

**Mellen School District
Gifted and Talented Guide
2023-2026**



School District of Mellen
420 S Main Street
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District Contacts

Mellen School District
420 S Main St
Mellen, WI 54546

Amanda LaRose - Title I
Heidi Stricker - Principal/Rtl Coordinator
Rhonda Elmhurst-Friemoth - Superintendent

Mission Statement

Work collaboratively in a respectful, responsible, safe, and ready environment to create an education where all students will succeed.

Vision

Our vision is to create an exemplary gifted & talented program that nurtures and challenges children in the identified area(s) of giftedness. We envision a program which includes the following components:

- (1) The K-12 regular education program is exemplary.
- (2) All participants are supportive.
- (3) All program functions are in place and supportive.
- (4) Programming options are systematic and continuous.
- (5) Student outcomes are used to evaluate program effectiveness and to promote program accountability.

Philosophy

In addition to statute, rule, and standards, gifted education in Wisconsin is anchored in a philosophy about the field. These beliefs are reflected in the legal requirements, as well as in two documents from the WI DPI website: *What is Giftedness?* and *Key Characteristics of Gifted Education Plans*.

What is Giftedness?

The concept of giftedness has varied over the course of educational, philosophical, and psychological history. Educational approaches to meeting the needs of students with gifts and talents have been based on our understanding of giftedness, so they have varied as our conceptualizations have shifted. We now accept that intelligence is not a single entity, but multifaceted. Guidelines for developing gifted education plans in Wisconsin are anchored in this broad notion of gifts and talents.

Categories of Giftedness

General Intellectual

...students who show early and rapid development of language ability; large vocabulary; strong powers of reasoning, analysis, or synthesis, and advanced ability in critical thinking and problem solving. Intellectually gifted students often have a high I.Q., demonstrate high achievement, and are capable of being very good at most anything they choose to do. Such students need and can profit from specially planned educational services beyond those normally provided by the standard school program.

Specific Academic

...students who do extremely well in most subject areas and may excel in some specialties. Their vocabulary is extensive. They are enthusiastic and possess high energy on school tasks. They have excellent memory and recall, so drill and practice are usually not necessary. Included in this definition are children who appear to have a single dimension ability and excel in one area or subject. Their performance in the subject is far above the work they do in other classes. Such students need and can profit from specially planned educational services beyond those normally provided by the standard school program.

Arts

...students who have demonstrated their ability or who show high potential for significant contributions in the visual and performing arts including acting, writing, painting, sculpting, singing, dancing, playing a musical instrument, and composing. Such students need and can profit from specially planned educational services beyond those normally provided by the standard school program.

Creativity

...students whose creative abilities cut across all areas of gifted and talented. Typically, such students exhibit creativity in oral, written, and nonverbal expression because they tend to produce many original ideas. They are flexible and elaborative in their thinking; tend to resist one-answer solutions; possess strong visualization and imagination abilities; and tend to be different from the norm resisting conformity. Such students need and can profit from specially planned educational services beyond those normally provided by the standard school program.

Psychomotor

....students with highly developed kinesthetic abilities; challenged by difficult athletic activities, exhibit precision in movement, excels in motor skills, well coordinated, good manipulative skills, high energy level. They have exceptional mechanical, spatial, and physical skills.

Haptic/Mechanical

...students possess extraordinary understanding and/or skill in manipulating objects; abilities readily observable in areas of crafts, drafting, carpentry, machine repair, etc.

Leadership

...students possessing leadership ability are those who not only assume leadership roles but also are accepted by others as a leader. Such students need and can profit from specially planned educational services beyond those normally provided by the standard school program. There are many definitions of leadership but most seem to fit into three major theories. Trait theory suggests leaders are born, not made. Situational theory suggests that the situation dictates emerging leadership. The leadership style theory suggests behavioral patterns that range from power-by-position to creative and self-directed leadership as styles of leadership.

Program Goals

1. Implement an on-going effective method of screening and identifying students with gifts and talents in one or more of the following areas:
 - General Intellectual
 - Specific Academic
 - Arts
 - Creativity
 - Psychomotor
 - Haptic/Mechanical
 - Leadership

2. Assess, document, and communicate the needs of those individual students identified as gifted and talented.
3. Provide differentiated learning opportunities through and beyond the regular curriculum which appropriately respond to the specific needs of gifted and talented students.
4. Offer opportunities for interaction between gifted students with similar abilities.
5. Ensure that all teachers are provided with the resources necessary to implement programming designed to meet the specific needs of gifted and talented individuals.
6. Ensure that all professional staff are provided with adequate staff development opportunities and methods of implementing program goals.
7. Systematically evaluate individual gifted and talented student progress and adjust programming as needed.
8. Evaluate overall program goals and procedures.
9. Develop parental and community awareness of the needs of gifted and talented children.
10. Provide a means by which parents, administrators, teachers, board members, and other community members can offer input into the development and delivery of the district programming for gifted and talented learners.

Identification Procedures

Elementary

Elementary identification is a very adult-led and adult-driven process. As students progress to middle school, there is a slow release and decisions become less adult-driven and more student-driven. Adults assume more of a guidance and supportive role. By high school, the decision-making process has shifted, for the most part, to be a student-driven and student-led process. Again, adults serve in a guidance and supportive role. For example, Student Council is an organization that can be joined by anyone, but students need to be self-motivated and driven to learn the skills necessary to be successful in this program. It's this intrinsic motivation that drives the decision to join, not an adult's nomination

General Intellectual

An averaged standard IQ score of at least 130

Specific Academic

Reading

An averaged standard IQ score of at least 115 OR MINIMUM OF 2 OF THE FOLLOWING:

- 95th percentile score on the STAR in reading
- 95th national percentile score in reading on a nationally-normed standardized test
- 95th percentile score on the state reading test
- A score of 24-26 on the Parent or Teacher Inventory Form for Specific Academic

Specific Academic

Math

An averaged standard IQ score of at least 115 OR A MINIMUM OF 2 OF THE FOLLOWING:

- 95th percentile score on the STAR in math
- 95th national percentile score in math on a nationally-normed standardized test
- 95th percentile score on the state math test
- A score of 24-26 on the Parent or Teacher Inventory Form for Specific Academic

Specific Academic

Science

- Consideration is given to students already identified as General Intellectual
- "Talent Pool" students are chosen from those scoring at or above the 90th percentile on the science subtest of the 4th grade state test

- Report card grades in science
- Nominations from classroom teacher and/or science specialist
- Characteristics checklists
- Consideration is given to the answers to specific questions on the Parent or Teacher Inventory Form for Specific Academic

Specific Academic

Social Studies

- Consideration is given to students already identified as General Intellectual
- “Talent Pool” students are chosen from those scoring at or above the 90th percentile on the social studies subtest of the 4th grade state test
- Report card grades in social studies
- Nominations from classroom teacher
- Consideration is given to the answers to specific questions on the Parent or Teacher Inventory Form for Specific Academic

Arts

- Student-generated evidence of artistic ability
- Self-nomination
- Art specialist nomination

Creativity

- Checklists
- Interest Inventory
- Student work samples

Psychomotor

- Student-generated evidence of psychomotor ability
- Self-nomination
- PE specialist nomination

Haptic/Mechanical

- Student-generated evidence of haptic/mechanical ability
- Self-nomination
- Tech Ed specialist nomination

Leadership

- Student-generated evidence of leadership
- Teacher Inventory Form-Leadership Characteristics

Middle School

MS identification is a combination of student and adult processes. There is a slow release and decisions become less adult-driven and more student-driven. Adults assume more of a guidance and supportive role.

General Intellectual

An averaged standard IQ score of at least 130

Specific Academic

Reading

Mellen MS Courses

Grade 6 - Reading/ELA 6

Grade 7 - Reading/ELA 7

Grade 8 - Reading/ELA 8

In grades 6, 7, and 8, instruction and learning opportunities will be differentiated to challenge/accelerate students. This will occur in literature circles, projects, writing assignments, etc.

Process for Placement in High School Accelerated ELA Courses:

Step 1: Grade 8 ELA teachers complete teacher inventory forms for students they wish to nominate for the Accelerated ELA courses. A teacher's decision to complete nomination paperwork for the next year's class is based upon the student's performance during that current year.

Step 2: The Middle School RtI team and the high school English teacher meets to review each student's data individually.

Programming decisions are made based upon these seven criteria:

- 1-STAR Reading Assessment Fall (8th Gr. Advanced Level is cut off)
- 2-STAR Reading Assessment Winter (8th Gr. Advanced Level is cut off)
- 3-STAR Reading Assessment Spring (8th Gr. Advanced Level is cut off)
- 4-WI Forward Exam (Advanced rating desired)
- 5-Teacher Inventory (Writing- 22/25 points is the cut off)
- 6-Teacher Inventory (Learner Behaviors- 22/25 points is the cut off)

Step 3: Programming decisions are shared with families via a letter mailed home or through notations completed on the student's end of year report card.

Specific Academic

Math

Mellen MS Courses

Grade 6 - Math 6 and Math 6/7

Grade 7 - Math 7 and Math 7/8

Grade 8 - Math 8 and Algebra I

Process for Placement in the Middle School Accelerated Math Courses:

Step 1: Grade 5 Math teachers complete teacher inventory forms for students they wish to nominate for the Accelerated Math courses. A teacher's decision to complete nomination paperwork for the next year's class is based upon the student's performance during that current year.

Step 2: The Middle School RtI team and high school Math teacher meets to review each student's data individually.

Programming decisions are made based upon these seven criteria:

- 1-STAR Math Assessment Fall (8th Gr. Advanced Level is cut off)
- 2-STAR Math Assessment Winter (8th Gr. Advanced Level is cut off)
- 3-STAR Math Assessment Spring (8th Gr. Advanced Level is cut off)
- 4-WI Forward Exam (Advanced rating desired)
- 5-Teacher Inventory (Computation 22/25 points is the cut off)
- 6-Teacher Inventory (Concepts and Applications 22/25 points is the cut off)
- 7-Teacher Inventory (Learner Behaviors- 22/25 points is the cut off)

Step 3: Programming decisions are shared with families via a letter mailed home or through notations completed on the student's end of year report card.

*Occasionally, questions arise when a student does not meet all of the above criteria for middle school accelerated programming or when there is simply not enough data available to make a determination regarding programming. In these situations and on a case by case basis, other data (data from another school district, from an outside agency, or writing assessment scores, etc.) may be used in making this programming decision.

*Teachers monitor students during the course of the year. If it appears that a programming decision needs further review, the team will meet to determine if making a programming change would be in a student's best interest. This decision may involve moving a student from a regular to an accelerated section or it could mean moving a student from an accelerated section to the regular section.

Appeals Process Regarding Programming Decisions

1. In the event that a parent/guardian is not satisfied with the middle school RtI team's programming decision, a letter of appeal may be written to the Principal of the Mellen School District who will refer the information to the RtI Coordinator for the Mellen School District. This letter of appeal should clearly state the reason for the appeal with supporting information. The RtI Coordinator will review the programming decision and rationale provided by the parent and the placement team. A decision will be shared in writing with the parent/guardian within 5 days of receiving the appeal.

2. In the event that a parent/guardian is not satisfied with the RtI Coordinator's decision regarding programming, a 2nd appeal may be written to the Principal of the Mellen School District, Mrs. Heidi Stricker. The letter should clearly state the reason for the appeal with supporting information, and should be written within 10 days of receiving the RtI Coordinator's decision. The Principal will review the letter of appeal and a decision will be shared in writing with the parent/guardian within 10 days of receiving the appeal.

Specific Academic Science

- Teacher nomination
- Self-nomination
- Consideration is given to advanced rigor, coursework requirements, stringent course grades, and student effort
- Parent/student discussion
- Counselor appointment is scheduled with parents and student
- Academic achievement is examined in other areas

Specific Academic Social Studies

- Teacher nomination
- Self-nomination
- Consideration is given to advanced rigor, coursework requirements, stringent course grades, and student effort
- Parent/student discussion
- Counselor appointment is scheduled with parents and student
- Academic achievement is examined in other areas

Arts

- Teacher recommendation
- Auditions
- Prerequisite skills and coursework
- Student interest and initiative

Creativity

- Checklists
- Interest Inventory
- Student work samples

Psychomotor

- Student-generated evidence of psychomotor ability
- Self-nomination
- PE specialist nomination

Haptic/Mechanical

- Student-generated evidence of haptic/mechanical ability
- Self-nomination
- Tech Ed specialist nomination

Leadership (Every Leadership opportunity has its own set of criteria. Listed below are some, but not all.)

- Teacher nomination
- Self-nomination
- Parent nomination
- Coach nomination
- Essay Interview process
- Application process
- Prerequisite skills or coursework
- Elections

High School

Specific Academic-Reading/Math/Science/Social Studies

- Prerequisite skills and coursework
- Teacher recommendation
- Student choice based on interest or career path
- Guidance support based upon desired course work, rigor, and interest in concepts taught
- Appointment with counselor
- Advisor/advisee meetings
- Freshman registration provides guidance regarding course selection

Arts

- Teacher recommendation
- Auditions
- Prerequisite skills and coursework
- Student interest and initiative

Creativity

- Checklists
- Interest Inventory
- Student work samples

Psychomotor

- Student-generated evidence of psychomotor ability
- Self-nomination
- PE specialist nomination

Haptic/Mechanical

- Student-generated evidence of haptic/mechanical ability
- Self-nomination
- Tech Ed specialist nomination

Leadership (Every Leadership opportunity has its own set of criteria. Listed below are some, but not all.)

- Teacher nomination
- Self-nomination
- Parent nomination
- Coach nomination
- Essay
- Interview process
- Application process
- Prerequisite skills or coursework
- Elections

Local Programming

Elementary

High achieving students in grades K-5 can generally be served in their grade-level classrooms where classroom teachers are able to meet their needs through classroom differentiation. At times, flexible grouping is provided between or among the different classrooms for students who are high achievers.

On occasion, exceptional students in the elementary grades may be referred for further GT testing. If they meet the qualifications, they would participate in tier two programming which includes pull-out opportunities to work in small groups with a resource person. In some cases, students may also be considered for full grade or subject acceleration if needs are so significant that classroom differentiation and pullout programming options do not meet the student's needs.

GT Area	GT Programming Activities
Reading/Language Arts	<ul style="list-style-type: none">• Accelerated Guided Reading Groups• Independent Study/Research Projects• Word Study Extension Units• Contests/Competitions• Writing Units• Battle of the Books
Math	<ul style="list-style-type: none">• School Credit Union*• Advanced units of study in a variety of mathematical concepts• Contests/Competitions• Independent Study/Research Projects
Science	<ul style="list-style-type: none">• Contests/Competitions• Independent Study/Research Projects

Social Studies	<ul style="list-style-type: none"> • Contests/Competitions • Independent Study/Research Projects
Arts	<ul style="list-style-type: none"> • Advanced Art Experience • Advanced Music Experience • Musical performance and practice of skills that may include some of the following: pitch, rhythm, expression and creativity
Creativity	<ul style="list-style-type: none"> • Creativity Enrichment Unit
Psychomotor	<ul style="list-style-type: none"> • Contests/Competitions
Haptic/Mechanical	<ul style="list-style-type: none"> • Contests/Competitions
Leadership	<ul style="list-style-type: none"> • Safety Patrol* • Peer Leaders* • Anti-Bullying Campaigns • Big Buddy/Little Buddy* • Morning Announcement Speakers*

*Not currently in place

Middle School

High achieving students in grades 6-8 can generally be served in their grade-level classrooms where classroom teachers are able to meet their needs through classroom differentiation. At times, flexible grouping is provided between or among the different classrooms for students who are high achievers.

On occasion, exceptional students in the MS grades may be referred for further GT testing. If they meet the qualifications, they would participate in tier two programming which includes pull-out opportunities to work in small groups with a resource person during RtI/Enrichment period. In some cases, students may also be considered for full grade or subject acceleration if needs are so significant that classroom differentiation and pullout programming options do not meet the student's needs.

GT Area	GT Programming Activities
Reading/Language Arts	<ul style="list-style-type: none"> • Accelerated Sections: Reading 7/8, HS English I • Battle of the Books • Spelling Bee • Writing Contests • Independent Study/Research Projects
Math	<ul style="list-style-type: none"> • Accelerated Sections (Math 7/8, and Algebra I) • STE(A)M Days (CESA 12) • Contests/Competitions • Independent Study/Research Projects
Science	<ul style="list-style-type: none"> • Rube Goldberg • Contests/Competitions • Independent Study/Research Projects
Social Studies	<ul style="list-style-type: none"> • GlobalX Project (CESA 12) • Contests/Competitions

	<ul style="list-style-type: none"> • Independent Study/Research Projects
Arts	<ul style="list-style-type: none"> • Advanced Art Experience • Advanced Music Experience • Solo & Ensemble • Volunteer MS Choir
Creativity	<ul style="list-style-type: none"> • Creativity Enrichment Unit • Yearbook • Makerspace • Genius Hour
Psychomotor	<ul style="list-style-type: none"> • Contests/Competitions Extra/Co-Curricular <ul style="list-style-type: none"> • Basketball • Volleyball • Cross Country • Track
Haptic/Mechanical	<ul style="list-style-type: none"> • Duluth Robotics Competition* • Contests/Competitions
Leadership	<ul style="list-style-type: none"> • Safety Patrol* • Peer Leaders* • Anti-Bullying Campaigns • Morning Announcement Speakers*

*Not currently in place

High School

Advanced Placement (AP) Courses

The Advanced Placement (AP) program is a cooperative educational endeavor between secondary schools and colleges and universities. This national program consists of 33 high school AP courses that are based on the curriculum of introductory college courses. AP courses* are offered via distance learning in which credit is granted to students who have performed satisfactorily on AP Examinations.

Workplace Experience

School supervised work experience is designed to help students learn about the world of work and develop work skills. Through this program students have the opportunity to work at a job either during the school day or after school and earn high school credit.

Early College Credit Program

Students in grades 9-12 may enroll in college level classes earning credits for graduation as well as college credit.

Start College Now Program

Juniors and Seniors are given the opportunity to take college courses at Wisconsin Technical Colleges earning credits for graduation as well as technical college credit.

Dual Credit

An actual technical college course, using college textbooks and materials, is taught to high school students in a high school setting. The course is taught by your HS teacher and college credits are awarded as well as credits towards graduation.

*Not all AP courses are available

GT Area	GT Programming Activities
Reading/Language Arts	<p>Courses</p> <ul style="list-style-type: none"> • A variety of Literature of Genre classes • Nature Writers and Writers of the Watershed • Socratic Seminar and Writer's Workshop I and II • Digital Communications • ECCP and SCN • Distance Learning Courses <p>Extra/Co-Curricular</p> <ul style="list-style-type: none"> • Forensics • Writing Contests • Independent Study/Research Projects • Workplace Experience • Quiz Bowl
Math	<p>Courses</p> <ul style="list-style-type: none"> • Trigonometry/Math Analysis • Probability & Statistics • Pre-Calculus • Calculus • ECCP and SCN • Distance Learning Courses <p>Extra/Co-Curricular</p> <ul style="list-style-type: none"> • Quiz Bowl • Contests/Competitions • Independent Study/Research Projects
Science	<p>Courses</p> <ul style="list-style-type: none"> • Chemistry • ECCP and SCN • Distance Learning Courses <p>Extra/Co-Curricular</p> <ul style="list-style-type: none"> • Quiz Bowl • Contests/Competitions • Independent Study/Research Projects
Social Studies	<p>Courses</p> <ul style="list-style-type: none"> • World History • Topics in Sociology • Western Psychology • ECCP and SCN • Distance Learning Courses <p>Extra/Co-Curricular</p> <ul style="list-style-type: none"> • Quiz Bowl • Contests/Competitions • Independent Study/Research Projects
Arts	<p>Courses</p> <ul style="list-style-type: none"> • Art Portfolio

	<ul style="list-style-type: none"> • ECCP and SCN • Distance Learning Courses <p>Extra/Co-Curricular</p> <ul style="list-style-type: none"> • Advanced Art Experience • Visual Arts Classic • Advanced Music Experience • Solo & Ensemble • Volunteer HS Choir
Creativity	<p>Courses</p> <ul style="list-style-type: none"> • Creative Art • ECCP and SCN • Distance Learning Courses <p>Extra/Co-Curricular</p> <ul style="list-style-type: none"> • Creativity Enrichment Units • Yearbook
Psychomotor	<p>Courses</p> <ul style="list-style-type: none"> • Lifetime Fitness • Weight Training • ECCP and SCN • Distance Learning Courses <p>Extra/Co-Curricular</p> <ul style="list-style-type: none"> • Football • Volleyball • Cross Country • Basketball • Baseball • Track • Gymnastics • Contests/Competitions
Haptic/Mechanical	<p>Courses</p> <ul style="list-style-type: none"> • Production Systems • Advanced Welding • ECCP and SCN • Distance Learning Courses <p>Extra/Co-Curricular</p> <ul style="list-style-type: none"> • Tech Ed Enrichment Units • Contests/Competitions
Leadership	<p>Courses</p> <ul style="list-style-type: none"> • Guidance Aide • Classroom Aide • Project-Based Technology • ECCP and SCN • Distance Learning Courses <p>Extra/Co-Curricular</p> <ul style="list-style-type: none"> • NHS • Student Council • Before and After School leader • Athletics as listed above

Advanced High School Programming Beyond the 7 Gifted Categories

GT Area	GT Programming Activities
Business Education	<p>Courses</p> <ul style="list-style-type: none">• For College Credit: Personal Finance, Accounting, Intro to Business, Intro to Marketing• Business Law• Sports and Entertainment Marketing• ECCP and SCN• Distance Learning Courses <p>Extra/Co-Curricular</p> <ul style="list-style-type: none">• FBLA• Writing Contests• Independent Study/Research Projects• Workplace Experience
Foreign Language	<p>Courses</p> <ul style="list-style-type: none">• Spanish I, II, III, & IV• ECCP and SCN• Distance Learning Courses <p>Extra/Co-Curricular</p> <ul style="list-style-type: none">• Foreign Travel

Guide adapted from Wausau Schools

Evaluation

Key Characteristics of Gifted Education Plans

Engaging in conversations is an important part of developing a GT plan. Through shared vision and collaborative discussions, local school district teams can make decisions that respond to the needs of their students and maximize the resources in their communities. The notion that "one size does not fit all" applies to gifted and talented plans as well as to classroom instruction. This means that gifted education may look different from school district to school district. With this in mind, however, there are nine key characteristics that should frame the planning:

Systemic

Gifted education should be integrated with school-wide initiatives and programming across all grade levels, K-12. Opportunities should be incorporated into the regular school day and the regular school year.

Collaborative

Gifted education should be the responsibility of all staff members working in a collaborative fashion to meet student needs.

Sustainable

Gifted education should be an integral part of the school district's staffing and funding plans. It should not be dependent on any particular person or funding sources.

Responsive

Gifted education should be responsive to local student demographics, curriculum, resources, and needs.

Fluid

Gifted education should be flexible and continuously adapt to student need. Programming will likely be different based on local needs and community resources. GT plans may vary from district to district and school to school.

Appropriate

Gifted education should provide opportunities that are in place of, not in addition to, regular classroom instruction and activities.

Comprehensive

Gifted education should consider the “whole child” by encouraging academic, social, and personal growth of the students.

Aligned

Gifted education should have goals that are clear and aligned with state statutes, administrative rule, professional standards, research, and effective practice.

Measurable

Goals in the plan should be specific enough so that progress toward them can be readily evaluated on an ongoing basis.

Adapted from the Wisconsin Department of Public Instruction Website

Nondiscrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- (2) Fax: (202) 690-7442; or
- (3) Email: program.intake@usda.gov.

This institution is an equal opportunity provider.

Equal Education Opportunity/Anti-Harassment (Policy 2260)

It is the policy of the District to provide an equal education opportunity for all students. The right of a student to be admitted to school and to participate fully in curricular, extra-curricular, student services, recreational or other programs or activities shall not be abridged or impaired because of a student's sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, or physical, mental, emotional, or learning disability or other protected characteristics as well as place of residence within District boundaries, or social or economic background.

Students who have been identified as having an impairment or disability under Section 504 of the Rehabilitation Act or the Americans with Disabilities Act shall be provided with appropriate educational services. Parents/legal guardians who have questions should contact Mrs. Heidi Stricker, Principal at extension 402.

Any person who believes that the Mellen School or any staff person has discriminated against them in violation of this policy may file a complaint. A formal complaint can be made in writing to a School Compliance Officer listed below:

Mrs. Heidi Stricker, Principal
(715) 274-3601 ext 402
420 South Main Street
hstricker@mellendiggers.org

The complaint procedure is described in Board Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity, and on Form 2260F8 and on Form 2260.01B. The policy and forms are available in the District office.

The complaint will be investigated, and a written acknowledgement given to the complainant as-soon-as-possible or will be given within forty-five (45) days of receipt of a written complaint. The determination of the complaint within ninety (90) days, unless the parties agree to an extension, or unless the complaint is within the procedures of Chapter 115 of the Wisconsin Statutes governing exceptional educational needs. Education Department General Administrative Regulations, commonly called EDGAR complaints, shall be referred directly to the State Superintendent.

The School District of Mellen is committed to an educational environment that is free of harassment of any form. The school will not tolerate any form of harassment and will take all necessary and appropriate action to eliminate it, including suspension or expulsion of students and disciplinary action against any other individual in the school district community. Additionally, appropriate action will be taken to stop and otherwise deal with any third party who engages in harassment against our students and/or staff.

Harassment means behavior toward a student or group of students based, in whole or in part, on the their sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or any other characteristic protected under State, Federal or local law, which substantially interferes with the student's school or academic performance or creates an intimidating, hostile or offensive school environment. Harassment may occur student-to-student, student-to-staff, staff-to-student, male-to-female, female-to-male, male-to-male, or female-to-female.

TITLE IX REGULATIONS (Policy 2266)

The Board of the Mellen School District does not discriminate on the basis of sex in its education program or activity and is required by Title IX and its implementing regulations not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The District's Title IX Coordinators are:

Heidi Stricker, Principal
715-274-3601 ext. 402
420 S. Main Street
Mellen, WI 54546
hstricker@mellendiggers.org

Corey Lake, Assistant Principal
715-274-3601 Ext. 228
420 S. Main Street
Mellen, WI 54546
clake@mellendiggers.org

Any inquiries about the application of Title IX and its implementing regulations to the District may be referred to the Title IX Coordinator(s), the Assistant Secretary for the U.S. Department of Education's Office for Civil Rights, or both.

The Board has adopted a grievance process that provides for the prompt and equitable resolution of student and employee complaints alleging any action that is prohibited by Title IX and/or its implementing regulations. The grievance process is included in Policy 2266 – Nondiscrimination on the Basis of Sex in Education Programs or Activities, which is available on the District's web page or by requesting a copy from the District office. The grievance process specifically addresses how to report or file a complaint of sex discrimination, how to report or file a formal complaint of Sexual Harassment, and how the District will respond.

Appendix

[Teacher Inventory](#)

[Learner Behaviors Inventory](#)

[Teacher Writing Inventory](#)

[Advanced ELA Writing Prompt](#)

[Advanced ELA Writing Rubric](#)

[!\[\]\(8290a0da7deb95092be3bf85b3086057_img.jpg\) Differentiated Education Plan Form](#)

Wisconsin State Statute

118.35 Programs for gifted and talented pupils.

Mellen School Board Policy

po2464 - PROGRAMS FOR GIFTED AND TALENTED STUDENTS

ag2464A - PROGRAMS FOR ACADEMICALLY GIFTED/TALENTED STUDENTS

ag2464B - IDENTIFICATION OF ACADEMICALLY GIFTED/TALENTED STUDENTS