

## Clearinghouse Rule 07-057

### REPORT TO LEGISLATIVE COUNCIL RULES CLEARINGHOUSE GIFTED AND TALENTED PUPIL IDENTIFICATION SECTION PI 8.01 (2) (t) 2., WISCONSIN ADMINISTRATIVE CODE

**Statute interpreted:** Section 121.02 (1) (t), Stats.

**Statutory authority:** Sections 118.35 (2), 121.02 (5), and 227.11 (2) (a), Stats.

#### **Explanation of agency authority:**

Section 118.35 (2) requires the state superintendent to establish guidelines for the identification of gifted and talented pupils by rule.

Section 121.02 (5), Stats., requires the department to promulgate rules to implement and administer the 20 school district standards under s. 121.02 (1), Stats. Gifted and talented is one of those standards.

**Court decisions directly relevant :** TODD PALMER V. THE STATE OF WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

**Related statute or rule:** N/A

#### **Plain language analysis:**

In TODD PALMER V. THE STATE OF WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION, the Court instructed the department to promulgate a rule establishing guidelines for identifying gifted and talented pupils as required under s. 118.35 (2), Stats., because its current rule under s. PI 8.01 (2) (t), is not sufficient.

Therefore, the department is modifying s. PI 8.01 (2) (t) to establish more specific guidelines for the identification of gifted and talented pupils. The rule requires the school district board to identify pupils in grades kindergarten through grade 12 in the five areas specified in statute. Multiple measures must be used to build a pupil profile, instruments and measures must be validated for the specific purposes for which they are being used, and the identification process and tools must be responsive to the pupil's economic conditions, race, gender, culture, native language, developmental differences, handicapping conditions, and other factors.

**Summary of, and comparison with, existing or proposed federal regulations:** N/A

#### **Comparison with rules in adjacent states:**

- **Illinois** – Illinois' rules apply only to locally developed GT programs for which state funding are sought. Illinois State Code requires the use of multiple measures (3 or more); the measures must be valid for their purpose; the process must be fair and impartial; and assessment instruments must be sensitive to inclusion of underrepresented groups. Illinois also requires an appeals process. Illinois' State Code allows any "area of aptitude" to be identified, but there is "an emphasis on" language arts and math (the top 5% locally must be identified in these two areas). The identification process must be of equal rigor in each area of aptitude but does not specify

identification can be in more than one area. Finally, a procedure for notifying parents of identification results must be provided and there must be an annual report to the parents and community.

- **Iowa** – Iowa requires a school improvement plan be in place for each district. The plan must include valid and systematic procedures including multiple selection criteria and goals and performance measures. GT policies must be free from discrimination practices in the education program. Iowa does not specify areas of identification; and does not specify whether identification can be in more than one category.
- **Michigan** – No rule requirements for gifted identification criteria or programs.
- **Minnesota** – No rule requirements to identify or serve gifted students.

**Summary of factual data and analytical methodologies:**

The primary reference source for developing the proposed rule is the document, *Pre-K-Grade 12 Gifted Program Standards*, published by the National Association for Gifted Children (NAGC). The NAGC supports and develops policies and practices that encourage and respond to the diverse expressions of gifts and talents in children and youth from all cultures, racial and ethnic backgrounds, and socioeconomic groups. It supports and engages in research and development, staff development, advocacy, communication, and collaboration with other organizations and agencies who strive to improve the quality of education for all students. The NAGC standards were developed in 1998 and represent consensus from professionals in the field on critical practice in gifted education. In addition, the proposed rule is consistent with the state superintendent’s commitment to the children and youth of Wisconsin found in *The New Wisconsin Promise*.

**Analysis and supporting documents used to determine effect on small business or in preparation of economic impact report:** N/A.

**Anticipated costs incurred by private sector:** N/A

**Effect on small business:**

The proposed rules will have no significant economic impact on small businesses, as defined in s. 227.114 (1) (a), Stats.

**Agency contact person (including email and telephone):**

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**Place where comments are to be submitted and deadline for submission:**

The department will be publishing a hearing notice in the *Administrative Register* which will include this information.

**Agency procedure for promulgation:**

Notice to Legislative Council pursuant to s. 227.15, Stats., and proceeding under the ten day notice/hearing process pursuant to ss. 227.16 to 227.18, Stats.

**Description of any forms (attach copies if available):** N/A