



Book	Policy Manual
Section	READY FOR 3-11-2025
Title	Replacement Policy - Vol. 34, No. 1, Dec. 2024 - ADVANCED LEARNING INSTRUCTION ("GIFTED AND TALENTED")
Code	po2464
Status	
Adopted	December 8, 2015
Last Revised	March 11, 2025

Replacement Policy - Vol. 34, No. 1

2464 - ~~PROGRAMS FOR GIFTED AND TALENTED STUDENTS~~ ADVANCED LEARNING INSTRUCTION ("GIFTED AND TALENTED")

~~In accordance with the philosophy of the Board of Education to develop the special abilities of each student, the Board requires that appropriate instructional programs be conducted to meet the needs of gifted and talented students.~~

~~Gifted and talented students are those who give evidence, through valid assessment, of high performance capability in intellectual, creative, artistic, leadership, and/or other academic areas and who need services or activities not ordinarily provided in the regular District program in order to develop such capabilities.~~

~~The learning outcomes of a program for gifted and talented students shall be related to:~~

- ~~A. (→) expansion of academic attainments and intellectual skills;~~
- ~~B. (→) stimulation of intellectual curiosity, independence, and responsibility;~~
- ~~C. (→) development of originality and creativity;~~
- ~~D. (→) development of a positive attitude toward self and others;~~
- ~~E. (→) development of desirable social and leadership skills;~~
- ~~F. (→) career exploration and awareness.~~

~~The District Administrator shall develop administrative guidelines which shall include those for valid identification, curriculum development and implementation, and assessment of the learning outcomes.~~

The Board recognizes that at any grade level, students have a diverse range of learning needs, with some students requiring instruction and content above grade level standards. The Board further recognizes its responsibility to provide a strong instructional program that results in the academic and social emotional growth of all students, including its advanced learners ("gifted and talented students"), in accordance with Wisconsin law.

Advanced learning focuses on identifying the instructional needs of students within the K-12 grade level system. Advanced learners (gifted and talented) are defined as students who give evidence of high performance capability or potential in any one (1) or more of five (5) domains: general intellectual, specific academic, leadership, creativity, and visual and performing arts. These students need instruction not ordinarily provided in a regular school program or assigned grade level in order to fully develop such capabilities.

The Board shall direct the District Administrator to establish a plan and designate a person to coordinate advanced instruction in a systematic and continuous K-12 progression. Instructional options should be designed to match students' learning needs in the domain(s) in which they are identified. The Coordinator should have background and training in gifted education and/or advanced learning, and all instructional staff will be provided with professional learning specific to the needs of advanced learners. The District Administrator shall provide an opportunity for parental participation in the identification process and resultant programming at both the District level and the school level.

IDENTIFICATION

Advanced learners (gifted and talented pupils) shall be identified in kindergarten through grade 12 in the five (5) domains: general intellectual, specific academic, leadership, creativity, and visual and performing arts. ~~() Universal screening should occur before second grade, and again before sixth grade. The purpose of universal screening is to include students who traditionally are underrepresented in advanced learning opportunities.~~ **[END OF OPTION]** The identification process shall result in a student profile based on multiple indicators of student need, including but not limited to standardized test data with use of both national and local norms, rating scales or inventories, classwork, portfolios, nominations, and demonstrated performance. Identification tools shall be appropriately matched to each domain in which students are being identified. The identification process and tools shall be responsive to factors such as, but not limited to, pupils' economic conditions, race, gender, culture, native language, developmental differences, and identified disabilities (as described under subch. V of ch. 115, Stats.) ~~() Students with advanced learning needs in one area but learning challenges in another (i.e. "twice exceptional learners") shall be included.~~

INSTRUCTION

The District Administrator shall provide access to appropriate instruction for students identified as advanced learners (gifted or talented) that results in their continued academic growth and development. This instruction shall be provided during the regular school day and without charge for tuition. Classroom-based, school-based, and/or District-wide advanced interventions should include evidence-based practices appropriate for the instruction of advanced learners.

Instruction for advanced learners should include opportunities both within and outside the established grade level curriculum. Such opportunities may include but are not limited to, classroom differentiation, curriculum compacting, above grade level instruction, acceleration in an individual subject, full grade acceleration, cluster grouping and flexible grouping, faster pace and greater depth of instruction, academic enrichment, early admission to kindergarten or first grade, concurrent enrollment at accredited institutions, and early graduation.

~~[] Accelerated learning opportunities should be available, including but not limited to early entrance to kindergarten, subject acceleration, whole grade acceleration, and early graduation from high school.~~ **[END OF OPTION]**

DOCUMENTATION AND EVALUATION

Identification will be documented for each student indicating for which domain(s) they are identified as an advanced learner and what instruction and opportunities were provided.

The District Administrator will evaluate the effectiveness of identification and programming for advanced learners through ongoing data analysis to measure both the growth of individual students and the consistent implementation of advanced learning instruction and opportunities across all K-12 schools ~~() and will report this to the Board annually~~ **[END OF OPTION]**.

~~[] The District Administrator shall develop administrative guidelines which shall include those for valid identification, instruction implementation, and assessment of learning outcomes.~~ **[END OF OPTION]**

118.35, Wis. Stats.
121.02(1)(t), Wis. Stats.
8.01(2)(t)2 Admin. Rule

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Last Modified by Coleen Frisch on March 5, 2025