerge or be first identified at different ages; and, therefore, the plan or program shall not preclude initial identification based solely on a student's age or grade.
6. Notwithstanding the designation of a specific 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.
7. 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 different

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 his/her educational needs. Secondly, the District may 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). The purpose of the program for gifted education is not to simply assign the student more work to complete in addition to the work that is already expected of other students.

In meeting its obligation to provide gifted education, the District is required and challenged to identify and provide programming for students for whom there is demonstrated evidence of extraordinary capabilities and for whom some aspect(s) of the District's standard curriculum and regular programs may be inappropriate. At the same time, it is the Board'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'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 may implement individualized curricular and program modifications or other individualized interventions for any student.

Legal References:

Wisconsin Statutes

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

Wisconsin Administrative Code

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

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