



## River Valley School District

***DRAFT***

~ Gifted and Talented Process and Procedures ~

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## **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 townships 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.).

**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 reviewed by they program coordinator(s) when students demonstrating consistent academic (Reading, Math) performance at or above the 95th %ile are discussed with core teacher(s). These students will be considered then as student nominations. 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)

### **Tier 1: Core classroom instruction**

*All students should receive core classroom instruction utilizing scientifically based curriculum and differentiation.*

**HOW?**

### **Tier 2: Selected Intervention**

*Students will receive strategically-targeted instruction in addition to core instruction. Tier 2 instruction is often provided in small groups of similarly-skilled students for several weeks.*

**HOW?**

### **Tier 3: Intensive Intervention**

*Few students will need intensive targeted intervention. Tier 3 activities may replace the general education core instruction, at times, yet students will remain in the classroom for universal instruction and be supported with appropriate activities/support.*

**HOW?**

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 complete the Gifted and Talented Teacher Nomination form and turn in to GT 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.

4. Teachers will be asked to complete appropriate rating scales (UTAGS or Purdue Academic/ Renzulli Hartman) for individuals. Rating scales are turned in to the GT Coord. along with evidence of performance to build a portfolio.

5. Nominated students are discussed at building level Progress Study Team meetings. Service levels are determined by this team.
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.
7. A Differentiated Education Plan (DEP) with learning goal may be developed for Tier 3 students requiring significant curricular changes collaboratively by nominating teacher and GT Coordinator
8. Students meeting district GT criteria at Tier 2 or Tier 3 are discussed and nominated for off campus opportunities.
9. Appropriate differentiated instructional activities are implemented for classroom engagement.
10. Student progress is monitored. Students may be discussed at monthly PST meetings.
11. DEPs and service tiers reviewed/ revised each school year. The GT Coordinator(s) 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.

## 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**

- Demonstrated overall excellence in academic areas
- Student products, curricular assessment performance, portfolios in very advanced range
- All class grades at A or above
- WI Forward, Pals scores at the 98th-or above %ile
- Last 3 consecutive, or 4 of last 5 additional normed standardized test scores (i-Ready) at the 98th-99th %ile
- 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

#### **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, Pals scores at 95th-or above %ile
- 3 of last 4 additional normed standardized test scores at the 95th %ile or above
- Rating scales in the Moderately Advanced range

### **B. Specific Academic Ability / Exceptional performance in specific area**

#### **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 (should there be more than one? )
- Additional normed standard scores (last 3 consecutive, or 4 of last 5) at the 98th or above %ile
- 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
- Forward, Pals scores at 95th %ile or above
- Additional normed standardized test scores (3 of last 4) at the 95th %ile or above
- 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:**

- Extended activities in the content classrooms
- Accelerated placement or priority in courses
- Additional out of classroom activities in subject specific areas
- Screeners to identify skills and aptitude for proper course placement
- Advanced Placement Courses (as offered by school counselors)
- Be offered early graduation options to further their progress
- Be offered online course options to meet continued progress