

334

GIFTED AND TALENTED POLICY

334.01

The Oregon School District recognizes that curricular modifications for individual student needs may include learning opportunities included within and outside the established curriculum. Such opportunities include, but are not limited to, academic enrichment, acceleration, advanced grade placement, early admission to kindergarten and first grade, concurrent enrollment at accredited institutions, and early graduation. Guidelines for curricular modification have been developed in conjunction with the state, administration, staff, and district advisory committees. Planning for students' long-term educational needs is done in collaboration with parents or guardians, staff, and students.

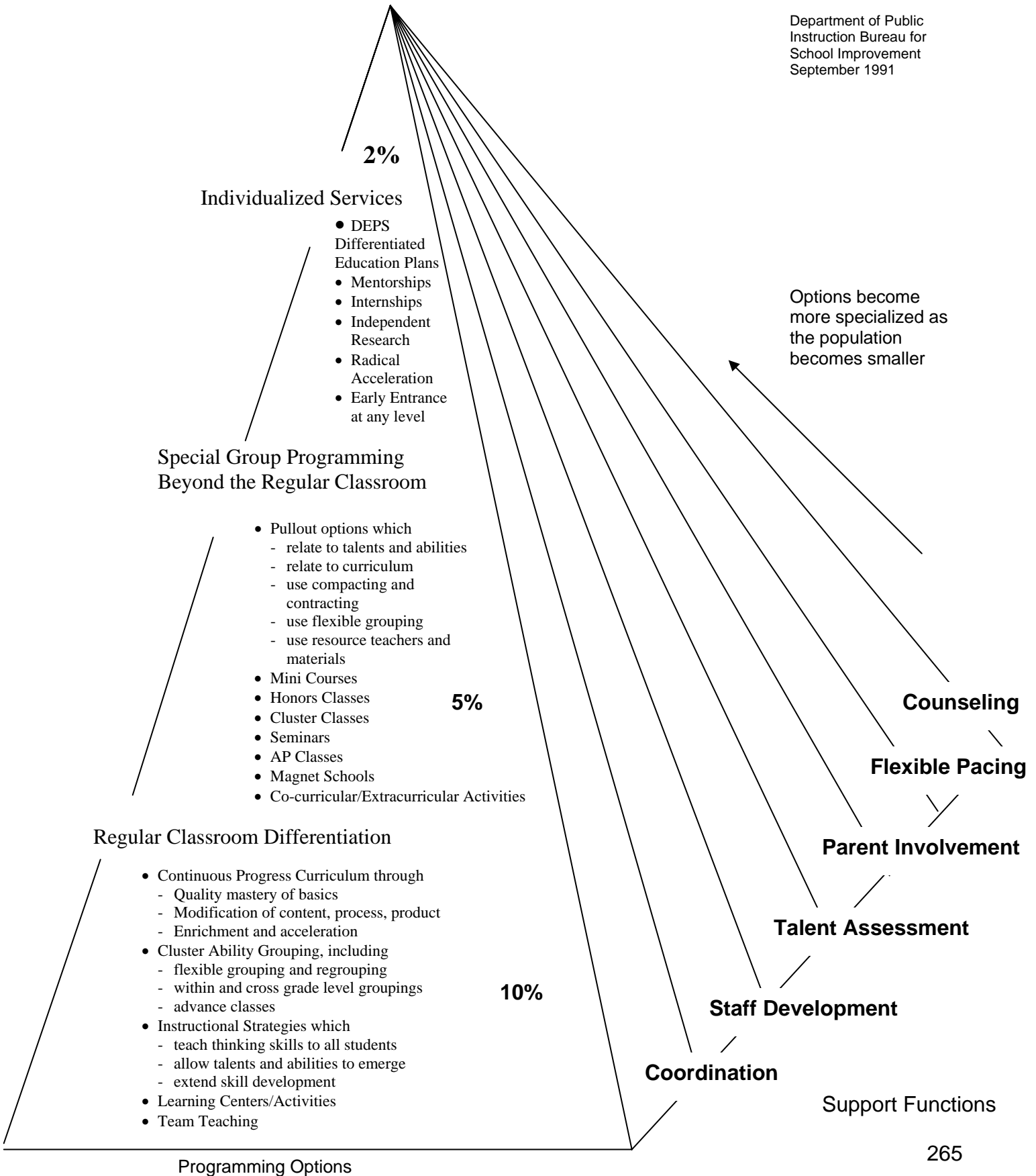
334.02

This policy will be implemented in accordance with federal and state laws which prohibit discrimination on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability. Discrimination complaints shall be processed in accordance with established procedures. (Policy 1.04, 1.05, 1.06)

Adopted: October 8, 1990
Revised: June 12, 1995
March 12, 2001
July 14, 2003
March 21, 2004
January 10, 2005

WISCONSIN'S COMPREHENSIVE INTEGRATED GIFTED PROGRAMMING MODEL

Department of Public Instruction
Bureau for School Improvement
September 1991



334.03 GIFTED AND TALENTED CURRICULAR MODIFICATION GUIDELINES

- 334.03.1 Oregon's gifted and talented students have characteristics which indicate gifted potential in the intellectual, academic, creative, performing and visual arts, leadership, and commitment areas.
- 334.03.2 Since the Oregon School District is committed to providing all of its students an appropriate education, the district's policies for students who might benefit from participation in gifted and talented programming are both flexible and inclusive.
- 334.03.3 Alternative screening occurs during kindergarten and first grades. A standard screening process occurs in the second, fifth, and seventh grades. The three sources of information used for this identification are school staff, parents, and students. Standardized tests, performance records, and optional creativity and intelligence tests may also be used to identify gifted and talented (GT) students.
- 334.03.4 Students not previously identified, those who enter the system after second grade, or those who demonstrate potential to benefit from participation in gifted and talented programming will be assessed through the standard screening process, if one is scheduled for that same year. They may also be individually assessed to determine appropriate instructional or program changes. These alternative screenings for students new to the district may initially depend on previous school records, test scores, and parent recommendations. Current teacher and peer recommendations will be included as soon as practicable. Information about gifted identification and programming may be obtained from the district's Gifted and Talented Coordinator, as well as building GT staff. Information may also be found in the GT WebPages: <http://teachers.oregon.k12.wi.us/uttech/>. The results of multiple identifications will be shared with students' classroom teachers, counselors and psychologists, principals, building GT teacher-coordinators, and students and their parents.
- 334.03.5 The following guidelines refer to three different levels of gifted programming as described in The Wisconsin Integrated Gifted Education Model (see Figure 1). The percentages are given as estimates only; they are suggested by research as probable percentages of gifted students requiring the three specialized levels of programming. The Gifted and Talented Program in the Oregon School District is designed to include approximately 20% of the student population.

334.04 REGULAR CLASSROOM DIFFERENTIATION Approximately 10% of the general population

334.04.1 School Roles

1. Orientation meetings, back to school nights, and parent conferences are all opportunities to share information about programming possibilities available to gifted students. Student-teacher discussions can clarify available programming options, including in-class extensions and enrichments.

2. Staff development and curricular development are advocated K-12 to deliver differentiated gifted programming within the regular classroom. K-12 GT recordkeeping documents systematic and continuous progress.
3. Classroom teachers enter anecdotal information describing exceptional performance and programming needs for those students receiving a 5 in outcomes recording.
4. Evaluation of alternative programming may be incorporated in the usual class evaluation process. In addition, evaluation of the match between students' potential and programming should be considered. Classroom teachers, building principals, building GT staff and the GT coordinator are available to answer questions and develop programming.
5. Costs for materials, registration, and transportation are included in building and district budgets when appropriate.
6. Academic acceleration is documented by the GT staff using a PAM form (Programming/Acceleration Modification), but monitored and implemented by building administration and staff.

334.04.2

Student and Parent Roles

1. Students and/or parents should become informed about the program options available in the regular classroom.
2. Requests for academic acceleration or in-class modifications can be made formally with a PAM form. Parental approval by signature is required before academic acceleration may begin.
3. Classroom teachers, building principals, building GT staff, or the GT coordinator should be contacted for information.
4. Advocacy skills may be required to bring about curricular modifications.
5. Parents and students should support the school district's efforts to provide continuous progress, flexible grouping patterns, and thinking skills applications within the classroom.
6. Evaluation of how effectively the programming matches the students' potential should be done collaboratively with school personnel.
7. Decisions to participate in programming options should take into account future offerings and plans.

334.05

SPECIAL GROUP PROGRAMMING BEYOND REGULAR CLASSROOM

Approximately 5% of the general population

334.05.1

School Roles

1. The Oregon School District will provide information about the ramifications of the three levels of gifted and talented programming to students identified as having strong potential giftedness by two or three of the sources of identification.
2. The decision-making process will include attempts to manipulate schedules so that this level of gifted programming is completed by students in lieu of portions of the regular classroom curriculum.
3. Classroom teachers, building GT staff, guidance counselors and psychologists, GT coordinator, building principal, or other specialists will consider the request, seek ways to meet the identified needs, and indicate those pre-approved for GT funding.
4. The cost of alternative programming should not exclude students from appropriate activities beyond the regular classroom. Allocated funds in the building and district GT budget will be divided equitably by the GT building team for pre-approved activities.
5. Instructional costs, materials, and transportation for this level of programming will be included in building and district GT budgets with the exception of the fee to take the Advanced Placement (AP) exam which will be paid by the student/parent.
6. Evaluation of the alternative programming completed by students and providers to be shared with teachers. When appropriate, credit notation will be made on permanent records. GT staff and other building staff with documentation responsibilities will make information in the K-12 GT records available to staff, parents, and students.
7. Classroom teachers and specialists will consult annually, or as needed, with GT teacher-coordinators to recommend appropriate Gifted and Talented options beyond the classroom for current and succeeding years.
8. The building GT team and GT Coordinator should respond in a timely manner to written programming requests from student and/or parent, indicating pre-approval or reasons for non-approval.

334.05.2

Student and Parent Roles

1. Students (or their advocates in the case of most K-8 students) should make formal request in writing for gifted options beyond the regular classroom. The PAM request should meet the following criteria:
 - (1) The programming request is a good fit for the student's identified gifted potential.
 - (2) The results of a previous consultation with classroom teacher and GT staff are summarized and dated.
 - (3) An evaluative rubric for the requested programming is attached and scored.

2. Students and/or parents should evaluate the effectiveness of GT programming beyond the regular classroom at the conclusion of programming.
3. Decisions to participate should take into account present schedule, extra-curricular commitments, and future offerings.
4. Pre-approved GT activities offered through Oregon's Summer School are funded for instructional costs, but not for residential costs.
5. Requests for financial assistance for those GT activities not offered directly through Oregon Schools should be made to the G/T coordinator in ONE of the following ways:
 - (1) For district payment of pre-approved GT activities, student and/or parent should submit completed application materials five weeks prior to registration deadline. This deadline allows the school to pay registration fees and order materials in a timely manner. This five-week time frame is possible for times when school is in session.
 - (2) If the five-week deadline cannot be met, the district will reimburse for pre-approved GT activities after the parent submits proof of payment with a copy of application materials.
 - (3) Parents may choose to assume the entire financial responsibility for approved GT activities but should submit evaluation upon completion.
6. It is the family's responsibility to comply with registration and cancellation policies of the other programming providers and to alert the GT staff or building administrator if the student is unable to complete the course or workshop. Failure to do this may affect future pre-approval decisions.

334.06 INDIVIDUALIZED SERVICES

Approximately 2% of the general population

334.06.1 The Oregon School District recognizes that students with extraordinarily gifted potential may have educational needs that exceed the curriculum and resources of the district. For these students radical acceleration and educational opportunities beyond local programming will be necessary for an appropriate education.

334.06.2 School Roles

1. Students who have been identified by three or more sources as having gifted potential will be made aware of individualized program opportunities.
2. School staff and other support persons will counsel students throughout the process of planning, implementing, and evaluating such individualized programs.
3. Oregon Schools will pay for instructional costs (not residential costs) of pre-

approved courses or workshops through accredited institutions. Examples are accelerated WCATY and CTD courses and workshops and Youth Options Program opportunities at postsecondary institutions. These 2% courses or workshops may not duplicate what is available within Oregon School District.

4. Transportation costs outside of the school day (included in the pre-approved plan) will not be reimbursed.
5. Students younger than the Youth Options requirements may apply through the GT Program. Usually, prior approval from the university instructor or department is needed. This may also be true for students electing to take more than one university course.
6. Attempts will be made to find scholarship or financial assistance for residential costs.
7. The GT Coordinator, building principal, GT teacher-coordinator, Guidance Counselor, Parent/Guardian, Teacher(s) directly involved, and student will sign the dated request to indicate pre-approval.
8. GT teacher-coordinators will enter evaluation in the student's K-12 GT records. Guidance or office staff will adjust transcripts and permanent record.

334.06.3

Parent/Student Roles

1. Students and/or parents should develop long range plans for programming both outside and within the school district.
2. Alterations in sequence of courses taken for graduation require advice from the appropriate subject area department or grade level.
3. Students and/or parents should make formal request in writing for individualized gifted options. The request should meet the following criteria:
 - (1) For district payment of preapproved GT activities, student and/or parent should submit completed application materials five weeks prior to registration deadline. This deadline allows the school to pay registration fees and order materials in a timely manner. This five-week time frame is possible for times when school is in session.
 - (2) If the five-week deadline cannot be met, the district will reimburse for preapproved GT activities after the parent submits proof of payment with a copy of application materials.

- (3) Parents may choose to assume the entire financial responsibility for approved GT activities but should submit evaluation upon completion.
4. The student's family is responsible for timely registration of preapproved workshops and courses.
5. If the student is unable to complete the course or workshop, it is the family's responsibility to alert the GT staff or building principal immediately and to do so within the stated withdrawal/drop period established by the other institutions. Failure to do so may affect future preapproval.
6. Student and/or family is responsible for forwarding evaluation to GT staff and grades to guidance or office staff within four weeks of the completion of the workshop or course.

Adopted: October 8, 1990
Revised: May 30, 1995
March 12, 2001
July 14, 2003
March 21, 2004
January 10, 2005
Legal Reference: 118.13, PL-9

334.07 Appendix Glossary of terms used in this document.

Preapproved requests: For Oregon's GT program purposes is a dated request for gifted and talented instruction beyond the regular classroom that has been signed by parent, student, GT teacher-coordinator, teacher(s), and principal.

Instructional costs: For Oregon's GT program purposes, this is the cost of providing the instruction, excluding equipment associated with the course which will become the property of the pupil and excluding food and housing for a residential course or workshop.

GT: A label identifying a student as being gifted and talented in one or more of the following areas: academic subject(s), intellectual, leadership, performing and visual arts, and creativity.

Concurrent enrollment: Students at any grade level are allowed to simultaneously take courses at the next school level and/or postsecondary level. This also includes correspondence and distance learning for credit.

Rubric: This scoring tool allows those requesting GT services and those approving the requests to objectively determine if the requests will be preapproved.

2%/5% providers: Specialists in a variety of skills and subjects who are hired on a part-time basis to instruct GT students at a pace and content level designed to match their level of giftedness.

K-12 GT recordkeeping: This computerized system documents identification, standardized test scores, and curriculum modifications requested and completed throughout a student's K-12 career.

Levels of GT programming: As there are different kinds of giftedness, there are different degrees of giftedness.

1. Most gifted individuals (10% of the general population) have learning needs that can be met in regular classrooms that differentiate content, rate, and grouping.
2. Other gifted individuals (5% of the general population) have learning needs that are best met by special group programming beyond the differentiated regular classroom.
3. Fewer still gifted individuals (2% of the general population) have intense learning needs that require radical acceleration or individualized programming beyond local options.

PAM form: Gifted and Talented Programming: Acceleration/Modification document used to plan, describe, and preapprove a request to accelerate or modify the study of a GT student. See appendix of policy 336.

WCATY: Wisconsin Center for Academically Talented Youth is a nonprofit organization which works in tandem with the Midwest Talent Search to provide academic alternatives for GT students during the year and in their accelerated summer options on postsecondary campuses.

MATS: Midwest Academic Talent Search, an outreach of Northwestern University, encourages students in grades 3-9 who score very well on standardized tests to take the EXPLORE, ACT or SAT test before high school so that they can get diagnostic feedback, rehearsal for college entrance tests, and information about enriched and accelerated programming in the Midwest.

GT Building Team: Most of the Oregon School District buildings have a designated principal and a GT teacher-coordinator, who serve as an advisory group to the GT Program Coordinator and who document identification, acceleration, and 2%/5% programming for the GT students in their building.

Good Fit: Suggested GT programming is a good fit if there is a clear link between identified gifted potential and the activity. The minimum requirement for a good fit is a score of 2 or 3 for rate of learning, advanced content, and screening mechanism; the overall score on the rubric must be at least 16 points.

Youth Options: This State of Wisconsin legislative mandate for concurrent enrollment makes it possible for 11th and 12th graders to take courses for high school credit at participating postsecondary universities and technical institutions.

Rubric for Analyzing 2%/5% Gifted and Talented Programming

Criteria	3 A Perfect Fit	2 A Good Fit	1 A Good Start	Weight	Score
<u>Success probable</u> in this setting/format	The format and content are appealing and the student feels confident about successful completion.	The student may have some concerns, but is willing to try this kind of learning and evaluate success.	Only the adults think this is a good idea or previous programming like this has not been successful	1	
<u>Rate of learning matches</u> student's learning needs, not school calendar or clock hour suggestions.	Rate of learning matches student need and ensures thorough learning. Rapid acceleration is possible. Next level of challenge is available at Oregon or another institution.	Rate of learning can be adapted to better meet student needs and can be recorded using grading periods, semester or year credit. E.g. two years of math in one year	Rate of learning can be modified as needed within the structure of the course/subject time frame. E.g. compacted units or semesters of a course.	2	
<u>Content is advanced, non-duplicating</u> , and fits the student's identified area of gifted need.	Content of learning matches identified giftedness. Next level of challenge available in Oregon or at another institution.	Content of learning matches the identified giftedness. Minor adjustments can be negotiated. Does not duplicate regular curriculum.	The content is an enriching, exploratory activity that doesn't require advanced skills or knowledge or it duplicates Oregon offering.	2	
The request is <u>compatible</u> with the core curriculum.	The alternative learning clearly demonstrates higher level application of the lower level classroom outcome and doing this in lieu could be demonstrated and negotiated.	Teacher has seen consistently above grade level performance; classroom and building extensions have been exhausted or are not appropriate.	Informal observations by teacher, parent, or peer indicates high interest.	2	

Screening mechanism for <u>external programming</u> is clear and appropriate	Clear scores and/or criteria are required. Twice-exceptional students have alternative routes.	Clear test scores or criteria for recommendation do not match student's identified giftedness.	Open enrollment with no test scores or background experiences required.	2	
<u>Instructional</u> (non residential) <u>costs</u> can be identified	Costs can be divided; residential costs can be paid by family or scholarship; instructional costs can be paid by the school.	Costs can be divided; scholarships are available.	Total cost includes food and board, instruction, and materials and cannot be separated. No scholarships available.	1	
<u>Evaluation</u> of student performance provided to participants and school	Detailed teacher reports and grade transcript are provided, as well as recommendations for next step(s)	Successful completion documented and shared with the school.	Student is responsible for reporting success of the program.	1	
Total Points: Decide which column (1,2,or 3) fits each criteria. Multiply the number At the top of the column by the number in the weight column; add for total rubric score.		Note: Rate, Content, and Compatible criteria MUST fall in this column and have a score of at least 4			Rubric total score:

Rubric for gt