

GIFTED AND TALENTED EDUCATION (Policy 6003)

Under Wisconsin Statute 121.02(1)(t), the KTEC High School Governance Board will provide, without charge for tuition, opportunities for students identified as gifted and talented with learning experiences that are aligned with their needs.

“Gifted and talented pupils” means pupils who demonstrate evidence of high-performance capability in intellectual, creative, artistic, leadership or specific academic areas and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities.

Identification of students at KTEC High School shall occur in 9th through 12th grade, in one or more of the following areas recognized by the state: general intellectual, specific academic, leadership, creativity, and visual and performing arts, per state statute 118.35 (1). During the identification process, data will be collected that is quantitative and qualitative in nature, in order to develop a pupil profile based on multiple measures. These measures may include standardized assessment data, rating scales or inventories, portfolios, products, and/or other indicators. Each of the identification tools used will be appropriate for the purpose they are being utilized, and will be responsive to factors such as, but not limited to, pupils' economic conditions, race, gender, culture, native language, developmental differences, and identified disabilities.

The Coordinator of Special Education and Student Support and the KTEC High School Principal will be responsible for the identification of gifted and talented students as well as the development of appropriate educational plans. KTEC High School believes that parental participation is essential to this process, and parents will be granted the opportunity to participate in the identification and development of programming for their student. KTEC High School will utilize the Wisconsin Equitable Multi-Levels Systems of Supports framework throughout the identification process in order to focus on student needs and ensure that the resulting programming is responsive and adaptive. Gifted and talented programming will be incorporated directly into the regular school day and will be on a continuum based on student need. This will range from supplementary learning opportunities delivered directly by the student's teacher; to individual subject or grade acceleration; or include additional options for extended mentorships and internships. Each student's gifted and talented education plan will be regularly evaluated for effectiveness and revised as needed, but at minimum, once per academic year.

Adopted: 8/28/22