

ADMINISTRATIVE PROCEDURES OF THE MILWAUKEE PUBLIC SCHOOLS

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 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 students who are identified as high ability/high potential or gifted and talented. Placement of students in these programs and access to gifted services shall be accomplished in accordance with the following.

(1) Identification shall be made based on multiple factors to match students' needs with appropriate services that are predictive of success, including 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 indicate consistent and positive performance at high levels, they may be considered relatively safe predictors of probable success in a program

(4) When assessment data are in conflict, 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. An individual psychological study shall be performed 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 may be under-motivated or under-achieving students who need to be academically challenged.

(b) 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

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

(a) that the racial and ethnic composition of students identified as high ability/high potential or gifted be similar to that of the general district population;

(b) that gifted services and programs are equitably distributed throughout the city.

History: Codified 1976; Revised 3-31-81; 9-26-24

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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