



River Valley School District

~ Gifted and Talented Process and Procedures ~

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Table of Contents

Introduction	Page 2
School District Commitments & Policy	Page 2
Definitions	Page 3
G/T Guidelines for Teachers	Page 4-9

Introduction

The River Valley School District is committed to provide an excellent and equitable education for all students. In order to do so, all students must have access to a guaranteed and viable curriculum. The district uses the curriculum renewal and design process as a systematic way to consider a variety of issues concerning curriculum, instruction, assessment, and staff development planning.

At River Valley we believe...

- *Students are our number one priority*
- *Every student has the right to learn*
- *Instruction is rigorous and relevant*
- *Assessment is purposeful and drives instruction*
- *Learning is a collaborative process*

River Valley is a consolidated school district comprised of 12 towns and four villages (Arena, Lone Rock, Plain, and Spring Green) located in four different counties (Sauk, Iowa, Richland, and Dane) and is one of the larger geographic school districts in Wisconsin (296 geographic square miles). The district name was selected because the district boundaries are on both sides of the Wisconsin River Valley. Our district has a rich tradition of providing opportunities for all students to succeed. We take great pride in providing a variety of coursework and programs with varied instructional techniques that tap the needs and interests of our diverse student population. Please contact any school administrator to discuss our school system or to make recommendations for how we might better serve our students of "The Valley."

This document serves as a drafted plan for processes and procedures for Gifted and Talented students in the River Valley School District. This handbook is to guide our staff as education evolves to meet the changing needs of students, the community, and society. This guide provides direction, consistency, and stability to the process of developing and adopting classroom and instructional practices. It is intended to provide direction, coordination, and structure for teachers, administrators, and other families as we strive to make an exemplary rural school district.

The Wisconsin Department of Public Instruction states, "Engaging in conversations is an important part of developing a G/T 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."

General Definitions:

Access - An opportunity to study through school district course offerings, independent study, cooperative educational service agencies, or cooperative arrangements between school district boards under s. 66.30, Stats., and postsecondary education institutions (from PI 8.001, Wis. Admin. Code).

Appropriate program - A systematic and continuous set of instructional activities or learning experiences which expand the development of the pupils identified as gifted and talented (from PI 8.01(2)(t), Wis. Admin. Code).

Gifted and talented - Pupils enrolled in public schools who give 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 (from s. 118.35(1), Wis. Stats.). The school district continues to follow our [Policy 342.2](#).

Wisconsin Statute 121.02(1)(t): Each school board shall provide access to an appropriate program for pupils identified as gifted and talented. Wisconsin Statute: s. 118.35, Wis. Stats. Programs for gifted and talented pupils.

1. In this section, "gifted and talented pupils" means pupils enrolled in public schools who give 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.
2. The state superintendent shall by rule establish guidelines for the identification of gifted and talented pupils.
3. Each school board shall: a) Ensure that all gifted and talented pupils enrolled in the school district have access to a program for gifted and talented pupils.

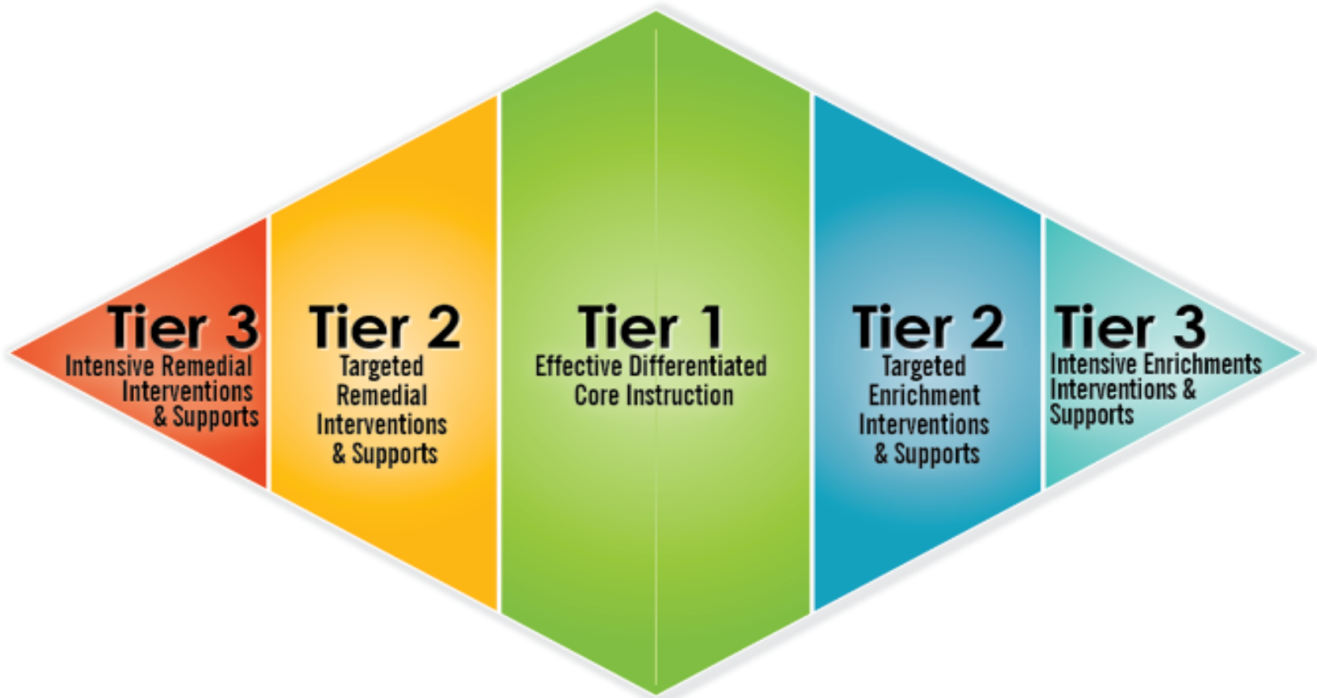
General Guidelines for Teachers

1. **Student identification:** Data will be reviewed by the program coordinator(s) when students demonstrating consistent academic (Reading, Math) performance at or above the 95th percentile are discussed with core teacher(s). These students will be considered then as student nominations for the Progress Study Team. Indicators are consistent with the RVSD MLSS performance tiers:

District Guidelines for Scores for MLSS Tiers:

1. 0-15th %iles - Intensive Reading/ Math Intervention (Tier 3)
2. 16th- 39th %iles - Selected Literacy/ Math Intervention (Tier 2)
3. 40th-94th %iles - Universal Instruction (Tier 1)
4. 95th- 97th %iles - Talented / Differentiation (Tier 2)
5. 98th- 99th %iles - Gifted and Talented Identification (Tier 3)

The Wisconsin Department of Instruction has transitioned from Rtl (Response to Intervention) to MLSS (Multi-Levelled Systems of Support). Within this process, Gifted and Talented students continue to be recognized as a group needing specialized instruction. The students are often classified in Tier 2 and Tier 3.



Tier 1: Core classroom instruction

All students should receive core classroom instruction utilizing scientifically based curriculum and differentiation. Pre-assessments, formative, and summative assessments are indicators that may lead to further investigations of students that are highly able. Approximately 85 % of our students' needs are met in Tier 1.

Tier 2: Selected Intervention

Students will receive strategically-targeted instruction in addition or replacement to core instruction, yet this does not mean extra work. Tier 2 instruction is often provided in small flexible groups of similarly-skilled students for several weeks. Tier 2 classroom based instruction may include some or all of the following:

- *Pre-assessments/exit slips - used to determine individual instructional plans*
- *Higher level questioning, critical thinking skills, problem-solving, and real-life application of concepts*
- *Small group instruction strategies*
- *Instruction and learning experiences are differentiated to focus on higher order thinking*
- *Problem-Based/Project-Based Learning*
- *Curriculum Compacting*
- *Flexible Grouping*

Tier 3: Intensive Intervention

Few students will need intensive targeted intervention. Approximately 1-3 % of students are in need of Tier 3 strategies of support. Tier 3 activities may look different than universal instruction, yet students will (usually) remain in the classroom during universal instruction and be supported with appropriate programming (*“systematic and continuous set of instructional activities or learning experiences which expand the development of the pupils identified as gifted or talented (per PI 8.01 (2)(t)1.a., Wis Admin. Rule)*). These may include some or all of the following (including the Tier 2 strategies listed prior):

- *Cluster grouping or flexible scheduling*
- *Learning Contract*
- *Purchased Services*
- *Mentoring (adult or peer)*
- *Subject and/or Grade Acceleration*

2. Students may be nominated by teachers: in the areas of General Intellect, Creativity, Visual/ Performing Arts (Art, Music, Technology, Drama, Physical Education, Leadership), Science, Social Studies, or students who consistently perform at the very top of the class in Literacy/ Math and demonstrate highly exceptional skills but do not test well on district screening measures.

3. Teachers will complete the Gifted and Talented Teacher nomination form and turn into a coordinator at their perspective building. A nomination form should also be turned into the building principal, as the form will be utilized at a building PST (Progress Study Team) meeting. Forms are available from the coordinator.

4. Teachers will be asked to complete appropriate rating scales for individuals. Rating scales are turned into the GT Coordinator, along with evidence of performance to build a portfolio.

5. Nominated students are discussed at building level (PST) Progress Study Team meetings. Service levels are determined by this team. This team will be given the discretion to use a preponderance of evidence rather than meeting every criterion listed.

6. Parents of Tier 3 students are contacted by the GT Coordinator to explain the program, expectations, and to obtain permission for specialized instruction/ opportunities. DEPs may be developed by the team. This document could include significant curricular changes and student-led goals. The DEP will be created by Tier 3 students, parents/guardians, GT Coordinator, classroom teacher(s), and building leadership. Outside evaluations from physicians will be carefully considered, yet not supersede the decision of the PST team.

8. Students meeting district GT criteria at Tier 2 or Tier 3 may be nominated for off campus opportunities (such as regional competitions or field trips).
9. Appropriate differentiated instructional activities are implemented for classroom engagement and appropriate instruction. The River Valley School District will continue to support educators in professional development opportunities to highlight small group instruction and differentiation strategies.
10. Student progress and/or participation will be monitored. Updates and progress will be reported at PST meetings within the buildings.
11. DEPs and service tiers will be reviewed/ revised each school year by the administration in coordination with the GT Coordinator(s). In addition, coordinators will have an annual beginning of the year meeting with building administration and PST members.
12. Social and Emotional maturity may be considered by building level PSTs and counselors when discussing additional programming.
13. A parent/guardian may appeal an identification decision to the district administrator.

River Valley Gifted and Talented Tier 2 and 3 Criteria Guidelines for Grades 1-8

3 or more criteria in a tier must be met (as well as conduct, discipline, attendance data) to be considered in an area to determine level of service

A. General Intellectual Ability / Overall Excellence in all Areas

Tier 3 - Gifted

- Demonstrates overall excellence in academic areas
- Student products, curricular assessment performance, portfolios in very advanced range
- All class grades at A or above
- WI Forward and i-Ready scores at the 98th or above percentile
 - Last 3 consecutive scores
 - OR
 - 4 of the last 5 normed standardized test scores
- WIAT achievement scores advanced minimum of 2.5 grade years
- A score of 130 or above on the WISC V or Woodcock Johnson Cognitive Battery
- Rating scales in Very Advanced range
 - UTAGS and/or Renzulli

Tier 2- Talented

- Demonstrated overall excellence in academic areas
- Student products, curricular assessment performance, portfolios in moderately advanced range
- All class grades at A or above
- WI Forward, iReady scores at 95th or above percentile
 - Last 3 consecutive scores
 - OR
 - 4 of the last 5 normed standardized test scores
- Rating scales in the Moderately Advanced range
 - UTAGS and/or Renzulli

B. Specific Academic Ability / Exceptional performance in specific area

→ Reading

→ Math

Tier 3 - Gifted

- Student products, performance, portfolios in very advanced range
- Class grades in area(s) of strength at A or above
- Forward scores at 98th- 99th %ile
- WI Forward and i-Ready scores at the 98th or above percentile
 - Last 3 consecutive scores
 - OR
 - 4 of the last 5 normed standardized test scores
- Rating scale scores in the Very Advanced range on teacher rating form

- Screener from academic department for proper placement that displays proficiency of the essential standards

Tier 2 - Talented

- Student products, curricular assessment performance, portfolios in moderately advanced range
- Class grades in area(s) of strength at A or above
- WI Forward, iReady scores at 95th or above percentile
 - Last 3 consecutive scores
 - OR
 - 4 of the last 5 normed standardized test scores
- Rating scales in the Moderately Advanced range

C. Creativity / Exceptional ability to use Divergent Thinking

Tier 3 - Gifted

- Student products, portfolios, performance very advanced
- Student generated evidence (creative thinking activity or project)
- Appropriate very advanced rating scales scores
- Specials teacher recommendation letter

Tier 2 - Talented

- Student products, portfolios, performance moderately advanced
- Student generated evidence
- Rating scales scores moderately advanced
- Specials teacher verbal recommendation

D. Visual ~ Performing Arts / Ability to create or perform with exceptional talent

Tier 3 - Gifted

- Evidence:
 - For art- portfolio of work collected within one year of the student's current grade level to be reviewed by the Progress Study Team and content specialist
 - For music- audio sample of the student's performance recorded within one year of the student's current grade level to be reviewed by the PST (copies of music submitted with media) and content specialist
 - For drama- visual or audio sample of the student's performance recorded within one year of the student's current grade level to be reviewed by the PST and content specialist
- Appropriate rating scales scores at very advanced level
- Letter of recommendation from specialist in area of nomination; student must be currently
- Enrolled in a course in area of strength

Tier 2 - Talented

- Evidence-
 - For art- portfolio of student's work collected within past year to be reviewed by at least two educators
 - For music- audio sample of student's performance recorded with past year to be reviewed by at least two educators (copies of music submitted with media)
 - For drama- visual or audio sample of student's performance recorded within past year reviewed by at least two educators
- Rating scale scores moderately advanced
- Verbal recommendation from specialist; student must be currently enrolled in a course in strength area

E. Leadership / Exceptional ability to Motivate others

Tier 3 - Gifted

- Performance, products evidence very advanced
- Student generated evidence of leadership activity
- Rating scales scores very advanced
- Letter of recommendation from specialist in social sciences

Tier 2 - Talented

- Performance, products evidence moderately advanced
- Student generated evidence of leadership activity
- Rating scale scores moderately advanced
- Verbal recommendation from specialist in social sciences

Gifted and Talented Services at River Valley High School

Students with talents that have been identified in grades 1-8 will continue to be provided appropriate services at RVHS. These students may be offered the following services or opportunities:

- May be offered extended activities in the content classrooms
 - Solo and Ensemble competitions
 - FFA, Skills USA, Math Club, Art Club, Jazz Band, Forensics, etc.
- May consider accelerated placement or priority in courses (scheduling courses will be a necessary process)
- May be offered additional out of classroom activities in subject specific areas
 - Math competitions, Forensics, Mock Trial, National Honor Society, Student Council, Yearbook, Pep Band, etc.
- May be offered screeners to identify skills and aptitude for proper course placement
- May be offered
 - Pre-assessments
 - Opportunities to test out of Tier 1 classroom activities
 - Curriculum-Compacting
 - Extension activities at student's level and interest level with same classroom standards and objectives
- May be enrolled in Advanced Placement Courses (as offered by school counselors)
 - AP Art opportunities, AP Language and Composition, AP Literature, AP Calculus, AP Precalculus, AP Statistics, AP Biology, AP Chemistry, AP Environmental Science, AP Physics, AP US History, as well as dual credit options, at times
- May be considered for early graduation options to further their progress
- May be offered online course options to meet continued progress