

ADMINISTRATIVE PROCEDURE 7.14

GIFTED STUDENTS: PROGRAMS AND SERVICES

The Board recognizes that students identified as high ability/high potential or gifted and talented require differentiated educational programs and/or services beyond those normally provided by the regular school ~~program in order~~ to realize their contributions to self and society. To help meet the needs of these students, the Board has approved the establishment of programs for the students who are identified as high ability/high potential or gifted and talented ~~and academically talented~~. Placement of students in these programs and access to gifted services shall be accomplished in accordance with the following:

(1) ~~Placement of children in these programs requires careful and accurate identification.~~ Identification ~~and recommendation~~ shall be made based on ~~the basis of~~ multiple factors to match students' needs with appropriate services that are predictive of success, including ~~evaluation of mental ability, achievement, and emotion, social, and physical factors~~ intellectual ability, achievement, and social-emotional considerations.

(2) These factors will be assessed through various means, including local norms of ability and/or achievement group test data, school records and grades, teacher ratings, and individual psychological assessment.

(3) When data on ability, achievement, and teacher nominations ratings indicate consistent and positive performance at high levels, ~~together~~ they may be considered relatively safe predictors of probable success in the a programs; ~~such students may be recommended for placement without further individual psychological study.~~

(4) When school assessment data ~~and teacher ratings~~ are in conflict ~~or are contradictory~~, the school academic building intervention team and district staff will meet to review data and create a strengths-based plan to meet the needs of the student while providing the support that the student needs to reach their fullest potential. ~~a~~An individual psychological study shall be performed ~~in order~~ to obtain a fuller and more careful assessment of ability and personality factors to resolve the conflict and to provide a more objective basis for recommending the student for the program and/or services. Conditions may include the following:

- (a) students whose group ability and achievement test scores meet the minimum screening criteria, but who ~~are not recommended by their teachers.~~ These may be under-motivated or under-achieving students who need the to be academically challenged of the programs;
- (b) ~~students who meet only the group achievement test criteria but who are recommended for the program by their teachers. These may be students of borderline superior ability who are achieving at or near maximum potential.~~
- (c) students for whom there is no group test data or for whom the data are below the established minimum criteria and whom the school wishes to recommend.

(5) All of the students described above ~~may benefit from receiving gifted services available through the school and/or district should be referred to the school psychologist for evaluation and recommendation to the Division of Curriculum and Instruction regarding placement in the programs for the academically talented.~~

(6) Among goals established for these programs are the following:

- (a) that their racial and ethnic composition of students identified as high ability/high potential or gifted be similar to that of the general district school population;
- (b) that gifted services and the location of schools offering the programs are be equitably distributed throughout the city.

History: Codified 1976; Revised 3-31-81

Legal Ref.: ~~W.S. 118.35 (1)(3), 121.02 (1)(t), Administrative Rule 8.01(2)(t)2~~

Cross Ref.: Admin. Policy 7.14 Gifted Students: Programs

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