

Gifted/Talented Identification

Students with exceptional aptitude or ability in an academic, intellectual, artistic, creative or leadership area shall be identified in order to provide appropriate educational experiences. Appropriate identification is the first step in a comprehensive model of service for gifted and talented students.

Screening for students in grades K-12 will take place in an ongoing effort to identify students as their talents and needs arise. When students are found who show possible characteristics of giftedness, the district identification process will be followed. This process will include the following as consideration for identification:

The Slinger School District uses multiple criteria, in accordance with the Wisconsin Department of Public Instruction, to identify highly capable students. Multiple criteria used for identification of gifted and talented students may include standardized test scores, individualized testing, parent/guardian nominations, teacher nominations, and district assessments.

The district looks at measures of performance, aptitude, and achievement. When gathering information to inform decisions about students' need for challenges beyond the regular curriculum, we consider the following: standardized tests (objective, norm-referenced tests of academic or intellectual skill), performance data, certain selected grade-level classroom assessments, and nominations forms (narrative information from teachers and parents).

The Slinger School District administers a number of assessments across grade levels to monitor program outcomes as well as individual student performance and growth.

While no test is infallible, cognitive measures are widely accepted as a strong predictor of a child's academic ability. Combined with other test scores, day to day performance, and anecdotal information from teachers and parents, this broad range of information can provide specific insight into a child's academic and intellectual needs.

In addition to a standardized testing data profile for each student, information is gathered from classroom assessments and anecdotal information is gathered from parents, guardians, and teachers.

Formal placement will be decided based on a team decision. This team may be made up of the classroom teacher, parents, administrator, school counselor and/or psychologist. Identification will be based on the criteria listed. The school administrator or designee is responsible for coordinating information, referrals, and evaluations of each student as appropriate. Parent input is a vital part of the identification process and they will be invited to team meetings. If parents are not at the meeting it will be the responsibility of the school administrator to notify them regarding identification and programming.

Instructional Approach

The overarching goal of the school district is to provide every student with an educational experience which will help them maximize each student's potential. Because gifted student needs vary widely, the team will determine a plan best suited to each student. Most student needs will be met through universal differentiation strategies in the regular classroom. Some student needs may be met through targeted strategies, which take place within or beyond the classroom. A small number of students will require selected strategies, which will be implemented by following an individualized plan of service. All students will be provided with appropriate strategies as the needs arise or change.

Grade/Subject Acceleration

The school team, led by the principal, shall approve the acceleration of a given student after consultation with the parents and reviewing the recommendations of all appropriate school personnel. This would need to be done no later than October 1st of the school year in which the acceleration may happen. The team may determine if differentiation of content, product or process will meet the student's learning needs. If the parents disagree with the decision, they may appeal to the Superintendent of Schools or designee.

The process for grade or individual subject acceleration will include the following criteria:

1. The student will have the capacity to perform at a higher grade level as measured by a standard instrument measuring intellectual functioning administered by a school psychologist. The score of 135 or higher will be

the measure used for grade acceleration. For subject acceleration only, consideration also will be given to students with an overall score of 135 or higher.

2. The student will have an academic trend of the 98%ile or higher in both reading and math for grade acceleration or the 98%ile or higher in the subject to be accelerated. Instruments to use would include the STAR or the WKCE if available, and others that become available in the system.
3. The mastery of the current grade curriculum will be measured by:
 - a. A score of 90% or higher on the end of year assessment(s) of the next grade level if available.
 - b. A reading level of at least 1 year ahead of current grade assignment (reading at or above the grade level of the assignment)
4. A recommendation from the PE teacher in regards to physical development and demands of the accelerated grade level.
5. A recommendation from the School Counselor in regards to social and emotional issues.
6. A recommendation from the classroom teacher in regards to work habits, study skills, social and emotional maturity, and the long range benefit for the child.
7. The team will consider any other extenuating circumstances.

Gifted and Talented Delivery Service Model

LEVEL TWO

IQ Range= 135 and above

Services: Programming may include all the services provided at Level One in addition to independent study or acceleration.

Providers: Classroom teacher is the primary provider with oversight from the building administration and the district administrator in charge of curriculum and instruction. Classroom teacher may request team intervention, specialists, librarian, or school psychologist for assistance.

LEVEL ONE

IQ Range= 130-134

Services: Programming may include but not limited to: pre/post testing, independent projects, enrichment groups, flexible grouping, compacting curriculum, independent study, and alternate assignments.

Providers: Classroom teacher is the provider. Classroom teacher may collaborate with specialists and other teachers in the planning of the appropriate means to meet the child's academic needs.

Legal References:

Cross References:

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