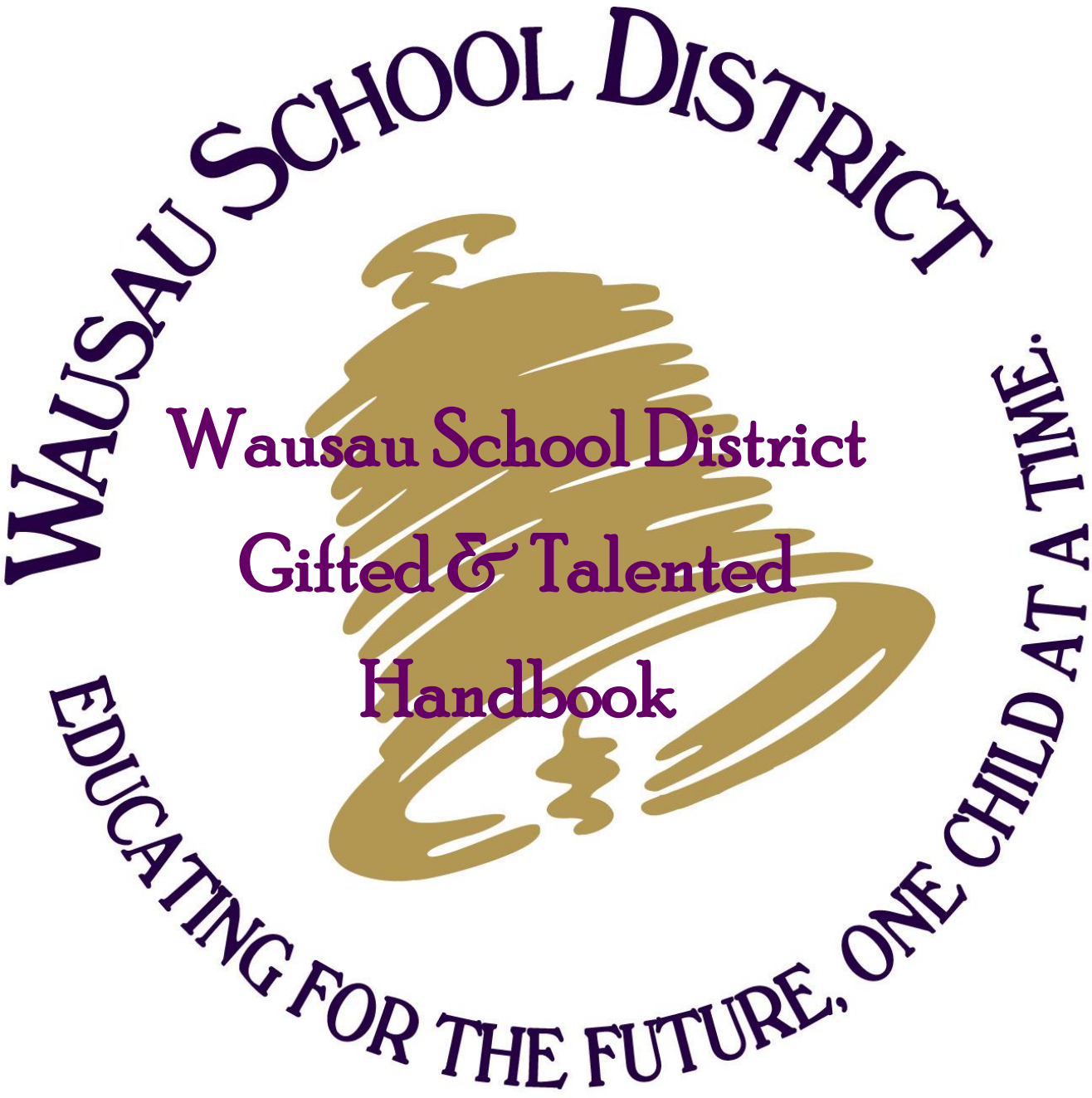

Wausau School District Gifted & Talented Handbook

Created by the Wausau School District
Gifted & Talented Program Advisory Committee

Spring 2014 – updated May 2022

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WAUSAU SCHOOL DISTRICT GIFTED & TALENTED PROGRAM ADVISORY COMMITTEE

The Wausau School District thanks the members of the 2013-2014 Gifted and Talented Program Advisory Committee who were instrumental in the creation of this plan:

Name	Representing
Matt Adams	Elementary GT Learning Resource Teacher
Carol Betancourt	Parent
Kim Bizjak	Parent
Cheryl Borta	Elementary GT Learning Resource Teacher
Sue Doerr	WSD School Counselor
Lori Grundy	Horace Mann Middle School Teacher
Roxane Hagedorn	Parent
Heidi Hahner	Elementary GT Learning Resource Teacher
Dave Klug	Horace Mann Middle School Teacher
Beth Lind	John Muir Middle School Teacher
Larry Mancl	John Muir Middle School Associate Principal
Michelle Schaefer	WSD School Board Member
Andrea Sheridan	Director of Teaching, Learning & Leadership Integration
Tammy Steckbauer	WSD GT Coordinator/Rib Mountain Elementary School Principal
Rachel Tordsen	John Muir Middle School & West High School Teacher
Cathy Wahl	West High School Associate Principal
Joan Wahlquist	Elementary GT Learning Resource Teacher
Steve Wenninger	West High School Foreign Language Teacher
Steve Wermund	WSD GT Department
Jamie Woller	East High School English Department Chair

The Wausau School District thanks the following additional staff members who were instrumental in the creation of this plan:

Name	Representing
Sara Boettcher	WSD School Psychologist
Thom Hahn	WSD Director of Secondary Education
Jason Myers	WSD Math Specialist
Rob Phelps	Horace Mann Middle School Associate Principal

It is important to note that this list is not all-inclusive. Many other parents, community members, classroom teachers, GT teachers, administrators, and pupil services staff contributed to the creation of this handbook over the past 10 years…thank you!

MISSION

A mission challenges each of us to clarify our fundamental purpose for gifted & talented education and to ask, “Why do we exist?” In the spring of 2004, the GT Program Review Committee worked to craft a mission statement for the Wausau School District Gifted & Talented Program. *The committee reviewed the statement in 2013.*

The Wausau School District is committed to providing systematic & continuous K-12 services & programs for gifted & talented students to challenge & support them academically, socially, & emotionally to reach their full potential.

VISION

When creating a vision, we are called upon to articulate a realistic, credible, desirable future that is so compelling we will be motivated to work together to make that future a reality. In creating a vision, we must ask, “What kind of program do we hope to become?”

The vision statement for the Wausau School District Gifted & Talented Program created by the GT Program Review Committee is listed below:

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 & supportive.
(4) Programming options are systematic & continuous.
(5) Student outcomes are used to evaluate program effectiveness & to promote program accountability.

The committee created a visual using Wisconsin’s Comprehensive Integrated Programming Model (The Pyramid Model) to accompany the text of the vision statement.

WAUSAU SCHOOL DISTRICT'S GIFTED & TALENTED PROGRAMMING MODEL

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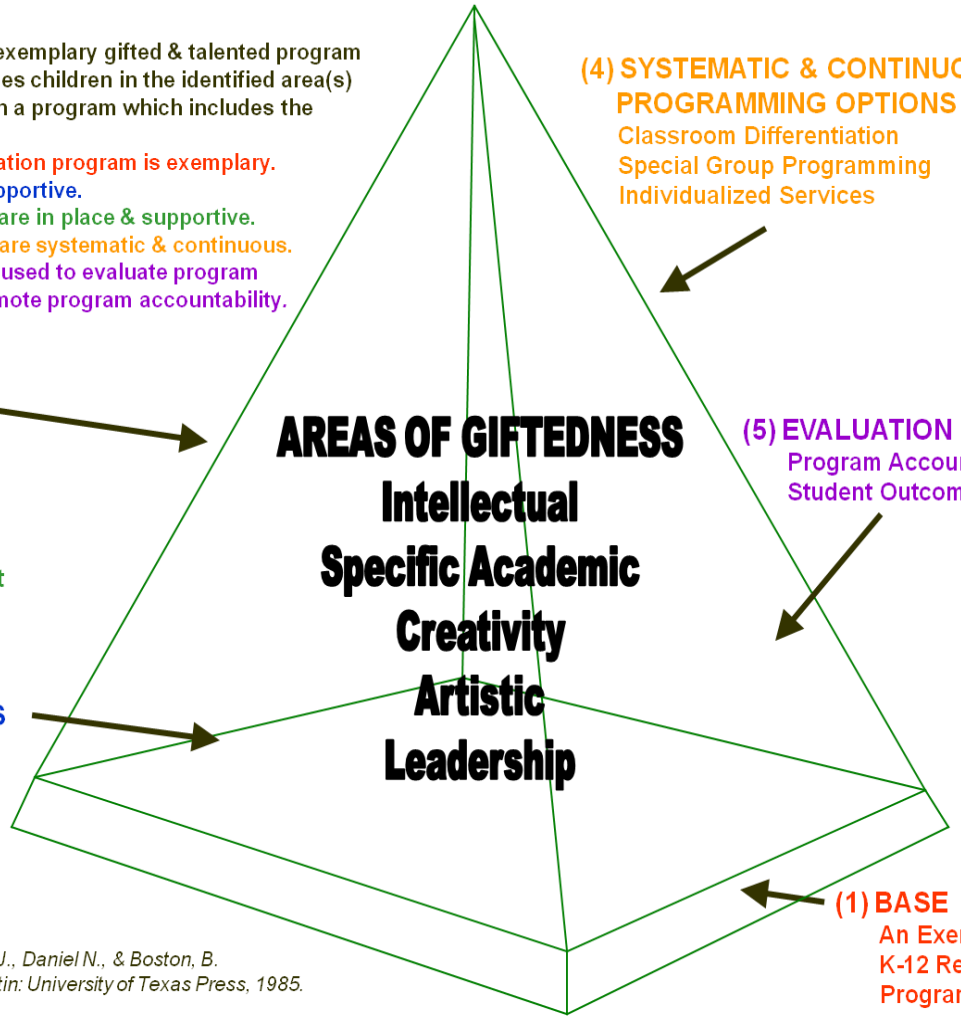

(4) SYSTEMATIC & CONTINUOUS PROGRAMMING OPTIONS
Classroom Differentiation
Special Group Programming
Individualized Services

(3) SUPPORT FUNCTIONS
Coordination
Staff Development
Talent Assessment
Flexible Pacing
Parent Involvement
Counseling

(5) EVALUATION
Program Accountability
Student Outcomes

(2) SUPPORT ROLES
Administration
School Board
Staff
Parents
Community
Students

(1) BASE
An Exemplary K-12 Regular Program

Adapted & Modified from Cox, J., Daniel N., & Boston, B. Educating Able Learners. Austin: University of Texas Press, 1985.

OVERVIEW OF FOUNDATIONS FOR GIFTED EDUCATION IN WISCONSIN

Several legal and professional documents serve as the foundation for gifted education in Wisconsin. These include Wisconsin State Statutes, Wisconsin Administrative Rules, and the National Association for Gifted Children (NAGC) Pre-K-Grade 12 Gifted Programming Standards. The tenets and requirements of all of these guiding documents have been woven together to provide comprehensive guidance and resources for serving the needs of students with gifts and talents. A brief summary of each of these pillars is included below. Subsequent web pages contain the documents themselves and/or additional details about them.

Statutes: Two Wisconsin Statutes provide the legal basis for gifted education in Wisconsin. Section 121.02(1)(t), Wis. Stats., commonly referred to as Standard (t), was mandated in 1985 and requires school districts to provide appropriate programming for gifted and talented students in Wisconsin public schools. The standard is consistent with the philosophy that Wisconsin school districts shall provide all children and youth with a quality education. Section 118.35, Wis. Stats., defines key elements and provides additional direction to school districts.

Administrative Rules: Two Administrative Rules are also important. Section PI 8.01(2)(t)2, Wis. Admin. Code, provides details for developing gifted and talented education plans. Section PI 34, Wis. Admin. Code, provides for two supplementary licenses for gifted education: one for a GT teacher and the second for a GT coordinator.

National Standards: The NAGC Pre-K-Grade 12 Gifted Programming Standards were developed to define student outcomes for effective gifted education plans. They helped inform the language of Wisconsin State Statutes and Administrative Rules and provided guidance for resources related to Response to Intervention.

Philosophical Underpinnings for Gifted Education in Wisconsin

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* (See p.36).

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 – DEFINITIONS

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.

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.

WAUSAU SCHOOL DISTRICT GIFTED & TALENTED K-5 PROGRAMMING IDENTIFICATION GUIDELINES

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, DECA 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 **or** 2 of the 3 cognitive measures must be at least 130

Each of the three cognitive measures contributes, based on the number of items, to the total pool of items and is weighted accordingly. The longer the test, the more items, the more depth, and, subsequently, the more information the test contributes in making a determination for GT identification. The percent assigned becomes, in effect, a ratio of how much each test contributes to the pool of information. This also gives some weight to reliability from the perspective that the longer the test, usually the more reliable it is. (Understandably, all three are reliable and valid tests, but for weighting purposes, this is reasonable.)

Naglieri – 20%

This test is given the lowest weight because it is only measures nonverbal ability. This test is used to include our ELL population without a verbal "penalty" for possible low language levels – it minimizes language influences.

KBIT-2 – 35%

This test is given mid-level weighting. It has one verbal subtest with mostly receptive verbal skills, and one nonverbal subtest. There is a part on the verbal called Riddles, where students have to either point to a picture that shows the answer to the riddle or say a single word that answers the riddle.

InView or WASI – 45%

This test is given the highest weight because it measures nonverbal and verbal in a variety of ways and/or with multiple subtests. WASI has two verbal subtests that involve expressive language skills and two nonverbal subtests.

Specific Academic-Reading

- An averaged standard IQ score of at least 115 **or** 2 of the 3 cognitive measures must be at least 115

AND A MINIMUM OF 2 OF THE FOLLOWING:

- 95th percentile score on the MAP 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** 2 of the 3 cognitive measures must be at least 115

AND A MINIMUM OF 2 OF THE FOLLOWING:

- 95th percentile score on the MAP 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

Art Cluster

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

Creativity

- Checklists
- Interest Inventory
- Student work samples

Leadership

Leadership Conference

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

WAUSAU SCHOOL DISTRICT GIFTED & TALENTED 6-8 PROGRAMMING IDENTIFICATION GUIDELINES

General Intellectual

- An averaged standard IQ score of at least 130 **or** 2 of the 3 cognitive measures must be at least 130

Each of the three cognitive measures contributes, based on the number of items, to the total pool of items and is weighted accordingly. The longer the test, the more items, the more depth, and, subsequently, the more information the test contributes in making a determination for GT identification. The percent assigned becomes, in effect, a ratio of how much each test contributes to the pool of information. This also gives some weight to reliability from the perspective that the longer the test, usually the more reliable it is. (Understandably, all three are reliable and valid tests, but for weighting purposes, this is reasonable.)

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KBIT-2 – 35%

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InView or WASI – 45%

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Specific Academic-Reading (Enriched Language Arts & English)

Horace Mann Courses Offered	
Grade 6	Basic/Regular
Grade 7	Basic/Regular/Enriched
Grade 8	Basic/Regular/Enriched

John Muir Courses Offered	
Grade 6	(Basic/Regular)/Enriched
Grade 7	(Basic/Regular)/Enriched
Grade 8	(Basic/Regular)/Enriched

Process for Placement in 6th Grade Enriched ELA Course:

Step 1

MAP Assessments are completed during winter testing window for students who meet at least one of the following criteria: *GT Reading or GI identified, ELA Forward Exam score of 90th% or above, Fall Aimsweb, MAZE 90th% or above, or ELA Talent Pool 4th or 5th grade.*
Fifth grade teachers complete teacher inventory forms for both reading and writing for any student who is MAP tested. Link Here

Step 2

Fifth grade teachers collaborate with GT Learning Resource Teachers to complete the required spreadsheet to provide necessary data to the middle schools to share if a student was identified GI, Reading, Math, or if served in Talent Pool units for reading or writing.

Step 3

Middle school placement teams meet to review data including inventory forms to determine programming decisions.

Process for Placement in 7th and 8th Grade Enriched ELA Course:

Step 1

ELA teachers complete teacher inventory forms for students they wish to nominate for the Enriched ELA course. 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. Link Here

Step 2

Middle school teams meet to review each student's data individually. Programming decisions are made based upon these seven criteria:
1-SRI *(Scholastic Reading Inventory -8th Gr. Advanced Level is cut off)
2-SRI * (Scholastic Reading Inventory -8th Gr. Advanced Level is cut off)
3-SRI *(Scholastic Reading Inventory -8th Gr. Advanced Level is cut off)
4-WI Forward Exam (Advanced rating desired)
5-Teacher Inventory (Reading- 22/25 points is the cut off)
6-Teacher Inventory (Writing- 22/25 points is the cut off)
7-Teacher Inventory (Learner Behaviors- 22/25 points is the cut off)
*=most recent 3 SRI scores

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 Enriched Language Arts and English 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 enriched section or it could mean moving a student from an enriched 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 team's programming decision, a letter of appeal may be written to the GT Coordinator for the Wausau School District.

This letter of appeal should clearly state the reason for the appeal with supporting information. The GT 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 GT Coordinator's decision regarding programming, an appeal may be written to the Education Department of the Wausau School District.

The letter should clearly state the reason for the appeal with supporting information, and should be written within 10 days of receiving the GT Coordinator's decision. The Education Department 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-Math

- **Middle School Math Courses**
- Grade 6 at Muir will be the only variance between Mann and Muir. In 2017-2018, Muir's Grade 6 team combined their basic and regular levels.
- Grade 6 AIMSweb Universal Screener data, Grade 6 Comprehensive Assessment data, and State Standardized Assessment data will be used to analyze effectiveness of this pilot effort to combine levels.

***Grade 6 Math ~** Basic, Regular, Enriched

Grade 7 Math ~ Basic, Regular, Enriched, Pre-Algebra

Grade 8 Math ~ Basic, Regular, Enriched, Algebra 1

* WSD MS Math Placement Plan 5th to 6th (click here)

We are deciding which students should be placed in an Enriched Grade 6 Math class. The Enriched Grade 6 Math class serves as a vertical benchmark for mathematical understanding up to this point in our district's math curriculum. This course provides an opportunity for students to gain a deep mathematical foundation and also gives MS teachers an opportunity to get to know these students a little better prior to making recommendations for acceleration.

Enriched Math Criteria:

- Grade 4 Badger Exam Proficiency Level: **Advanced Level**
- Fall/Winter AIMSweb Math Computation Percentile: **80 or above**
- Fall/Winter AIMSweb Math Concepts and Applications Percentile: **80 or above**
- Was successful in a fifth grade enriched math group (teacher recommendation)
- Quarter 2 Grade 5 Math Report Card Data: (click here for sample report card)
    - Successful Learner Behaviors: "Math Effort" scores of **3 and 4**
    - Perform operations with multi-digit whole numbers and with decimals to hundredths. NBT.5-7
- ELA SRI Lexile Score

* Grade 6 Assessment Data & Criteria to Verify Student Readiness for Enrollment in 7th Grade Pre-Algebra (click here)

We are deciding which students are qualified to enroll in the Grade 7 Pre-Algebra class.

Sources of Data:

- AIMSweb M-CAP Universal Screener (Fall & Winter benchmarks)
- AIMSweb M-COMP Universal Screener (Fall & Winter benchmarks)
- 6th Grade Content Assessment
- Teacher Recommendation
- Orleans-Hanna Algebra Prognosis Test

* Grade 7 Assessment Data & Criteria to Verify Student Readiness for Enrollment in 8th Grade Algebra 1 (click here)

We are deciding which students are qualified to enroll in the Grade 8 Algebra 1 class.

- **Pathway # 1**: Mid-year identification of student who is currently enrolled in Grade 7 Enriched Math class, but demonstrates both the ability and interest in taking Algebra 1 in Grade 8.

- **Pathway # 2**: Successful completion of the Grade 7 Pre-Algebra course.
- **Pathway # 3**: Students who transfer into the Wausau School District and enroll in grade 8 over the summer.

*** Use of Wisconsin Virtual School (WVS) courses to individualize instruction for K-5 students in need of acceleration beyond Grade 5 math.**

We need to solidify expectations for our plans to enrich the WVS Courses

- Grade 6 WVS Course Enrichment Plans (click here)
- Grade 7 WVS Course Enrichment Plans (click here)

There is a need to solidify our norms regarding how WVS courses will be facilitated by virtual instructors.

- Math Acceleration WVS Information Guide(click here)
- Local Education Guide document (click here)

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

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

WAUSAU SCHOOL DISTRICT GIFTED & TALENTED 9-12 PROGRAMMING IDENTIFICATION GUIDELINES

General Intellectual

- An averaged standard IQ score of at least 130 **or** 2 of the 3 cognitive measures must be at least 130

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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

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

Talent Pool

Talent Pool is an opportunity for high achieving students in second through fifth grade who have not been formally identified as Gifted and Talented to participate in enrichment learning and challenge opportunities.

A variety of enrichment units designed to supplement and extend learning for high ability students are provided through our talent pool services. Students are selected based upon classroom performance, related assessments, task commitment, and motivation.

GT Learning Resource Teachers usually meet with identified and talent pool students during the Intervention/Enrichment (I/E) block to provide enrichment opportunities. These enrichment sessions generally meet two times per week over the span of a few to several weeks. Enrichment groupings are flexible. Students' data along with collaboration with classroom teachers determine participants for each unit.

TWICE EXCEPTIONAL LEARNERS

Students with disabilities may also be gifted and talented. Identification of these students is problematic. Their disability often masks their gift, and conversely, they may use their gifts to compensate for their disability. This may cause both exceptionalities to appear less extreme. In addition, the frustrations associated with unidentified strengths and disabilities may result in behavioral and social/emotional issues. In order for these children to reach their potential, it is essential that their intellectual strengths be recognized and nurtured, at the same time as their disability is appropriately accommodated. Wausau School District personnel will work together to identify gifts and disabilities and provide services for both, so that students may reach their full potential.

Appropriate Identification

School personnel need to be sensitive to clues that seem to reveal ***contradictions*** in abilities. Possible examples are:

- above grade extensive vocabulary/struggle with spelling basic words
- strong verbal expression/poor illegible handwriting
- good listening comprehension skills/low self-concept
- sophisticated sense of humor/difficulty engaging in social aspects of the classroom
- difficulty sitting still/can become deeply immersed in special interests or creative activities

These types of contradictions may be indicators of possible twice exceptionality worth further investigation. Educators who suspect a student may be twice exceptional should involve the school's RtI Team to conduct a comprehensive evaluation in order to make an accurate diagnosis.

Helpful strategies

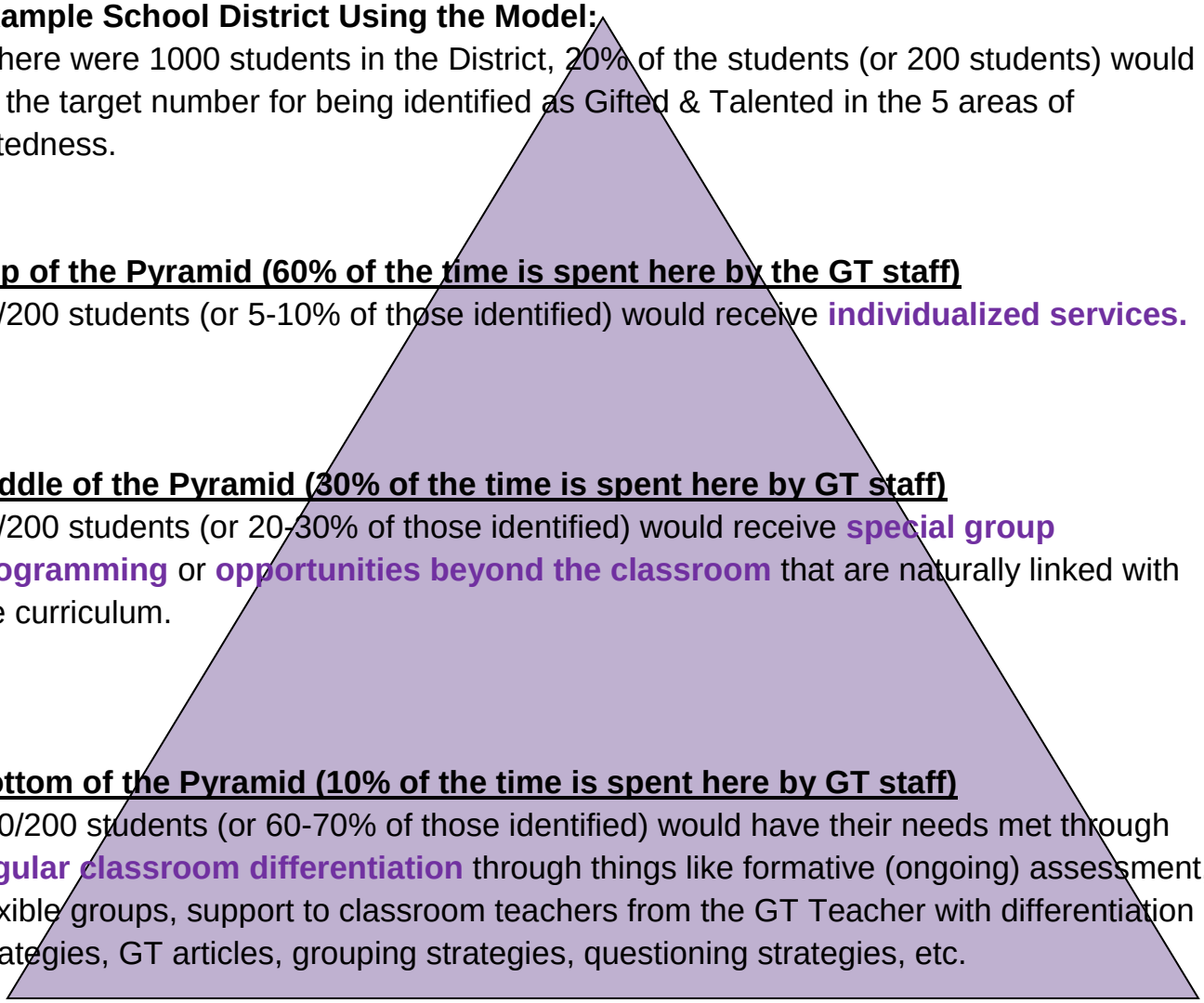
- Use interventions which nurture the student's potential in their area of strength.
- Provide opportunities for the student to exercise their areas of high ability.
- Identify learning gaps and provide explicit instruction in those areas.
- Identify a case manager who is responsible for facilitating communication and collaboration between and among the school counselor, special educators, gifted educators, and general educators. The GT Learning Resource Teacher should be part of the IEP team.
- Connect students with resources and technology tools to compensate for weaknesses.
- Provide course options that ease course load and accelerate strength areas such as summer school and Internet courses.
- Teach and encourage students to use compensation strategies such as talking to teachers, using other students' notes to supplement their own, taking fewer classes, taking advantage of extended time for testing, listening to books on tape, and utilizing technology to compensate for weaknesses.
- Pay particular attention to transitions from one school level to another, creating a comprehensive transition plan.
- Provide social and emotional support through counseling services that develop self-esteem and self-efficacy.

Adapted from WRPS Gifted and Talented Educational Services Plan, p. 18

WISCONSIN'S COMPREHENSIVE INTEGRATED GIFTED PROGRAMMING MODEL
"THE PYRAMID MODEL"

- Developed in 1971 by June Cox – based on research
- Adopted by the State of Wisconsin as a curriculum-based model that stands on a block that has "good curriculum" that is open-ended & provides extensions and modifications on both ends.
- Enrichment & acceleration are both important.

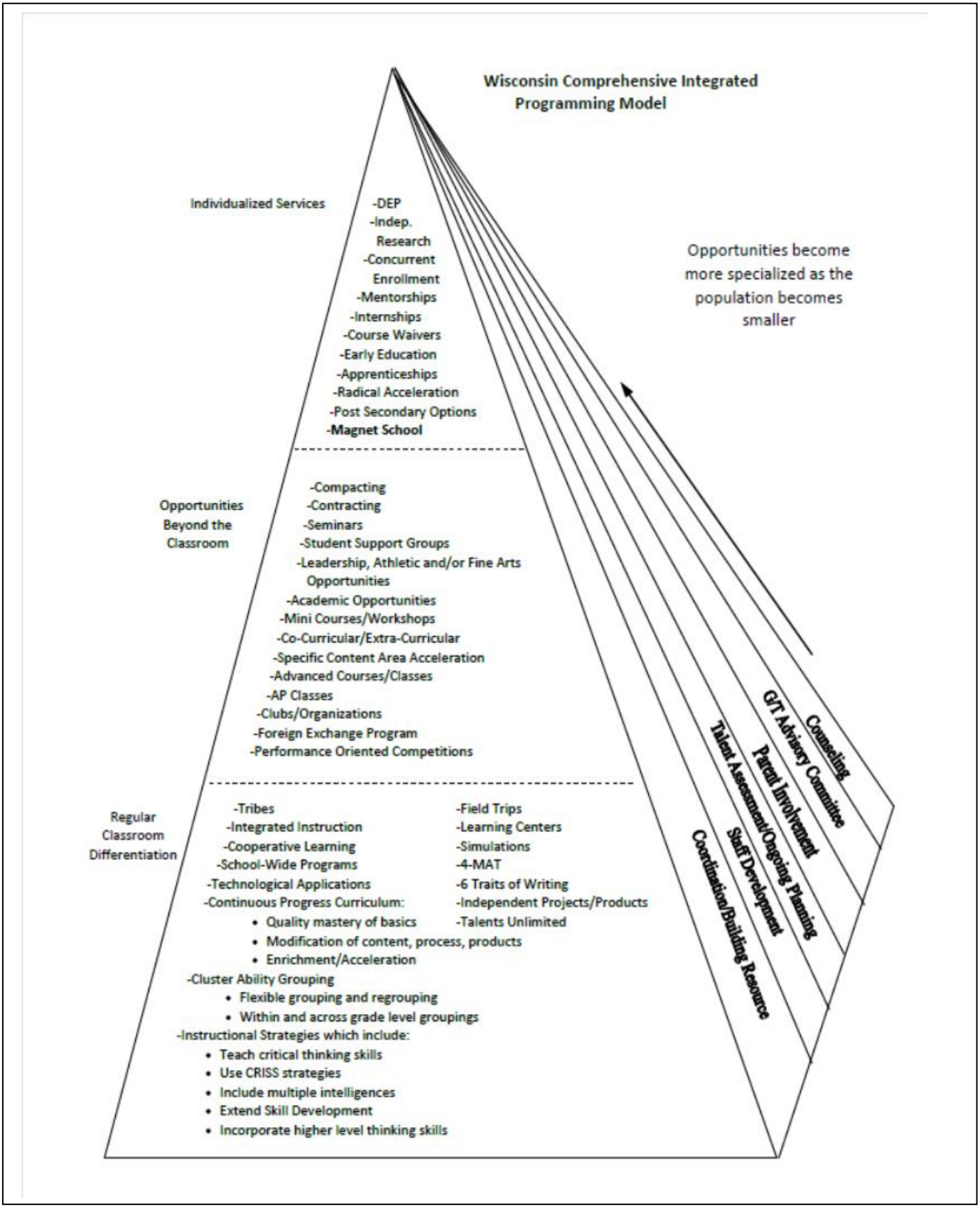
Example School District Using the Model:
If there were 1000 students in the District, 20% of the students (or 200 students) would be the target number for being identified as Gifted & Talented in the 5 areas of giftedness.



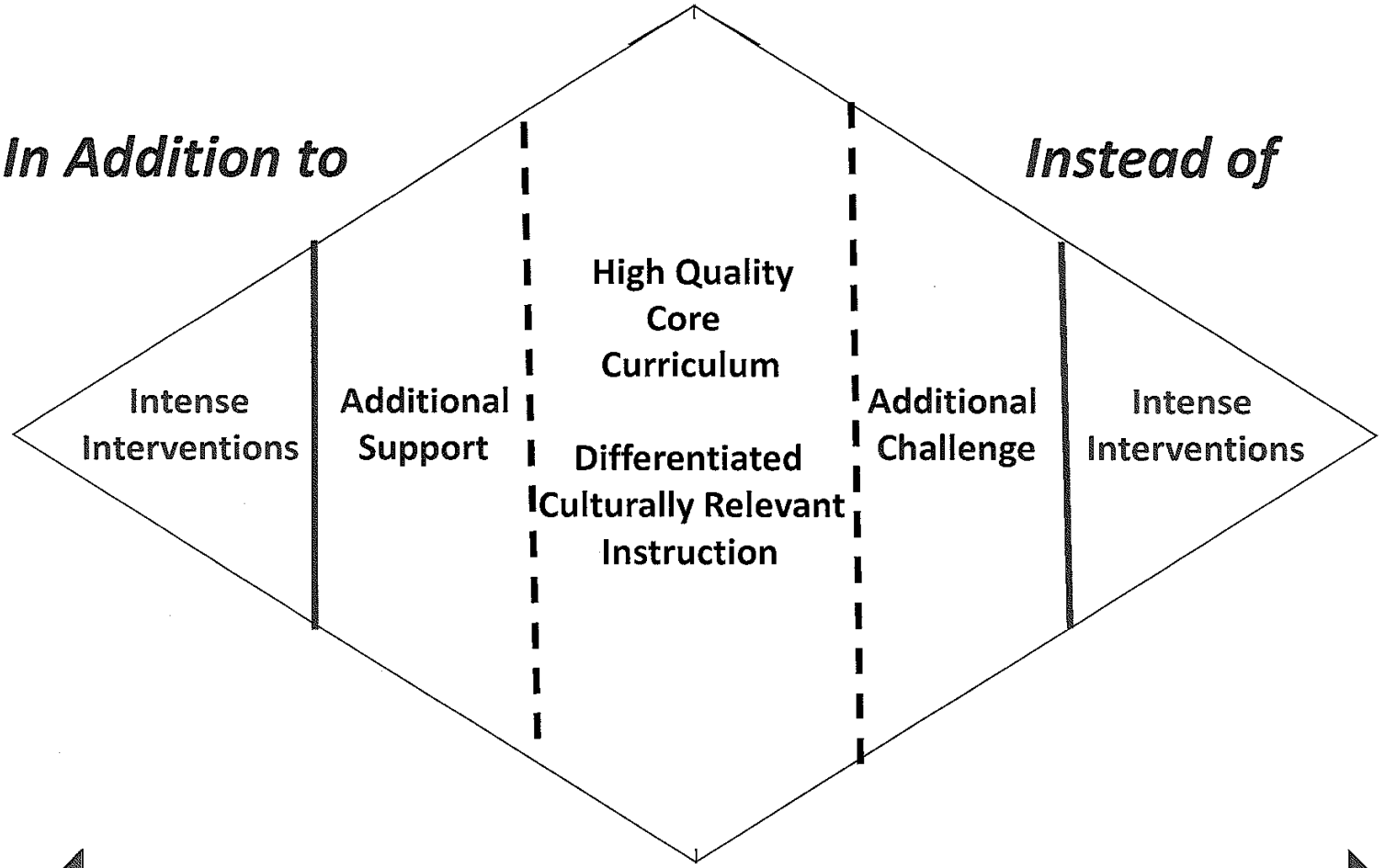
Top of the Pyramid (60% of the time is spent here by the GT staff)
20/200 students (or 5-10% of those identified) would receive **individualized services.**

Middle of the Pyramid (30% of the time is spent here by GT staff)
60/200 students (or 20-30% of those identified) would receive **special group programming** or **opportunities beyond the classroom** that are naturally linked with the curriculum.

Bottom of the Pyramid (10% of the time is spent here by GT staff)
120/200 students (or 60-70% of those identified) would have their needs met through **regular classroom differentiation** through things like formative (ongoing) assessment, flexible groups, support to classroom teachers from the GT Teacher with differentiation strategies, GT articles, grouping strategies, questioning strategies, etc.


Wisconsin Comprehensive Integrated Programming Model
Individualized Services
-DEP
-Indep. Research
-Concurrent Enrollment
-Mentorships
-Internships
-Course Waivers
-Early Education
-Apprenticeships
-Radical Acceleration
-Post Secondary Options
-Magnet School
Opportunities become more specialized as the population becomes smaller
Opportunities Beyond the Classroom
-Compacting
-Contracting
-Seminars
-Student Support Groups
-Leadership, Athletic and/or Fine Arts Opportunities
-Academic Opportunities
-Mini Courses/Workshops
-Co-Curricular/Extra-Curricular
-Specific Content Area Acceleration
-Advanced Courses/Classes
-AP Classes
-Clubs/Organizations
-Foreign Exchange Program
-Performance Oriented Competitions
Regular Classroom Differentiation
-Tribes
-Integrated Instruction
-Cooperative Learning
-School-Wide Programs
-Technological Applications
-Continuous Progress Curriculum:
• Quality mastery of basics
• Modification of content, process, products
• Enrichment/Acceleration
-Field Trips
-Learning Centers
-Simulations
-4-MAT
-6 Traits of Writing
-Independent Projects/Products
-Talents Unlimited
-Cluster Ability Grouping
• Flexible grouping and regrouping
• Within and across grade level groupings
-Instructional Strategies which include:
• Teach critical thinking skills
• Use CRISS strategies
• Include multiple intelligences
• Extend Skill Development
• Incorporate higher level thinking skills
Counseling
GT Advisory Committee
Parent Involvement
Talent Assessment/Ongoing Planning
Staff Development
Coordination/Building Resource

Continuum of Services

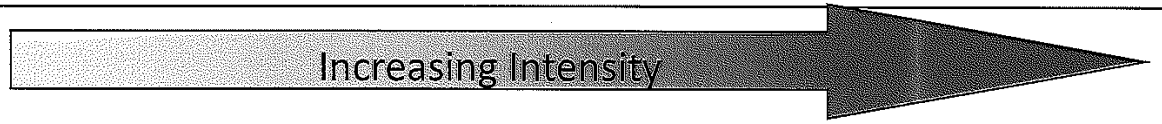


Adapted from Robinson and Kueht 2008

Continuum of Services

for Students with Gifts and Talents

Frequently Used Interventions Research-Based Strategies			
Classroom Based	• Pre-Assessment • Questioning Techniques • Creative Thinking • Critical Thinking • Flexible Grouping	• Problem-Based Learning • Inquiry Models	• **Curriculum Compacting** • **Independent Contracts**
School/District Based	• Cluster Grouping	• Pull-Out/Pull-In • Purchased Services	• Subject Acceleration • Grade Acceleration • Mentorships • Internships



WAUSAU SCHOOL DISTRICT

K-12 GIFTED & TALENTED PROGRAMMING 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
    - 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 GT 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.

Gifted children have no greater obligation than any other children to be future leaders or world class geniuses. They should just be given a chance to be themselves, children who might like to classify their collections of baseball cards by the middle initials of the players, or who might like to spend endless afternoon hours in dreamy reading of novels, and to have an education that appreciates and serves these behaviors.

– Jane Piirto

WAUSAU SCHOOL DISTRICT
K-12 GIFTED & TALENTED PROGRAMMING MODEL

The Wausau School District currently employs 3.5 elementary Gifted & Talented Learning Resource Teachers that work in thirteen elementary schools for the benefit of gifted and talented students, their parents, and their teachers. Each full-time GT Learning Resource Teacher services three or four elementary schools and one half-time teacher services two elementary schools.

Base of the Pyramid

Gifted students are identified using multiple methods of talent assessment in five areas: general intellectual, specific academic, creativity, artistic, and leadership. Through staff development and a teamwork approach among the GT Coordinator, Director of Teaching, Learning and Leadership Integration, GT Learning Resource Teachers, classroom teachers and other personnel, specific programming is implemented in the classroom to ensure that the day-to-day learning opportunities will be appropriately challenging for each student. The talent potential and programming selected for all students is continually reassessed. Regular classroom differentiation may include the following:

Continuous Progress Curriculum through:

- Quality mastery of basics
- Modifications of content, process, and product i.e. curriculum compacting
- Enrichment i.e. tiered learning centers, contracts, interest centers, & independent study
- Acceleration

Cluster Ability Groupings Include:

- Flexible groupings & regroupings
- Within & cross grade level groupings
- Advanced classes

Instructional Strategies which:

- Teach thinking skills to all students
- Allow talents & abilities to emerge
- Extend skill development

Team Teaching

The primary purpose of the elementary GT program is to provide staff development for teachers who have gifted and talented students clustered in their classrooms. The district recognizes that adjustments to the curriculum, and the way it is presented, will sometimes be needed to adequately challenge high ability students. The frequency and kinds of adjustments made will depend on the individual needs of the student. By providing teachers with training and support in the use of techniques designed to differentiate the curriculum, these adjustments can be made by the teacher throughout the school year on a day-to-day basis. GT Learning Resource Teachers informally meet with classroom teachers on a regular basis to assist in the implementation of these techniques, to do demonstration lessons, and to provide materials and resources that will help them achieve these goals.

Cluster Grouping in the Wausau School District

Cluster grouping of students for instructional purposes is a programming strategy that can be used to meet the needs of high achieving and gifted students in the regular classroom. It has gained popularity in recent years due to heterogeneous grouping policies and financial cutbacks that have eliminated special programs for gifted and talented students (Purcell, 1994). Cluster grouping has been defined as the intentional placement of a group of high achieving or gifted students in an otherwise heterogeneous classroom with a teacher who has both the background and willingness to provide appropriate challenges for these students (McInerney, 1983). Research indicates three major benefits exist to cluster grouping. First, gifted students interact with their intellectual peers as recommended by Rogers (1991), as well as their age peers on a regular basis. Second, cluster grouping provides services for gifted students without additional cost to the school district. Third, recent research has demonstrated that cluster grouping facilitates ongoing programming for gifted or high achieving students in the regular classroom (Hoover, Sayler, & Feldhusen, 1993).

The rationale for the total school cluster grouping is based upon the following issues discussed in the literature:

- ***The program is cost effective.*** Cluster grouping often exists in schools which cannot afford additional personnel for a gifted and talented program. Hoover et al. (1993), LaRose (1986), Rogers (1991), Rogers and Span (1993), and Winebrenner and Delvin (1991) suggested that cluster grouping can be a solution when other programs are not affordable.

- ***Students are clustered with their intellectual peers.*** Rogers (1991) concluded, in her meta-analysis, that gifted students should spend the majority of their school day with students of similar abilities. Research by Schunk (1987) has shown that students learn from those who are like themselves in ability. Kulik and Kulik (1991) concluded that it is beneficial, with respect to achievement gains, for gifted students to be grouped together.

- ***Special needs students and the highest achieving students are placed with teachers who have had training and are interested in meeting these special needs.*** Kulik and Kulik (1984) noted that the greatest benefit for ability grouped gifted children occurred when there was curricular differentiation. Rogers (1991) noted that without training and commitment to providing appropriately challenging curricula, achievement gains would probably be insignificant.

- ***The highest achieving students are removed from other classrooms, thereby allowing new leaders and achievers to emerge.*** Kennedy (1989) studied the effects of gifted pull-out programs on the students who remained in the regular classroom, and found that achievement increased in the classroom when the gifted students were pulled-out for programming. Contrary to Oakes (1985) assertion that grouping harmed lower ability students, Kulik and Kulik (1992) and Rogers (1991) found no such evidence.

- ***Heterogeneous grouping is maintained while there is a deliberate reduction in the range of achievement levels that each teacher must teach.*** In this program, grouping within the classrooms was flexible as recommended by Renzulli (1994) and Slavin (1987). Students interacted with both intellectual and age peers on a continual basis, identification categories were used for placement, and teachers had a limited range of achievement levels in their classrooms.

- ***More efficient use of special education and Title I personnel is achieved by creating clusters of these students in one or two rooms instead of spreading them across five rooms.*** This allowed team teaching between teacher consultants, aides, and classroom teachers, while providing targeted students with more time with specialists.

- ***A high achieving group of students exists in every teacher's classroom.*** Kennedy (1989) found that low and average ability students flourish when gifted students are not present and leading the competition in the regular classroom and Schunk (1987) indicated average and low ability students use children of similar ability as models instead of high ability children. By placing the highest achievers in a single room and above average students in the other classrooms, all students had the opportunity to grow.

- ***High expectations for all students are maintained across all classrooms.*** In her meta-analysis of research related to teacher expectations, Smith (1980) found that teacher expectations were linked to student learning, attitudes, and achievement. In addition, Brophy and Goodûs (1970) self-fulfilling prophecy model explained that students who are expected to achieve at high levels will do so, and conversely, students who are expected to achieve at low levels will not achieve at high levels.

Taken from ***Total School Cluster Grouping: An Investigation of Achievement and Identification of Elementary School Students*** by Marcie Gentry, University of Connecticut

At any grade level in the Wausau School District, unless the number of identified gifted students is more than 6-8 students, these identified students should be clustered in the same classroom whenever possible.

K-2 Programming & Services

High achieving students in grades K-2 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 these lower grades may be referred for GT testing prior to second grade. If they meet the qualifications, they would participate in tier two programming which includes pull-out opportunities to work in small groups with the school's GT Learning Resource Teacher. Other times, these high achievers who are tested but who do not hit the established criteria for formal identification, might participate in the Talent Pool. 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.

Parents and teachers of second through twelfth grade students may refer any student for gifted and talented testing December through April 30 (the testing window). To have a child tested for grade or subject acceleration, parents must make the request in writing. The school's RtI team would then meet to determine if acceleration testing is warranted. Referrals for GT testing as well as requests for acceleration that are received after April 30th would be held until fall to provide sufficient time for the assessment process.

In first grade, teachers look at a variety of criteria before seeking additional services. For reading, teachers can examine the quarterly benchmark chart and look for students who are scoring at least one year above Advanced or scoring on the AIMSweb Nonsense Word Fluency Assessment (fall or winter scores) at or above the 95th percentile. For math, teachers can examine AIMSweb Math Computation scores and look for performances at or above the 95th percentile (fall or winter scores.) AIMSweb National Norms Tables may also be used to determine percentiles based upon raw scores.

In second grade, teachers look at a variety of assessment criteria when considering the need for additional programming or services. For reading, the MAP (Measures of Academic Progress) Assessment is examined for scores at or above the 95th percentile. The same is true for mathematics at grade two. The MAP assessment, given in both the fall and the spring, can be examined for scores at or above the 95th percentile to discover high achievers. In all areas, consideration will be given to students participating in the talent pool who score between the 90%-94% based upon classroom teacher recommendation.

Middle of the Pyramid

Appropriate programming will include learning opportunities beyond those offered in the regular classroom. In addition to ability, effort and interest will be factors when considering these programming options. Additional services to supplement classroom differentiation would be provided by the GT Learning Resource Teachers at the elementary level. At the middle and high school levels, these additional services to supplement classroom differentiation will be provided though opportunities to take advanced classes. Additionally, at all three levels, contests, competitions, clubs, organizations, co-curricular and extra-curricular activities are offered. The programming will be planned through conferences with the regular classroom teacher, the parents, and the student.

Elementary School Middle of the Pyramid Programming

GT Area	Elementary School
Reading/ Language Arts	May include, but not limited to, the following enrichment opportunities: • Accelerated Guided Reading Groups • Junior Great Books • Independent Study/Research Projects • Word Study Extension Units • Contests/Competitions • Writing Units • Book Bowl
Math	May include, but not limited to, the following enrichment opportunities: • Advanced units of study in a variety of mathematical concepts • Contests/Competitions • Independent Study/Research Projects
Science	May include, but not limited to, the following enrichment opportunities: • Contests/Competitions • Independent Study/Research Projects
Social Studies	May include, but not limited to, the following enrichment opportunities: • Contests/Competitions • Independent Study/Research Projects
Creativity	• Creativity Enrichment Unit
Arts	• Art Cluster • GT Music Experience • Musical performances and practice of skills that may include some of the following: Pitch, rhythm, expression and creativity
Leadership	• Leadership Conference Each school offers clubs and other opportunities in which students may develop their leadership skills. • Safety Patrol • Peer Mediation/Peer Leaders • Student Council • Food Drives • Anti-Bullying Campaigns • Big Buddy/Little Buddy • Morning Announcement Speakers

Middle School Middle of the Pyramid Programming

GT Area	John Muir	Horace Mann
Reading/English/ Language Arts	• Battle of the Books (7) • Spelling Bee (6-8) • Forensics (6-8 @ HMMS) • Writing Contests (6-8) • Peyton's Promise Advocates (6-8)	• Enriched Sections (8) • Resource Enrichments (6-7) • Battle of the Books (7) • Forensics (6-8) • Writing Contests (6-8) • Spelling Bee (6-8)
Math	• Resource Enrichments (6-7) • Algebra (8) • Math Counts (6-8)	• Resource Enrichments (6-7) • Algebra (8) • Math Counts (6-8)
Science	• Accelerated Science (8) • Robotics (6-8)	• Science Enrichment Bins (6-8) • Robotics (6-8)
Social Studies	• Geography Bee (6-8) • Project CITIZEN	• Geography Bee (6-8) • Project CITIZEN
Global Languages	• German (8) • French (8) • Spanish (8)	• German (8) • French (8) • Spanish (8)
Creativity	• Student Council (6-8) • Yearbook (6-8) • Outdoor Club (6-8) • Masterminds (6-8)	• Student Council (6-8) • Yearbook (6-8) • Masterminds (6-8)
Arts	• Singing in WI (6-8) • Pop/Jazz Choir (7-8) • Jazz/Rock Band (7-8) • Chamber Orchestra (6-8) • State Honors Music Ensemble (7-8) • Solo & Ensemble (7-8) • Talent Show (6-8) • Drama-All School Play (6-8) • Sixth Grade Volunteer Choir (6) • Wisconsin Valley Honors Band (8)	• Singing in WI (6-8) • Pop/Jazz Choir (7-8) • Pop/Jazz Band (7-8) • Chamber Orchestra (6-8) • State Honors Music Ensemble (6-8) • Solo & Ensemble (7-8) • Variety Show (6-8) • Drama-All School Play (6-8) • Sixth Grade Musical (6) • Wisconsin Valley Honors Band
Leadership	• Student Council (6-8) • Pay It Forward Club (6-8) • TV Announcement & Production (6-8) • Student Library Assistants (6-8) • Office Messengers (6-8) • G2M Programming	• Student Council (6-8) • G2M Programming (6-8) • Morning Announcements (6-8) • Mann Messengers (6-8)

High School Middle of the Pyramid Programming

Advanced Placement (AP) Courses

From modest beginnings at the midpoint of the twentieth century, the Advanced Placement Program® (AP®) has grown to be the premier program advancing educational excellence in secondary schools across the United States. AP courses offer rigorous college-level curricula and assessments to students in high school.

A study published by the U.S. Department of Education, Answers in the Toolbox, shows that the most powerful predictor of college graduation is the rigor of a student's high school curriculum. State and federal support for AP testifies to the program's reputation as the gold standard in American education. Outside the United States, AP courses and exam grades are used in the admissions process in nearly 300 universities.

The Benefits of AP – High school students across the country and around the world take AP courses and exams to challenge themselves, explore their interests, and earn college credit and placement. AP can give students:

- A Head Start in High School
    - Get a taste of college-level work while developing the academic skills you'll need for college success. You might even discover your career path.
- An Edge in College
    - Your AP Exam scores can earn you college credit before you set foot on campus – and let you skip introductory college courses.

International Baccalaureate (IB) Courses

The International Baccalaureate® (IB) is an academically challenging and balanced program of education, with final examinations, that prepares students aged 16 to 19 for success at university and in life beyond. Founded in 1968, the IB currently works with 5,400 schools in 159 countries. The program has gained recognition and respect from the world's leading universities. The IB focuses on each student as a whole person. Thus, IB programs address not only cognitive development but social, emotional and physical well-being. The aim is to develop inquiring, knowledgeable and caring young people with adaptable skills to tackle society's complex challenges who will help to create a better, more peaceful world.

In the final two years of high school, students can choose to be either a "Diploma Candidate" and earn an International Baccalaureate High School Diploma or a "Certificate Candidate". As a Diploma Candidate, the students immerse themselves in a curriculum which emphasizes both breadth and depth of knowledge. The Diploma Candidate take one course in each of the six subject groups and a core, comprising a theory of knowledge course (TDK), community involvement (CAS) and a senior research paper of up to 4,000 words called the extended essay (EE). The Certificate Candidate elects to take only the individual courses they are interested in completing.

For more information please check out http://www.ibo.org/programmes/diploma-programme/

Youth Apprenticeship (YA)

Wisconsin's Youth Apprenticeship program is a part of a statewide **School-to-Work** initiative. It is designed for junior and senior high school students who want hands on learning in an occupational area at a worksite along with classroom instruction. This **one or two year elective program** combines academic and technical instruction with mentored-on-the-job learning.

Early College Credit Program

Early College Credit Program is open to students in grades 9-12. Application requires a three step process: Step 1-Complete ECCP Application, Step 2-Complete the UW System Application as a Special Student, and Step 3-Steps 1 & 2 must be completed before the March 1st deadline (for Fall/Summer) or October 1st deadline (for Spring). All eligible applicants must sign up for a placement test if required as well as complete any necessary prerequisites. A GPA of 3.0 or higher will be expected. Admission would be denied if West offers a comparable course or AP equivalent course. If the high school grants credit for the class, tuition is paid for but if the applicant does not need

the class to fulfil a graduation requirement, parents are required to pay for 25% of the class. A maximum of 17 credits is allowed for this program.

Start College Now

Start College Now is a program offered through the Northcentral Technical College and is open to students in grades 11-12. Classes are offered in the Fall (March 1 deadline) and in the Spring (October 1 deadline). Academies would fall under this program.

Project Lead The Way (PLTW)

Project Lead The Way (PLTW) is the nation's leading provider of STEM programs. Its world-class curriculum and high-quality teacher professional development model, combined with an engaged network of educators and corporate and community partners, help students develop the skills necessary to succeed in our global economy.

Dual Credit

An actual technical college course, using college textbooks and materials, is taught to high school students in a high school setting. An agreement between the college or university and high school spells out conditions you must meet to successfully complete the course. The course is taught by your high school instructor and college credits are awarded and recorded on a college or university transcript upon successful completion of the course.

GT Area	Wausau East	Wausau West
Reading/ Language Arts	**Courses** • Eng. 9 Accelerated (9) • WE Pre-IB Composition (10) • IB Language A I (11) • IB Language A II (12) • Broadcast Studio • Lumberjack Productions • DC-Graphics 3 • Advanced Comp I & II • Yearbook **Extra/Co- Curricular** • Forensics • Newspaper • Yearbook • Youth Options • Drama Productions • DECA-Presentations & Competitions • Skills USA-Presentations & Competitions • Lumberjack Productions-Presentations & Product Creation • Broadcast Studio-Presentations & Productions • Drama Tech Crew • Digital Graphics-Product Creation for Scoreboards • FFA Presentations • FCCLA Presentations & Competitions	**Courses** • AP Literature • Advanced Composition • Broadcast Studio/Eye of the Warrior • Pub Lab/Yearbook & Magazine • Youth Options • British Literature • World Literature **Extra/Co- Curricular** • Forensics • Drama Productions • DECA –Presentations & Competitions • FFA - Presentations & Competitions • FCCLA – Presentations & Competitions • Manga Book Club • Mock Trial

Math	**Courses** • Algebra I or Geometry (9) • Geometry or Algebra II IB (10) • Algebra II IB or Pre Calculus IB (11) • Pre Calculus IB or Calculus IB (12) • PLTW-Computer Science/Engineering* • DC-Advanced Math • DC-Intermediate Algebra • DC-Web Design* • PLTW-Intro to Engineering* • Broadcast Studio • Lumberjack Productions • Graphics 1 • Graphics 2 • DC-Graphics 3 • YA-Graphic Communication • YA-Information Technology • YA-STEM • YA-Engineering **Extra/Co- Curricular** • Math League Competition (UWSP) • Math Club-Beloit Test • Computer Science Club • Skills USA-Presentations & Competitions • Cribbage Club • Lumberjack Productions-Presentations & Product Creation • Broadcast Studio-Presentations &Productions • Digital Graphics-Product Creation for Scoreboard	**Courses** • AP Statistics • AP Calculus • AP Computer Science • Algebra I or Geometry (9) • Algebra II Extended (10) • AP Computer Science Principles • AP Computer Science A • PLTW – Intro to Engineering • PLTW –Digital Electronics • DC-Alg III & Trigonometry • DC-Pre Calculus • DC-Web Design • DC-Foods III (culinary math) • YA –STEM • YA –Information Technology • Youth Options **Extra/Co- Curricular** • Math League Competition • Chess Club • Math Club – Math Counts • Computer Science Club • Skills USA • Robotics Club

*Offered, but no one enrolled for last 3 years.

GT Area	Wausau East	Wausau West
Science	**Courses** • IB Chemistry II (11-120) • IB Biology I (11-12) • IB Biology II (12) • IB Physics I (11) • IB Physics II (12) **Extra/Co-Curricular** • Youth Options • Health Services Youth Apprenticeship • Science Olympiad • School Forest Teaching Assist. • Solar Olympics	**Courses** • AP Biology • AP Chemistry • AP Physics 1 • Science 9/10 Accelerated • PLTW – Prin. Of Engineering • DC-Medical Terminology • DC-Vet Science • YA-Health Science 1 & 2 • YA-STEM • YA-Engineering • YA-Ag. Food & Natural Resources • Leadership- School Forest Teaching Assist. • Youth Options • Biology Extended **Extra/Co-Curricular** • Science Olympiad • Environmental Club • Astronomy Club • Solar Olympics • FFA –SAE Project • Skills USA
Social Studies	**Courses** • IB History I (11) • IB Psychology I (11) • IB Cultural Anthropology (11-12) • IB History II (12) • IB Psychology II (12) • Theory of Knowledge (TOK) • Youth Options **Extra/Co-Curricular** • GEAC (Global Education Achievement Certificate) • DECA-Economics Competitions • Student Council • Kids Vote • International Club	**Courses** • AP U.S. Government • AP U.S. History • AP U.S. History II • AP Psychology • AP Econ- (Micro & Macro) • Youth Options **Extra/Co-Curricular** • International Club • Student Council • Kids Vote • Mock Trial • Peace Group • Democratic Club

Creativity	**Courses** • Broadcast Studio • Lumberjack Productions • DC-Graphics 3 • Creative Writing • Yearbook • Painting 2, 3 • Drawing 2, 3 • Sculpture 2, 3 • Ceramics 2, 3 • Studio Art • Pre IB Art • IB Art • Band • Choir • Orchestra **Extra/Co-Curricular** • Yearbook • Skyrocket • Top Hatters • DECA-Competitions, Projects/Chapter events • Skills USA-Presentations & Competitions • Lumberjack Productions-Presentations & Product Creation • Broadcast Studio-Presentations & Productions • Drama Tech Crew • Digital Graphics-Product Creation for Scoreboards • Tophatters • Jazz Band • Solo & Ensemble • Pit Orchestra (Musical) • Chamber Music • Pep Band • Prestige Singers • Variety Show • State & Conference Honors Band, Choir, Orchestra	**Courses** • Creative Writing • Publications Lab • Broadcast Studio/Eye of the Warrior • DC-Graphics III • DC-Advanced Marketing • AP – Studio Art • Advanced 3D • Advanced Painting • Band • Choir • Orchestra **Extra/Co-Curricular** • DECA-competitions • Newspaper and Magazine Club • Yearbook Club • Eye of the Warrior Club • Forensics • Drama Productions & Club

Visual Arts	**Courses** • Painting 2, 3 • Drawing 2, 3 • Sculpture 2, 3 • Ceramics 2, 3 • Studio Art • Pre IB Art • IB Art • Graphics 1 • Graphics 2 • DC-Graphics 3 **Extra/Co-Curricular** • Digital Graphics-Product Creation for Scoreboards • C.A.F.E. • WSD Art Show	**Courses** • Sculpture • Ceramics 2 • Advanced Drawing • Advanced Painting • Advanced 3D • Studio Art • AP Studio Art • TC Graphics Communications III **Extra/Co-Curricular** • Drama Set Crew • Pencils/Pottery/Painting Exhibit • Art Expressions • Community Exhibits

Performing Arts	**Courses** • **Music –** Band, Choir, Orchestra • Broadcast Studio • Lumberjack Productions **Extra/Co-Curricular** • **Drama** – Drama Club, Drama Technical Crew Club, School Plays • **Dance** – Freestyle Dance Club • Skills USA-Presentations & Competitions • Lumberjack Productions-Presentations & Product Creation • Broadcast Studio-Presentations & Productions • Tophatters • Jazz Band • Solo & Ensemble • Pit Orchestra (musical) • Chamber Music • Pep Band • Prestige Singers • Variety Show • State & Conference Honors Band, Choir, Orchestra	**Courses** • **Music** – Choir, Orchestra & Band **Extra/Co-Curricular** • **Music** -Pop Concert, Master Singers, Pep Band, Jazz Band, Musical Drama, Solo Ensemble, Battle Royale-variety show • **Drama** – Drama Club, Drama Technical Crew Club, School Plays • **Dance** – Dance United

Leadership	**Courses** • School Forest Leadership • Business Mgmt-Junior Achievement • PLTW-Intro to Engineering • Broadcast Studio • Lumberjack Productions • Graphics 1 • Graphics 2 • DC-Graphics 3 • YA-Graphic Communication • YA-Information Technology • YA-STEM • YA-Engineering • Yearbook **Extra/Co-Curricular** • Student Council • Link Crew • School Ambassadors • School Board Student Reps • Outdoor Club • Key Club • Yearbook • Student Council • Newspaper • Food for America • DECA-Officers & Service • School Store Management • GEAC (Global Education Achievement Certificate) • Skills USA-Presentations & Competitions • Lumberjack Productions-Presentations & Product Creation • Broadcast Studio-Presentations & Productions • Digital Graphics –Product Creation for Scoreboards • National Honor Society • FCCLA	**Courses** • PE- Leadership/School Forest • Pub Lab-yearbook & magazine • Business Mgmt-Junior Achievement • Adv Manufacturing-Business Team • Foundations of Leadership **Extra/Co-Curricular** • Student Council-Class Officers • National Honor Society • Link Crew • Safe School Ambassadors • Athletics Team Captains • DPI Leadership Program • DECA • School Store Management • Environmental Club • FFA officers • Key Club • Skills USA • Peer Leaders/TNT (teens needing teens) • Warrior Power

Advanced High School Programming Beyond the 5 Gifted Categories

Area	Wausau East	Wausau West
Technology and Engineering Education	**Courses** • PLTW-Digital Electronics • PLTW-Principles of Engineering • PLTW-Intro to Engineering Design • YA-WI Automotive Technician • YA-Mechanical/Architectural • YA-Production Agriculture • YA-Information Technology • YA-STEM • YA-Engineering • Adv. Lumberjack Manufacturing • DC-Intro to Welding • DC-Machine Tools Applications • Construction • YA-Drafting & Mechanical Design • YA-Manufacturing & Welding • PLTW-Digital Electronics* • PLTW-Computer Integrated Manufacturing* • PLTW-Civil Engineering & Architecture* • PLTW-Engineering Design & Development* *These courses may be taught at Wausau West. **Extra/Co-Curricular** • Skills USA-Presentations & Competitions	**Courses** • PLTW-Digital Electronics • PLTW-Principles of Engineering • PLTW-Intro to Engineering Design • PLTW-Computer Integrated Manu • PLTW-Civil Engineering & Architecture • PLTW-Engineering Design & Dev. • Adv. Manufacturing/Warrior Manu • DC-Intro to Welding • DC-Machine Tools Applications • DC-Foundations of Furniture Manufacuring • DC-Building Trades Rough Framing • Advanced Warrior Manufacturing • YA-Architecture/Construction • YA-Engineering • YA-STEM Apprenticeship • YA-Drafting & Mechanical Design • YA-Manufacturing & Welding • YA-Transportation, Distribution & Logistics **Extra/Co-Curricular** • Skills USA • Robotics Club • Gaming Club

Agriculture	**Courses** • DC-Vet Science • Advanced Conservation **Extra/Co-Curricular** • FFA • Speaking • Career Development Events • Supervised Agricultural Experience	**Courses** • DC-Vet Science • DC-Adv. Conservation • DC-Horticulture • YA-Agriculture, Food & Natural Resources (AFNR) **Extra/Co-Curricular** • FFA • Speaking • Career Development Events • Supervised Agricultural Experience
Business Education	**Courses** • DC-Business/Marketing • Business/Entrepreneurship • DC-Banking/Finance • DC-Accounting • DC-Business Management • Apprenticeship • Broadcast Studio • Lumberjack Productions • Graphics 1 • Graphics 2 • DC-Graphics 3 • YA-Graphic Communication • YA-Information Technology **Extra/Co-Curricular** • DECA • Internships • MS Office • Jr. Achievement • School Store Manager • Skills USA-Presentations & Competitions • Lumberjack Productions-Presentations & Product Creation • Broadcast Studio-Presentations & Productions • Digital Graphics-Product Creation for Scoreboards	**Courses** • Marketing-Sports & Events • Mgt & Entrepreneurship (Jr Achievement) • Marketing-Hospitality and Tourism • DC-Accounting II • DC- Accounting IV • DC-Advanced Marketing & Internship • DC-Bus. Opportunities Internship • DC-Intro to Keyboarding • DC-Microsoft Office • DC-Personal Finance Management • DC-REAL Keyboarding • Business Law • Publications Lab–yearbook & magazine • YA-Finance • YA-Hospitality/Lodging/Tourism **Extra/Co-Curricular** • School store manager • DECA • Warrior Manufacturing Business Team • Junior Achievement • Mock Trial

Area	Wausau East	Wausau West
Global Language	**Courses** • Pre-IB French • IB French I & II • Pre-IB German • IB German I & II • Pre-IB Spanish • IB Spanish I & II **Extra/Co-Curricular** • Foreign Travel • International Club • GEAC (Global Education Achievement Certificate) • Exchange Opportunities	**Courses** • AP French • AP German • AP Spanish • Youth Options/Course Options **Extra/Co-Curricular** • Spanish, French, German Clubs • International Club • Global Ed. Achievement Certificate • Foreign Travel
Family & Consumer Education	**Courses** • Health Occupations I & II • DC-Medical Terminology • DC-Early Childhood Services • DC-Foods 3 **Extra/Co-Curricular** • Skills USA-Presentations & Competitions • FCCLA	**Courses** • DC-Foods II • DC-Foods III • DC-Child Development • DC-Early Childhood Services • DC-Aspiring Educators & Internship **Extra/Co-Curricular** • FCCLA

Tip of the Pyramid

A small percentage of gifted students have extraordinary needs not met through classroom differentiation or special group programming. Individual services will be required. These services may include:

1. **Acceleration** – a method of moving gifted and talented students through the school system ahead of schedule. A written plan will be created and implemented using the Iowa Acceleration Scale (IAS) process.
2. **Mentorships** – a program which provides an opportunity for students to be paired with a teacher, parent, or community volunteer in an area of expertise or interest on a 1-to-1 basis. The intent is to develop the student's knowledge in the area and possibly develop a product from the experience.
3. **Independent Study** – a program which allows a student to pursue the study of any area of interest, possibly for credit.
4. **Early Entrance to Kindergarten** – may include early entrance to school per the Wausau School District Board of Education policy #5105.
5. **Dual Enrollment** – a program whereby a student is excused from high school for part of the day to take one or more courses on a college campus. The earned college credits may be used at a particular college to place the student in advanced standing when s/he is admitted. (The high school student handbook contains information on the **Youth Options Program**.)

GT TESTING SERVICES

GT Testing Window for Elementary Schools

An established testing window for identifying Gifted and Talented students in grades 2-5 occurs each school year between the months of December and May in order to utilize assessment data administered throughout the District to students in these grades. Additional assessments will be administered by the GT Learning Resource Teacher to all students referred for testing during this testing window. The school psychologist may also provide supplemental testing for certain students. A *Permission to Test* form must be filled out and returned by parents before GT testing begins.

In early December, an article will be run in all elementary school newsletters inviting parents of students in grades 2-5 to nominate their children if a GT evaluation seems appropriate and if parents have not already received nomination papers from the classroom teacher. (Students already identified GT are not retested each year so there is no need for parents of identified students to fill out a nomination form. Once identified, GT services will continue without additional testing by the GT department.)

Next, the GT Learning Resource Teacher will meet with 2nd through 5th grade classroom teachers and collect names of all teacher nominations for testing. A two-sided *Permission to Test* form is sent home to parents of students nominated for GT testing by the teachers with a cover letter from the GT Coordinator.

In January, after parents return *Permission to Test* forms, school psychologists are notified by GT Learning Resource Teachers of any required testing. The GT testing window is from January through April.

In May, the annual GT Identification Committee meeting is held to review the collected data. After this meeting, parent letters are generated and are US mailed the Friday before Memorial Day. Each letter includes test results as well as information about a fall meeting for parents of all identified students.

GT Testing Outside of Testing Window

Elementary students enrolled in the Wausau School District who are referred for GT testing outside of the established GT testing window are referred to the school's RtI Team. First, a building RtI referral form is completed by the classroom teacher and handed in to the building principal. If a parent is requesting that their child be considered for testing, the request must be in writing to the classroom teacher or building principal.

An RtI meeting is scheduled to address the request. The RtI meeting includes the building principal, school psychologist, GT Learning Resource Teacher, and the student's classroom teacher. It may also include other relevant staff such as a school counselor or social worker, for example. The RtI Team will review district and classroom assessments and daily work in reading, writing, math, social studies, and science, and record classroom differentiation already in place, as well as any GT pullout units in which the student participates. The classroom teacher will bring student data and information to the meeting.

The GT Learning Resource Teacher will send home a *Permission to Test* form for parents to sign if an assessment for possible GT identification is deemed appropriate. The classroom teacher and/or GT Learning Resource Teacher will go over the specifics of the tests and the testing timeline with parents at the time the form is sent home. Referrals for GT testing received after April 15th will be held until fall.

Testing for Grade or Subject Acceleration

Requests for acceleration should be submitted prior to April 15th in order to provide sufficient time for the assessment process. Students may be considered for full grade acceleration or subject acceleration. To provide closure for the student and teacher, and to provide time for the new teacher to receive the accelerated student, a placement will occur at a natural breaking point during a school year e.g., end of a quarter, at semester, or at the start of a new school year.

Elementary Level

A building RtI referral form is completed by the classroom teacher and handed in to the building principal. If a parent is requesting that their child be considered for acceleration, the request must be in writing to the classroom teacher or building principal. At the time of the RtI meeting, a determination is made regarding subject or whole-grade acceleration.

A RtI meeting is scheduled to address the request. The RtI meeting will include the building principal, school psychologist, Gifted and Talented Learning Resource Teacher, and the student's current classroom teacher. It may also include other relevant staff such as a school counselor, social worker, or receiving teacher, for example. The RtI team will review district and classroom assessments and daily work in reading, writing, math, social studies, and science, and record classroom differentiation already in place, as well as any GT pullout units in which the student participates.

The GT Learning Resource Teacher will send home a *Permission to Test* form for parents to sign if an assessment for possible acceleration is deemed appropriate. The classroom teacher and/or GT Learning Resource Teacher will send home a *Permission to Test* form for parents to sign if an assessment for possible acceleration is deemed appropriate. The classroom teacher and/or GT Learning Resource Teacher will go over the specifics of the tests and testing timeline with parents at the time the form is sent home. Once the permission to test form is returned, the student will be assessed using the Iowa Acceleration Scale (IAS). (See Wausau School Board Policy #5315 in Appendix F.)

The GT Learning Resource Teacher fills in the ***IAS Form*** booklet as results are gathered from the testing. Once assessments are complete, the Acceleration Team will convene to go over the results and complete the ***IAS Summary and Planning Record*** booklet. All team members sign off on the plan. The final decision to accept or decline the proposed acceleration rests with the parent(s).

The Acceleration Team will determine whether or not to proceed with the WSD GT Identification process if the student is not already identified as Gifted and Talented. The Acceleration Team will include the building principal, school psychologist, Gifted & Talented Learning Resource Teacher, the student's current classroom teacher, school counselor, social worker, receiving teacher, parents, and the student, if appropriate.

The GT Learning Resource Teacher will act as the resource person for a student who is accelerated. Follow-up with relevant team members will occur several times during the first nine weeks of the acceleration. Check-ins with the parents, student, teacher(s), principal, and school counselor will occur at two weeks, four weeks, and end of the quarter after the acceleration is initiated.

Middle School Level

A building RtI referral form is completed by the referring teacher and handed in to a building administrator. If a parent is requesting that their child be considered for acceleration, the request must be in writing to a building administrator.

A RtI meeting is scheduled to address the request. The RtI meeting will include a building administrator,

school psychologist, and a classroom teacher. It may also include other relevant staff such as a school counselor and/or social worker, or a receiving teacher, for example. The RtI Team will review district and classroom assessments and daily work samples.

The school psychologist will send home a *Permission to Test* form for parents to sign if an assessment for possible acceleration is deemed appropriate. The school psychologist will go over the specifics of the tests and testing timeline with parents at the time the form is sent home. Once the permission form is returned, the student will be assessed using the Iowa Acceleration Scale (IAS). (See Wausau School Board Policy #5315 in Appendix F)

The school psychologist fills in the ***IAS Form*** booklet as results are gathered from the testing. Once assessments are complete, the Acceleration Team will convene to go over the results and complete the ***IAS Summary and Planning Record*** booklet. All team members sign off on the plan. The final decision to accept or decline the proposed acceleration rests with the parent(s).

The Acceleration Team will determine whether or not to proceed with the WSD GT Identification process if the student is not already identified as Gifted and Talented. The Acceleration Team will include a building administrator, school psychologist, a classroom teacher, school counselor and/or social worker, receiving teacher(s), parents, and the student, if appropriate.

The school counselor will act as the resource person for a student who is accelerated. Follow-up with relevant team members will occur several times during the first nine weeks of the acceleration. Check-ins with the parents, student, teacher(s), and principal will occur at two weeks, four weeks, and end of the quarter after the acceleration is initiated.

Middle School students who have been accelerated as elementary school students shall have access to academic programming at all secondary levels at the appropriate time. Likewise, students earning high school credit must also take the appropriate number of District required credits once they enter high school.

High School Level

Secondary students should continue to take the sequence of courses offered in the area in which they have been accelerated.

Students requesting to take college level courses for high school and university credit may be approved when both the following have been met:

-1) All applicable guidelines are followed, ie. Youth Options, Course Options, & Dual Credit.
-2) The request is approved by the Principal or Principal Designee and the Secondary Central Office Administrator.

College level courses (fall, spring, or summer term) may be accepted for credit by the District pending approval by the Principal or Principal Designee as well as by the Secondary Central Office Administrator.

A student who enrolls in District and post-secondary level courses must maintain the status of a full time high school student. See WSD Policy #5130-Definition of a Full-Time Student.

A student who seeks early graduation, as a result of the acceleration process, must follow District guidelines as outlined in WSD Policy #5520-Early Graduation.

SCHOOL COUNSELING COMPONENT OF GT PROGRAMMING

As outlined in the pyramid programming model, the social and emotional needs of many students in the GT program will be met through regular guidance programs in the elementary, middle, and high schools.

School Counselors:

1. Provide counseling and guidance services to meet the personal, social, educational, and career needs of the gifted and talented students based on self-referral, or referral from a teacher and/or parent.
2. Consult with the classroom teacher, GT Learning Resource Teacher, GT coordinator, administrator, and parents concerning specific needs of students who are identified as gifted.
3. Participate in the gifted education program evaluation and discussion.
4. Participate in staff development dealing with the needs and characteristics of students who are identified as gifted.

For some students in the GT program, special small group or individualized services, which are designed to help them deal positively and productively with their gifts and talents, may be required. These services will be provided by either the GT Learning Resource Teacher, classroom teacher, and/or appropriate school counseling personnel based on self-referral or a referral from a teacher and/or parent.

The Wisconsin Comprehensive School Counseling Model K-12 is used in Wausau as a framework for meeting the needs of all students. School counselors are invited to appropriate GT inservice sessions and work with the K-12 GT staff to define specific counseling services needed for students within the GT program. The focus within the counseling program is on assisting students to better understand, appreciate, and utilize their unique abilities.

Concepts covered may include:

- Course scheduling
- College and career planning
- Youth options
- Independent study options
- Understanding giftedness/discovering their potential
- Working up to abilities while avoiding perfectionism/self-criticism
- Frustrations/anxiety
- Developing good peer relationships
- Organizational skills
- Fitting in/self-concept
- Coping with teasing (including teasing about being gifted)
- Accepting that it's okay to be different
- Issues around being a gifted boy/girl
- Coping with issues generated by pull-out/specialized instruction
- Transition Issues

At the elementary school level, most of the needs of students within the GT program relating to personal, social, academic, and career skills will be provided within our bi-weekly guidance lessons. School counselors provide additional individual and/or small group sessions based on the requests of students, teachers, or parents. The focus and the duration of counseling will be determined by the student's need and supporting data. The counselor may also assess a student's social development for grade placement.

At the middle school level, the teaming concept is in place, providing opportunities for teachers to communicate concerns about students with each other and with the school counselor. Students within the middle school complete a career cluster/pathways session, and they use the WIS Careers Inventory to gain knowledge of course selections and post-secondary options. A Career/Educational Conference at the 8th grade involves school counselors, students, and parents. The conference focuses on the student's strengths, the transition to high school, course selections, career options, and academic success.

At the high school level, students often begin to realize their diverse abilities and interests. Starting in late 8th grade and throughout high school, counselors provide information relating to academic rigor, course selection, and college and career preparation. Specifically, in grade 10, sophomore conferencing takes place with the counselor, student, and parent. This lays the groundwork for successful high school completion and transition to post secondary paths. Each high school employs a career center coordinator that provides a multitude of services relating to college and career readiness. In addition, school counselors are available to assist GT students with any special needs they may encounter throughout their school experience.

The Wausau School District has a number of parent resources available that address social/emotional needs of being gifted. Underachievement may be a concern for parents and teachers or students within the GT program. Conferences may occur for students identified as gifted-at-risk.

ROLES & RESPONSIBILITIES FOR GIFTED EDUCATION

The primary responsibilities of the various stakeholders involved in gifted education include, but are not limited to, those listed below:

School Board

- Adopt policies relevant to gifted education
- Review a gifted programming plan and description
- Allocate funds for adequate staff, training, and materials for gifted education
- Support appropriate programming for gifted students throughout the district

Parents

- Provide opportunities and encouragement for your child to explore a wide variety of activities, books, movies, art, music, cultures, and other experiences
- Communicate and collaborate with school personnel in an effort to identify and meet student learning needs
- Guide and support your child in learning how to cope with both failure and success
- Guide and support your child in learning how to advocate for himself/herself

Administrators

- Work collaboratively with the GT Coordinator, GT Learning Resource Teacher, and/or School Counselor to provide professional development opportunities in the area of gifted education
- Ensure that the Intervention/Enrichment time includes opportunities for students in need of enrichment
- Allow for flexible/creative scheduling so that gifted students have opportunities to work with similar ability peers
- Ensure adequate resources are available for meeting gifted education needs
- Participate in RtI meetings and parent meetings as needed
- Monitor and ensure implementation and continuous delivery of GT programming in their buildings
- Provide feedback to teachers regarding their effectiveness in classroom differentiation as part of the teacher supervision/evaluation model
- Work collaboratively with the GT Coordinator, GT Learning Resource Teacher, and/or School Counselor to ensure that GT students' needs are being met

Gifted & Talented Coordinator

- Work cooperatively with the Director of Elementary Education; Director of Secondary Education; Director of Teaching, Learning, and Leadership Integration and other district staff to ensure K-12 GT programming
- Coordinate the gifted and talented student identification process and programming at all levels
- Assist with the hiring, supervision, and evaluation of all gifted department staff
- Support the development and implementation of curriculum, techniques, strategies, and materials related to the GT programming
- Assist with gifted programming review, evaluation, and improvement
- Serve as GT consultant and resource to the staff, students, and parents
- Promote public relations activities in gifted education
- Manage gifted department resources

- Oversee the GT Program Advisory Committee and the GT Identification Committee
- Maintain an understanding of current and accepted research, theory, and practice in GT education through professional reading, professional membership in appropriate organizations, attendance at regional and state conferences, and visitation of schools with model GT programs
- Maintain communication with parents of identified GT students
- Plan staff development opportunities which will enable a better understanding of Standard (t), the appropriate instruction for students, and current research in GT education
- Provide leadership in the planning and coordinating of the Elementary Leadership Conference and Art Cluster Program
- Collaborate with building administrators and other school personnel in meeting the needs gifted students in their buildings
- Oversee the maintenance of accurate, complete and timely records related to gifted education
- Interpret policies, programs, and procedures related to the delivery of gifted services
- Prepare reports as needed to develop, maintain, and account for GT programming
- Review data to help identify students with advanced learning needs
- Adhere to professional, legal, and ethical standards regarding gifted education

Gifted and Talented Learning Resource Teachers

- Collaborate with the GT Coordinator, principals, other school personnel, and parents regarding instructional services which comply with Standard (t)
- Assist in the review of data and identification of students with advanced learning needs
- Inform classroom cluster teachers of identified gifted students and their areas of strength
- Provide systematic within-classroom support to classroom cluster teachers who are accommodating gifted learners in the regular education classroom by providing resources, demonstrating lessons, and collaborating regarding various strategies that meet the needs of gifted students
- Provide specific units in small, flexible groups of gifted students in the areas of math, reading, writing, and/or creative problem-solving. These units will tie to, but not overlap grade level curriculum. GT teachers are required to work with these small groups minimally one hour per week, ideally during the scheduled Intervention/Enrichment times. However, when the I/E times across a GT learning resource teacher's assigned schools overlap, s/he will schedule time outside of the I/E block to meet with students. Through collaborative decision-making, the GT Learning Resource Teacher and cluster teacher determine the flexibility of the small groups. (Time with the GT teacher is not "earned" by the GT students nor is GT programming contingent upon work completion in the regular classroom.)
- Plan and provide services (activities, lessons, units, etc.) to GT students during I/E times for which they are scheduled. (Cluster teachers are responsible for planning and providing services to these students when the GT teacher is not scheduled.)
- Serve as a resource to cluster teachers to ensure that the enrichment time is meaningful and effective for students
- Work with identified GT students. (Depending upon space and group size, they may work with other students who meet pullout programming criteria.)
- Assess students for GT identification (usually January through March) or for subject- or whole-grade acceleration
- Attend GT Program Advisory Committee meetings, GT Identification Committee meetings, and monthly GT Department meetings

GT Secretary

- Provide secretarial support to the GT Coordinator and GT Learning Resource Teachers
- Maintain student records and files related to GT identification

- Perform various word processing duties
- Perform various photocopying and mailing duties as requested
- Perform data entry
- Perform GT website maintenance
- Oversee the GT Department budget with the GT Coordinator
- Purchase and distribute GT Department resources and materials

GT Program Advisory Committee

- Advocate for gifted students
- Promote the cause of gifted programming
- Support students and staff who participate in gifted programming
- Monitor program effectiveness
- Support parents in the education of gifted students

GT Identification Committee

- Review and update, as needed, the guidelines used to identify gifted students in the Wausau School District
- Ensure that we are doing our best to identify all gifted students in the Wausau School District, including students from under-represented groups

Teachers (all content areas)

- Screen/pre-assess and review data to identify students in need of challenge/enrichment, including those who may be underachievers or twice exceptional
- Ensure differentiated lessons include options for advanced learners
- Collaborate with the GT Learning Resource Teacher regarding differentiating classroom curriculum for GT students
- Guide and support students in learning how to self-advocate
- Communicate and collaborate with parents and other school personnel to meet the learning needs of gifted students
- Engage in professional development opportunities related to gifted education
- Complete forms for GT identification and/or subject- or whole-grade acceleration and participate in meetings designed to discuss students' needs

School Counselors

- Provide counseling and guidance services to meet the personal, social, educational, and career needs of the gifted and talented students based on self-referral or referral from a teacher and/or parent
- Consult with the classroom teacher, GT Learning Resource Teacher, GT coordinator, administrator, and parents concerning specific needs of students who are identified as gifted
- Participate in the gifted education program evaluation and discussion
- Participate in staff development dealing with the needs and characteristics of students who are identified as gifted

School Psychologists

- Assist in the review of data and identification of students with advanced learning needs
- Provide additional diagnostic testing as needed
- Participate in RtI meetings and parent meetings as needed

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

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Appendix A

FREQUENTLY USED TERMS IN GIFTED EDUCATION

(From the National Association for Gifted Children)

Ability Grouping	Class or group assignment based on observed behavior or performance. Ability grouping is not the same as tracking.
Accelerated Learning	A strategy of progressing through education at rates faster or ages younger than the norm.
Accountability	Holding students, teachers, administrators, and other school personnel responsible for instructional outcomes.
Advanced Placement (AP)	A program developed by the College Board where high schools offer courses that meet criteria established by institutions of higher education. In many instances, college credit may be earned with the successful completion of an AP exam in specific content areas. (Note: Individuals interested in policies related to earning college credit should contact the college or university of their choice for specifics.)
Affective Curriculum	Curriculum that focuses on person/social awareness and adjustment, and includes the study of values, attitudes, and self.
Aptitude	An inclination to excel in the performance of a certain skill.
Asynchrony	A term used to describe disparate rates of intellectual, emotional, and physical rates of growth or development often displayed by gifted children.
At-Risk	A term used to describe students whose economic, physical, emotional, or academic needs go unmet or serve as barriers to talent recognition or development, thus putting them in danger of underachieving or dropping out.
Authentic Assessment	Evaluating student learning through the use of student portfolios, performance, or observations in place or in conjunction with more traditional measures of performance such as tests and written assignments. The process allows students to be evaluated using assessments that more closely resemble real world tasks, such as a scientific experiment to demonstrate understanding of the laws of motion.
Bloom's Taxonomy	Developed in 1956 by Benjamin Bloom, the taxonomy is often used to develop curriculum for gifted children. There are six levels within the taxonomy that move from basic to high levels of thinking. These include knowledge, comprehension, application, analysis, synthesis, and evaluation.
Brainstorming	Brainstorming is an activity used to generate many creative ideas that have no right or wrong answers and are accepted without criticism. Effective brainstorming is characterized by fluency and flexibility of thought.
Cluster Grouping	A grouping assignment for gifted students in the regular heterogeneous classroom. Typically, five or six gifted students with similar needs, abilities, or interests are "clustered" in the same classroom, which allows the teacher to more efficiently differentiate assignments for a group of advanced learners rather than just one or two students.
Concurrent Or Dual Enrollment	Most often refers to high school students taking college courses, often for college credit. Dual enrollment is viewed as providing high school students benefits such as greater access to a wider range of rigorous academic and technical courses, savings in time and money on a college degree, promoting efficiency of learning, and enhancing admission to and retention in college. The terms may also be used to refer to middle grade students taking high school courses and earning credit towards graduation.

Cooperative Learning	An instructional method that allows students to work in small groups within the classroom, often with a division of assignment of several specific tasks or roles. This group strategy allows students to practice working in a group and taking leadership roles. However, when gifted students participate in cooperative learning groups intentionally clustered by mixed ability students, special care must be taken to differentiate tasks appropriately.
Creativity	The process of developing new, uncommon, or unique ideas. The federal definition of giftedness identifies creativity as a specific component of giftedness.
Criterion-Referenced Testing	An assessment that compares a student's test performance to their mastery of a body of knowledge or specific skill rather than relating their scores to the performance of other students.
Curriculum Compacting	After showing a level of proficiency in the basic curriculum, a student can then be allowed to exchange instructional time for other learning experiences.
Differentiation	Modifying curriculum and instruction according to content, pacing, and/or product to meet unique student needs in the classroom.
Enrichment	Activities that add or go beyond the existing curriculum. Activities may occur in the classroom or in a separate setting.
Flexible Grouping	An instructional strategy where students are grouped together to receive appropriately challenging instruction. True flexible grouping permits students to move in and out of various grouping patterns, depending on the course content. Grouping can be determined by ability, size, and/or interest.
Gifted And Talented Students	The federal Elementary and Secondary Education Act defines gifted and talented students as "Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities." [Title IX, Part A, Definition 22. (2002)] Many states and districts follow the federal definition.
Heterogeneous Grouping	Grouping students by mixed ability or readiness levels. A heterogeneous classroom is one in which a teacher is expected to meet a broad range of student needs or readiness levels.
Homogeneous Grouping	Grouping students by need, ability, or interest. Although variations between students exist in a homogeneous classroom, the intent of this grouping pattern is to restrict the range of student readiness or needs that a teacher must address.
Independent Study	A self-directed learning strategy where the teacher acts as guide or facilitator and the student plays a more active role in designing and managing his or her own learning.
Individual Education Plan (IEP)	An IEP is a document that delineates special education services for special-needs students. The IEP includes any modifications that are required in the regular classroom and any additional special programs or services. Federal law and the majority of states do not require IEPs for gifted learners.
Intelligence	The ability to learn, reason and problem solve. Debate revolves around the nature of intelligence as to whether it is an innate quality or something that is developed as a result of interacting with the environment. Many researchers believe that it is a combination of the two.
Intelligence Quotient (IQ)	A numerical representation of intelligence. IQ is derived from dividing mental age (result from an intelligence test) by the chronological age times 100. Traditionally, an average IQ is considered to be 100.
International Baccalaureate (IB) Program	A demanding pre-university program that students can complete to earn college credit. IB emphasizes critical thinking and understanding of other cultures or points of view. A diploma is awarded at the completion of the IB program which allows graduates access to universities worldwide.
Learning Styles	Preferred way(s) in which individuals interact or process new information across the three domains of learning identified in the taxonomy of education objectives: cognitive (knowledge), psychomotor (skills) and affective (attitude). An individual's preferred learning style is how he/she learns best.

Magnet Schools	A public school program that focuses on a specific learning area such as math, science, technology, or the performing arts. Magnet schools have been established to meet the specific learning needs of the gifted.
Mentor	A community member who shares his or her expertise with a student of similar career or field of study aspirations.
Norm-Referenced Testing	An assessment that compares an individual's results with a large group of individuals who have taken the same assessment (who are referred to as the "norming group"). Examples include the SAT and Iowa Tests of Basic Skills.
Parallel Curriculum Model	A curriculum modification strategy to meet the needs of gifted students in terms of depth, complexity, and novelty. This model has four simultaneous pathways of development: Core or Basic Curriculum, Curriculum of Connections, Curriculum or Practice, and the Curriculum of Identify.
Portfolio Assessment	An alternative or supplement to traditional measures of giftedness, portfolios offer a collection of student work over time that can help to determine achievement and progress. Many of the elements found in portfolios cannot be captured by a standardized test.
Pull-Out Program	A program which takes a student out of the regular classroom during the school day for special programming.
Rubric	A rubric is a chart composed of criteria for evaluation and levels of fulfillment of those criteria. A rubric allows for standardized evaluation according to specified criteria, making grading simpler and more transparent.
Social-Emotional Needs	Gifted and talented students may have affective needs that include heightened or unusual sensitivity to self-awareness, emotions, and expectations of themselves or others, and a sense of justice, moral judgment, or altruism. Counselors working in this area may address issues such as perfectionism, depression, underachievement, or career planning.
Talent Development	Programs, curricula, and services for gifted and talented students that can best meet their needs, promote their achievements in life, and contribute to the enhancement of our society when schools identify students' specific talent strengths and focus educational services on these talents.
Telescope	To cover the same amount of materials or activities in less time, thereby allowing more time for enrichment activities and projects that better suit the interests, needs, and readiness levels of gifted students.
Tiered Assignments	A differentiated instructional strategy in which all students work toward the same goal, but activities are geared toward each student's level of understanding.
Twice Exceptional	A term used to describe a student that is both gifted and disabled. These students may also be referred to as having dual exceptionalities or as being GT/LD.
Underachieving or Underachievement	A term used to describe the discrepancy between a student's performance and their potential, or ability to perform at a much higher level.

Appendix B

FREQUENTLY ASKED QUESTIONS IN GIFTED EDUCATION

What does it mean to be gifted?

In the State of Wisconsin, "'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." (Wisconsin Statutes § 118.35)

How will a parent know their child is identified for gifted/talented programming?

Parents will be notified by letter when students have been formally identified for gifted and talented programming.

What does it mean to differentiate instruction?

Students come to school with varying levels of readiness to learn, different ways in which they learn best, and a wide range of interests. Differentiating instruction means that a teacher recognizes those academic differences and modifies classroom instruction in order to help each child make continuous progress.

Are gifted and talented students expected to do more work?

No, gifted students shouldn't be penalized with more "busy" work. However, the complexity of the work may require more research, more writing and more time spent on the assignment.

When should parents talk to the classroom teacher?

It is never too early or too late to contact a child's teacher about a child's talents or gifts. While conference time may be convenient, parents can also call, email or ask the child's teacher for a meeting at other times of the year.

What can parents do if their child comes home and complains that he/she is "bored?"

The "bored" can mean many things to many people. Parents are often cautioned to make sure they understand just what it is that the child means when they utilize the term. It should be remembered that a child does not come to school merely to be entertained. They have a responsibility to their own education, and saying they are "bored" often absolves them from that responsibility. Once parents have ascertained the focus of the "boredom" they can address with their child and the teacher what steps can be taken the remedy the problem.

How can parents best prepare for conferences?

When possible, it's always best to have an ongoing relationship with a child's teacher. Parents should feel free to write a brief letter or email that introduces their child and describes his or her perceived needs before the school year begins. At the child's conference, parents can share what their child enjoys about school and share insights about your child. The following questions for teachers may help parents obtain more in-depth information about their child.

1. *What do you see as my child's strengths and weaknesses?*
2. *If my child already has a solid grasp of the subject matter in a class, what additional opportunities are available? Does s/he take advantage of the opportunities?*
3. *If my child has a great deal of prior knowledge in a unit/theme, is there a way s/he can be given other options to broaden his/her knowledge base or move ahead into more complex subject matter? (curriculum compacting, contracting, etc.)*
4. *How can I help my child at home?*

Why do some gifted students underachieve and what can be done about it?

Underachievement describes a discrepancy between a student's performance and his/her actual ability, with no underlying learning disability to account for the discrepancy. Gifted achievers typically earn high scores on ability measurements, but their classroom achievement falls far short of expectations. These students may be overlooked for gifted services because they have poor grades.

To help prevent underachievement, it is important that school staff recognize gifted learners early and provide appropriate services. It is also important to recognize underachievement when it does occur, and take steps to help gifted learners to achieve their full potential. There are many complex reasons why students become underachievers, and an individual approach is necessary to identify and overcome those patterns of underachievement. Parent, classroom teachers, school data teams, and the district GT Coordinator will review information with this in mind, and include underachievement as a reason for an RtI referral.

"It must be as socially acceptable to support genius that is intellectual as it is to support genius that is athletic."
~ Michael Clay Thompson

"Excellence in education is when we do everything that we can to make sure they become everything that they can."
~ Carol Tomlinson

With the importance of Grade Point Averages (GPA) for higher education, why should a gifted and talented student take more difficult classes in high school and risk a lower GPA? Is there weighted grading?

High School students make many decisions that impact their post secondary planning. These decisions are dependent on their talents, skills, academic skill attainment, college/career goals, and personal motivation. As students proceed through high school, course selection decisions become more focused and individualized. Post secondary institutions highly emphasize the importance of course rigor and taking full advantage of the high school curriculum. Application/entrance procedures to post secondary institutions have become more sophisticated and competitive and they are seeking to gain a comprehensive view of the student. The admissions offices carefully examine the student's ACT/SAT test results, overall GPA, transcript and levels of course rigor, letters of recommendation, athletic/activity involvement, and community/volunteer experiences. The Wausau School District utilizes a 4-point non-weighted scale to determine grade point average.

How can parents find out what additional opportunities are available throughout the school year for their child?

Information sheets listing extracurricular activities and clubs are generally available at schools during registration prior to the start of the school year and on the District website. The Wausau School District also supports a wide range of activities for all students such as spelling bees, academic competitions, Forensics, clubs and other competitions. Students are encouraged to explore and develop their interests. Activities come to students through many avenues including parents, teachers, schools or the District. Families are also encouraged to explore activities offered by outside organizations.

Who can parents talk to if they have questions about gifted & talented services?

At the elementary level, the points of contact (in order) are the child's classroom teacher, the school's Gifted and Talented Learning Resource Teacher and the principal. At the middle school and high school, the first point of contact is the classroom teacher. Further points of contact at the middle and high school levels include the Enrichment Coordinator and principal.

If a parent has further questions, s/he may contact the District's Gifted and Talented Coordinator.

ENRICHMENT & ACCELERATION PROGRAMS MISSED SCHOOL WORK POLICY

The student will be held responsible for curriculum concepts covered during his/her absences and all tests or exams conducted during this time. Participation in these activities should not adversely affect a student's grade.

Student's Responsibility:

1. Contact the teacher or another student (study partner) to find out about concepts covered during the absence.
2. Upon return to class, demonstrate appropriate behavior during paper checking or other assessment activities.

Classroom Teacher's Responsibility:

1. Help students acquire missed concepts during a scheduled conference.
2. At the elementary and middle school levels, assign a study partner to collect handouts and share concepts missed. At the high school level, this becomes the sole responsibility of the student.
3. Use teacher judgment to determine the minimum amount of assigned written work students need to complete in order to understand the concepts covered during the absence.

Appendix D

OTHER SOURCES OF GT INFORMATION

- Wausau School District Gifted and Talented Web Pages www.wausauschools.org
  The link to the GT Department is found as follows: Departments>Education>Gifted Education
- Wisconsin Department of Public Instruction www.dpi.state.wi.us
- Northwestern University Center for Talent Development http://www.ctd.northwestern.edu/numats/
- The Davidson Institute www.davidsongifted.org
- Hoagies Gifted www.hoagiesgifted.org
- Supporting Emotional Needs of the Gifted (SENG) http://sengifted.org
- Statewide Gifted Education Forum List Serv http://www.watg.org/wisgift-list-serve--join-today.html

Gifted and Talented - Organizations

Wisconsin Association of Talented and Gifted (WATG)
Executive Assistant: Nancy Woodward
1553 Smithfield Drive
Sun Prairie, WI 53590
Phone: 608-318-0671
Email: watg@watg.org
Website: www.watg.org

Wisconsin Center for Academically Talented Youth
UW-Madison
Suite 264 Teacher Education Building
225 North Mills Street
Madison, WI 53706
Phone: 608-890-3260
Email: wcaty@education.wisc.edu
Website: www.wcaty.org
The Academy contact: Rebecca Vonish
Summer Programs contact: Olha Skyba

National Association for Gifted Children (NAGC)
1331 H Street NW, Suite 1001
Washington, DC 20005
Phone: 202-785-4268
E-Mail: nagc@nagc.org
Website: http://nagc.org

For questions about this information, contact Chrystyna Mursky (608) 267-9273

KEEP INFORMED:
JOIN A WI GIFTED EDUCATION LISTSERV

WISGIFT-L or WISGIFTANNOUNCE-L
Which listserv should you join?

WISGIFT-L is the listserv that has been around for years; it contains announcements, events, and discussions about various topics of interest to list members related to gifted education in Wisconsin. If you join (or already belong to) WISGIFT-L, you can post your own messages or comments to it, reply to questions from other educators and parents, etc.

WISGIFTANNOUNCE-L is **NEW**: it contains all the announcements, event notices, and deadlines that will appear on WISGIFT-L, but no discussions. If you join this listserv, you will not be able to post to it (if you want to make an announcement you will have to send it to the list owner for posting), and you will not receive comments or discussion items from list members. It's more like a virtual bulletin board, where only the list owners (UWW & WATG) can post.

THERE IS NO REASON TO BELONG TO BOTH LISTSERVS!

If you want to receive and participate in the discussions, join (or stay with) **WISGIFT-L**.

If you want "just the facts," join **WISGIFTANNOUNCE-L.**

TO JOIN WISGIFT-L (allows postings from members):
1. Send an e-mail message to lyris@listmanager.uww.edu
2. In the message area type SUBSCRIBE WISGIFT-L
3. Leave the subject line blank, and don't include your e-mail signature

TO JOIN WISGIFTANNOUNCE-L (just announcements):
1. Send an e-mail message to lyris@listmanager.uww.edu
2. In the message area type SUBSCRIBE WISGIFTANNOUNCE-L
3. Leave the subject line blank, and don't include your e-mail signature

TO "UNSUBSCRIBE" FROM WISGIFT-L:
1. Send an e-mail message to lyris@listmanager.uww.edu
2. In the message area type UNSUBSCRIBE WISGIFT-L
3. Leave the subject line blank, and also DON'T INCLUDE ANYTHING ELSE IN THE MESSAGE AREA

[Technical problems? E-mail clinkenp@uww.edu]

Appendix E

ENCOURAGEMENT AT HOME

PARENTS/GUARDIANS need to be aware of their importance in the education and development of a gifted student. A school program without reinforcement in the home is ineffective in its scope. Some parents need to be held back from pushing the student in specific directions, while others need to be nudged into providing a sufficiently stimulating environment for the out-of-school hours. The following are suggestions for parents pulled from a variety of sources:

GIVE a gifted student all the love, warmth and affection that any student would need.

LET the student know that you value him/her highly. Refrain from bragging about the student's gifts and talents to others.

ENJOY the uniqueness of your gifted student, and enjoy the special traits of your other children. Don't compare them to others.

USE everyday situations to expand the student's visions, interests and vocabulary. Talk to the student while cooking, watching television, shopping, driving, and taking a vacation.

LISTEN! Answer the student's questions when you can, admit when you can't and help the student find the answers. Encourage the student to communicate within the family.

PROVIDE opportunities for the student to read. Take the student to the library, museums, theater, concerts, historical fairs and sites, airports and factories. Discover the often-inexpensive resources of your own community.

LEAD, don't push. Provide outlets for the student's expressed interests, but be prepared for those interests to change.

ALLOW the student the time to do nothing. Don't expect the student always to be engaged in intellectual or productive activity.

PROVIDE discipline. Explain the rationale for your disciplinary actions because gifted students respect logic. Help the student become organized and develop good work habits. Assign household chores appropriate to the student's ability.

GIVE the student space for projects and hobbies. Avoid interrupting the student who is deeply immersed in an activity. Fix times for bed and meals, but otherwise try to be flexible about schedules.

ALLOW the student increasing independence and responsibility to coincide with increasing maturity. Encourage the student to solve problems and make decisions, using their suggestions within the home.

Courtesy of the Waukesha School District

WAUSAU SCHOOL DISTRICT SCHOOL BOARD POLICIES RELATED TO GT

WAUSAU SCHOOL DISTRICT

STUDENTS 5105

ADMISSIONS/ATTENDANCE

Enrollment in Four-Year-Old Kindergarten, Kindergarten, and First Grade

FOUR-YEAR-OLD KINDERGARTEN

To be eligible for enrollment in the four-year-old kindergarten program a child must be four-years-old on or before September 1st in the year the child proposes to enter school. There shall be no early admittance to this program.

KINDERGARTEN

To enter kindergarten a child must be five-years-old on or before September 1st in the year the child proposes to enter school. The parents/guardians of any child who will not be five-years-old on or before September 1st in the year the child proposes to enter kindergarten, may apply to have their child admitted to kindergarten at the opening of school for that year. The following procedure shall be followed:

1. Parents/guardians must request, in writing, that their child be considered for early entrance into kindergarten. This letter is to be sent to the Superintendent of Schools or his/her designee at least 90 days before the opening of school and shall include a statement of the reasons the application is being made. The 90-day requirement may be waived for persons new to the District; however, no early admissions shall be made after the third Friday in September.

2. The child will be required to participate in an Early Entrance Screening.

    a. The screening will consider emotional, social, physical, cognitive, and readiness skills. A licensed school psychologist will conduct the individual screening. Other school professionals will be consulted when appropriate. This evaluation will be at no cost to parents/guardians.

    b. After the screening has been completed, a meeting will be held with the parents/guardians to consider the appropriateness of early entrance into kindergarten. The criteria used by the District in making its decision will be whether or not the child is in the superior range in areas of social, emotional, physical, and cognitive readiness.

3. Parents/guardians have the right to appeal the early entrance decision to the Director of Pupil Services.

4. If a student is approved for early entrance into kindergarten, school personnel and parents/guardians will monitor and review placement after six weeks to ensure the student is appropriately placed.

FIRST GRADE

To enter first grade a child must be six-years-old on or before September 1st in the year the child proposes to enter school and must have completed a five-year-old (full or part-time) kindergarten program with certain exceptions as outlined below [Wis. Stat. Sec. 118.33(6)(cm)]. Parents/guardians of any child who will not be six-years-old on or before September 1st in the year the child proposes to enter first grade, may apply to have the child admitted to first grade at the opening of school for that year.

PROCEDURE FOR EXEMPTION:

1. Parents/guardians, whose child did not attend a five-year-old kindergarten program and who wish to enroll their child in first grade, must submit a request to the District for an exemption from the state requirement that the child complete a kindergarten program prior to entering first grade.

2. Parents/guardians must complete a Wausau School District Kindergarten Exemption form. This form will be made available through the Pupil Services Department. The form will contain the child's name, parent/guardian's name, address, date of birth, and reason or statement why child did not previously attend a full or part-time kindergarten program.

3. The District may exempt the requirement that the child complete kindergarten as a prerequisite to enrollment in first grade if either

    a. before commencing or completing first grade the child moved into this state from a state, country, or territory where he/she was already exempted from the prerequisite requirement;

    b. before commencing or completing first grade, the child moved into this state from another state, country, or territory in which completion of five-year-old kindergarten is not a prerequisite requirement; or

    c. the child demonstrates academic and developmental readiness skills expected for successful participation in first grade. Evidence must exist that the child's educational welfare would best be served by placement in first grade.

4. The Director of Pupil Services or the Superintendent of Schools' designee will review the completed exemption form and will make the decision to grant or deny the exemption.

5. A face-to-face meeting will be scheduled with the parent/guardian to share the decision and information.

6. In case of a denial, appropriate school personnel will conduct an evaluation. The building principal will be consulted and, once the evaluation is completed, a plan will be determined and shared with parents/guardians.

Adopted: August 13, 1979
Revised and Adopted: April 14, 1997
Revised and Adopted: April 14, 2003
Revised and Adopted: December 13, 2010

WAUSAU SCHOOL DISTRICT

STUDENTS **5315**

PUPIL SERVICES

ACCELERATION

When a student provides evidence of unusually high potential in one or several areas of curriculum, special programming may be needed. When a child demonstrates unusually rapid progress or the potential for such progress through the established curriculum in a particular subject, the staff will need to extend the curriculum experiences for that child. In some cases, acceleration is the most appropriate way to meet the child's needs.

When outstanding achievement and/or aptitude are/is evident in one subject area, consideration will be given to grade level advancement in that area using the Iowa Acceleration Scale (IAS) Process.

When outstanding achievement and/or aptitude are/is evident across all subject areas, consideration will be given to advanced grade placement using the Iowa Acceleration Scale (IAS) Process.

Cross Ref.: Policy 5220- Early Graduation

Policy 6220- Youth Options Program

Policy 5130- Definition of a Full-Time Student

Policy 5316- Gifted & Talented Program

Legal Ref.: Wisconsin Statutes 118.35 [*programs for gifted and talented students]*

118.55 [*Youth Options Program]*

121.02 (1) (t) [school district standard-gifted and talented education]

Wisconsin Administrative Code: PI 8.01 (2) (t) 2

WSD Administrative Guidelines: WSD Website-*Gifted & Talented Handbook- "Testing for Grade or Subject Acceleration"*

http://www.wausauk12.org/departments programs/education/gifted_education

WAUSAU SCHOOL DISTRICT

STUDENTS **5316**

PUPIL SERVICES

GIFTED & TALENTED PROGRAM

A gifted and talented program shall be established to provide the potentially high achieving student with educational opportunities that will advance student learning and success appropriate to his/her ability.

A coordinator shall be designated who shall have the primary responsibility for overseeing the day-to-day implementation and the ongoing development, evaluation, and revision of the district's plan for gifted education for students in all grades.

The Wausau School District provides for the continuous identification of gifted and talented students in intellectual, creative, visual/performing arts, leadership, and specific academic domains. Multiple criteria will be used to identify gifted and talented students. Identification of student needs will align with the Wisconsin Department of Public Instruction (DPI) *Guidelines and Procedures* under Standard (t)- *Gifted and Talented Pupils.*

The Wausau School District shall provide appropriate (systematic and continuous) programming for students identified with gifted and talented needs utilizing a tiered programming model. Programming may include classroom differentiation, special group programming, or individualized services. The Wausau School District shall provide opportunities for parent participation in the planning of the proposed program.

Periodic review of the gifted and talented program will include K-12 representation by parents, teachers, and administration.

Cross Ref.: Policy 5315- Acceleration

Policy 5520-Early Graduation

Policy 6220-Youth Options Program

Legal Ref.: Wisconsin Statutes 118.35 [*programs for gifted and talented students*]

121.02 (1) (t) [*school district standard-gifted and talented education]*

118.55 [Youth Options Program]

WI Admin. Code: PI 8.01 (2) (t) [regulations for school district standards; gifted and talented education]

WSD Administrative Guidelines: WSD Website-Gifted & Talented Handbook

http://www.wausauk12.org/departments programs/education/gifted_education

WAUSAU SCHOOL DISTRICT

INSTRUCTION 6220
ELEMENTARY/SECONDARY CURRICULUM
Youth Options Program

Students in the Wausau School District may participate in the Youth Options Program in accordance with state law requirements. Students interested in participating shall inform the District of their intention to take postsecondary courses under this program no later than October 1st for enrollment in courses in the spring semester and no later than March 1st for enrollment in courses in the following fall semester. The Director of Education shall be responsible for administering the Youth Options Program.

Eligibility Requirements

1. The student has completed 10th grade.
2. The student is in good academic standing.
3. The student notifies the District of his/her intent to attend a postsecondary institution in accordance with the timelines established in state law.
4. The student satisfies the requested postsecondary institution's admission requirements.
5. The student is not a "Child At Risk" as defined in state law.
6. The student has not exceeded 18 postsecondary credits through the Youth Options Program at the expense of the District.

Academic Standing

A student will be judged to be in good academic standing if he/she is in regular attendance, has a minimum of 11 credits at the beginning of the 11th grade, and is making satisfactory progress toward attaining credits required for graduation as determined by school officials.

Payment For Youth Options Coursework

Payment/Credit option decisions are made at entry to the class and are binding. Courses may not be retroactively removed from Youth Option status. Courses taken as part of the Youth Options Program shall be paid for and counted for credit as follows:

1. If the course is taken for high school credit and is not comparable to a course offered in the District, the Board shall pay as required by law and the course and grade shall be reflected on the student's transcript.
2. If the course is comparable to a course offered in the District, the parent/ guardian shall pay as required by law and the parent/guardian may decide whether the course and grade is reflected on the student's transcript.
3. If the course is taken for postsecondary credit only, the parent/guardian shall pay as required by law and the course and grade shall not be reflected on the student's transcript.