

Advanced Learning Support; Gifted & Talented

District Information & Plan



Beaver Dam Unified School District

Revised: June 2024

Approved by District Administrator, Mark DiStefano

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Contact List

If you have questions about advanced learning opportunities, the first best contact is the class/course teacher who can discuss current performance of the student and what is being done, currently, to support learning. For additional information, the school Principal and the Advanced Learning Coordinator (listed below) may be of assistance. Please call your child's school for more information.

Rob Meyer; Director of Teaching & Learning	Advanced Learning Coordinator(s)
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Guiding Mission

MISSION

The Beaver Dam Unified School District is committed to ensuring all students achieve at the highest levels. This includes providing rigorous educational opportunities that meet the needs of all students. Advanced Learning Support is an extension of this philosophy to meet the needs of students identified as gifted or talented in cognitive ability, a specific academic area, creativity, leadership, and/or visual/performing arts.

Advanced Learning Support ensures gifted and talented students are provided a rigorous experience, ensuring these students have an opportunity for continued growth and achievement.

PHILOSOPHY

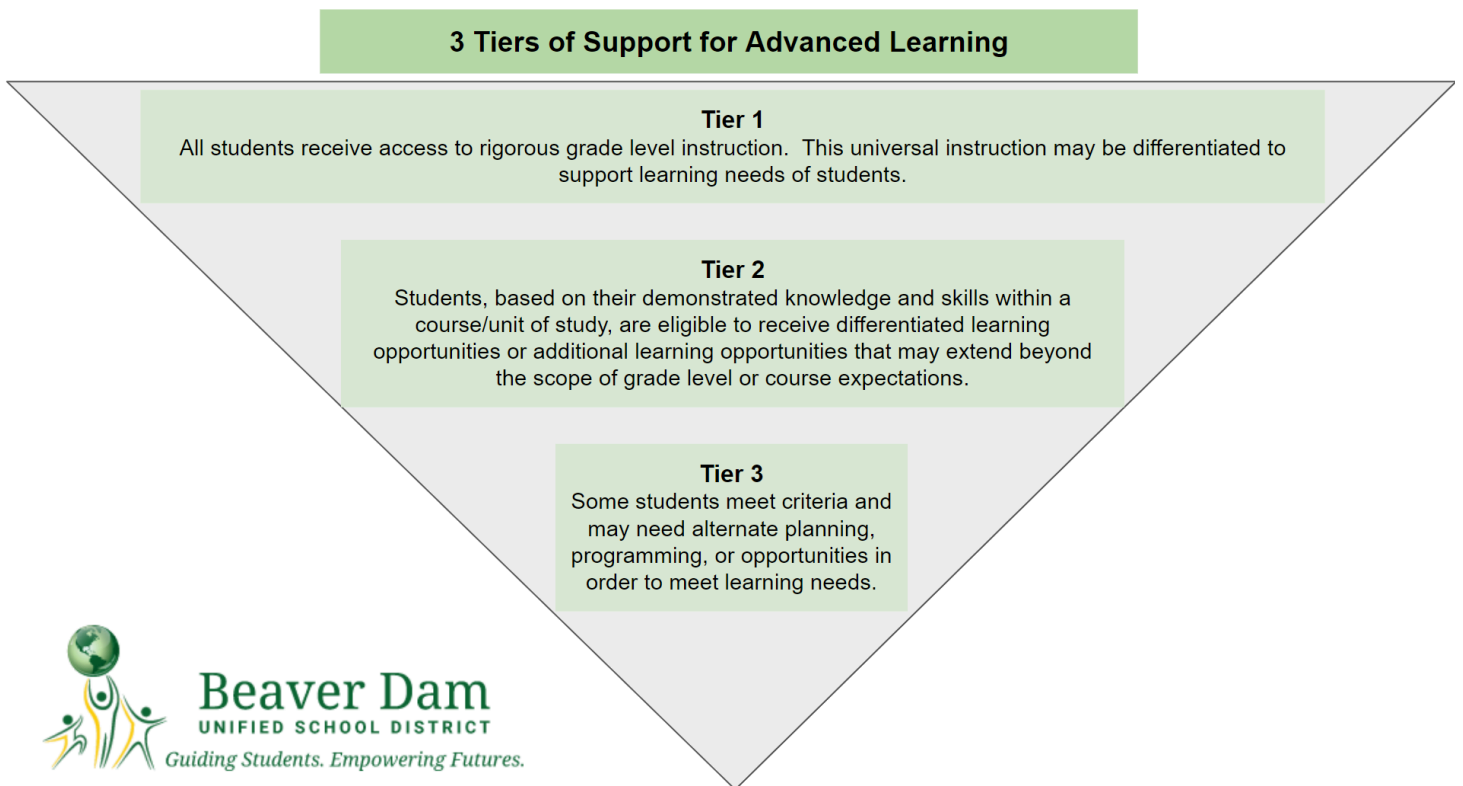
In the area of gifted and talented, the Beaver Dam Unified School District seeks to provide:

- professional learning opportunities for educators in meeting the needs of gifted and talented learners.
- supports educators in meeting the needs of gifted and talented learners.
- extension, enrichment, enhancement and other differentiated opportunities for students in their classrooms.
- secondary course selection planning assistance to meet academic needs of students.
- various opportunities in and outside of the school day that support student interest.
- ongoing communication with students and families to ensure the student is continuing to grow and plans are meeting the needs of the student.

Support For All Students

The Beaver Dam Unified School District is committed to ensuring all students achieve at the highest levels. Therefore, we intentionally reduce or eliminate barriers to opportunities for extension, enrichment, enhancement or other opportunities that may be traditionally available for “gifted and talented” learners. Many opportunities available to students who may be identified for Advanced Learning Supports are available to all students as observation and data deem appropriate. The structures of schools are intentionally designed to allow for academic interventions and academic enrichment/extension/enhancement for all students. The primary difference is that students formally identified as qualifying for Advanced Learning Support receive a Differentiated Education Plan that is monitored by the Advanced Learning Coordinator. This plan carries year to year and is communicated to relevant staff.

Multi-Tier Support



Tier	Explanation	Potential Examples
I	<p>All students receive access to rigorous grade level instruction. Instructors utilize instructional strategies to best meet learner needs. Instruction may be differentiated based on a student’s readiness (performance in relation to learning goals), interests, or learning profile (preferred approaches to learning). Educators may provide differentiation through content (the information used), process how students take in and make sense of content), product (how students demonstrate knowledge and skill), or affect/environment (climate/structure of the classroom).</p> <p><i>Credit definitions of differentiation to Carol Ann Tomlinson</i></p>	<ul style="list-style-type: none"> ● Student choice ● Instructional groupings based on pre-assessments ● Learning centers <p>Tier I is universal instruction for all students.</p>
II	<p>Based on data, which may include observation and other informal assessments, students may need further differentiation to continue to learn and grow. This may be an alternative learning pathway for a unit of study within a course or may be ongoing support for a student within a course where a student has consistently demonstrated the ability to apply their knowledge and skill beyond the grade level expectations.</p>	<ul style="list-style-type: none"> ● Differentiated assignments/activities ● Project-based learning opportunities ● Targeted skill enrichment groups ● Additional club, field experience, or similar learning opportunities. <p>Tier II is open to all students on an as needed basis.</p>
III	<p>Based on data and analysis, some students may meet criteria for more intensive plans, opportunities, or pathways to ensure their learning needs are consistently met. These may be conducted in the classroom setting or with available staff such as a Math Support Teacher or Literacy Support Teacher.</p>	<ul style="list-style-type: none"> ● Curriculum compaction or extension ● Enrichment groups ● Course selection/sequence plan <p>Tier III opportunities are provided to students who show an ongoing need for this level of support. Not all Tier III opportunities are exclusive to students formally identified as “gifted and talented” receiving Advanced Learning Support. However, students with this formal identification receive a specific plan that is monitored.</p>

Gifted & Talented Support

As explained previously in this Advanced Learning Support plan, the Beaver Dam Unified School District implements a tiered approach to supporting student needs. As a part of this system, we maintain a process to formally identify students in areas of giftedness. This identification provides students and families with a specific plan and process to support student learning. It should be noted that this is not a program. Rather, the focus is on an ongoing process to ensure learner needs are appropriately met. Much of what may be considered in the development of a plan (referred to as a differentiated education plan) is not exclusive to students who are identified as gifted & talented (Advanced Learning Support).

An Understanding of Giftedness

The Beaver Dam Unified School District maintains the belief that ALL students have gifts and talents that can and will be welcomed both in and out of the classroom. The notion of giftedness has evolved, as researchers Bloom, Renzulli, Gardner, and Gagne have all made contributions to the general understanding of being talented or gifted. Previously, individual performance beyond two standard deviations would be considered gifted; however, gifted and talented programs now provide services to those who are identified as “gifted” or “talented” in Gardner’s multiple intelligences areas in addition to academic ability.

Research indicates intelligence is no longer unitary, as multiple criteria contribute to giftedness. Renzulli (1978) identified “above average ability, creativity, and task commitment” as interlocked traits that comprise giftedness. The state of Wisconsin has used such research to refer to giftedness as pupils who have demonstrated, through an assortment of data, exceptional achievement abilities in the identified areas: general intellectual, specific academic, creativity, leadership, and the visual and performing arts.

Areas of Giftedness

The Wisconsin School Law, Chapter 118.35 (1) states that support that is not typically provided through the regular education classroom should be provided to public school learners who have demonstrated exceptional potential or performance ability in intellectual, specific academic areas, creativity, leadership, or visual and performing arts. To be considered for entrance into the Advanced Learning Support, it must be evident in one or more of the listed capacities.

Cognitive Ability (General Intellect)	
Learner exhibits excellence in several academic domains.	<ul style="list-style-type: none"> · Possesses an extensive vocabulary · Comprehends complex concepts · Able to make interdisciplinary inferences · Strong problem-solving and/or critical thinking skills · Well-versed in a variety of topics · Independent and self-motivated
Specific Academic Area	
Learner possesses remarkable aptitude in a particular academic content area.	<ul style="list-style-type: none"> · Advanced skill in humanities, math, and/or reading · Highly motivated and/or passionate about content topics · Acts independently within the discipline's setting · Establishes connections · Ability to take a broad or big picture approach to area of study · Possesses a good memory
Creativity	
Learner retains unconventional and diverse processing to determine unique solutions to obstacles or formulate imaginative ideas.	<ul style="list-style-type: none"> · Multiple approaches to accomplish various tasks · Tends to have an original thought process · Innovative and expressive in written, nonverbal, and oral form · Ability to be flexible · Asks an assortment of questions · Multitasks with several tasks in operation concurrently
Leadership	
Learner demonstrates ability to guide, relate, or lead people, an organization, or initiative.	<ul style="list-style-type: none"> · Strong organizational skills · Ability to guide and motivate self and others · Makes informed decisions using good judgment · Self-Confident/Interpersonal · Ability to be articulate
Visual and/or Performing Arts	
Learner displays exceptional talent in the composition or performance of music, or in the formulation of visual or dramatic art works.	<ul style="list-style-type: none"> · Ability to be expressive through diverse forms · Gives preference to originality · Keenly observant about spatial relationships and details · Approaches tasks, problems, and decisions through an unconventional approach · Coordinated · High potential or skill in: music, drama, art, dance, etc.

Identification for Gifted & Talented Supports

Step 1: Initial Referral & Screening:

- Initial Referral Options:
 - **Option A - Data Screening** - Each semester, under the direction of the building administrator and Advanced Learning Coordinator, student data is reviewed for students in grades 3-12 to determine if there are students demonstrating potential gifted and talented criteria. This is most likely to occur at a School Intervention Team meeting.
 - Assessment information reviewed should include local and state testing results that is compared across assessments and over time. Other local data, including teacher information and observational data, should also be reviewed (especially true in areas of where academic assessment may not be used to measure gifted or talented qualifications).
 - Generally, BDUSD will utilize a process for gaining additional information about students at the third grade level using the *U-STARs~Plus/Teacher's Observation of Potential in Students (TOPS)* as a part of screening.
 - **Option B - Educator Recommendation** - An educator recommends that a student be discussed for potential identification to the building administrator.
 - **Option C - Guardian/Student Referral** - A parent/guardian/student makes a request to the building administrator that a student be discussed for potential identification. This is completed in writing.
- No matter the option chosen above, the student is screened at the building level meeting with school staff to analyze data and determine if next steps are appropriate. The educator making the initial referral should bring the relevant data to the meeting. If the guardian/student is making the request, the coordinator will collect the relevant data.
- If the team makes a recommendation for a formal referral, step 2 is conducted.

Step 2: Formal Referral

- A formal referral is written and delivered to the Advanced Learning Coordinator.
- The Advanced Learning Coordinator:
 - meets with the student to explain the process and determine student interest.
 - collaborates with the site's School Psychologist, if needed, to conduct any assessments after gaining parent permissions.
 - compiles all information needed for the referral area and makes a preliminary evidence-based determination if the student qualifies for advanced learning supports.
 - shares the report with the school administrator and PPS staff for review and a final recommendation.
 - holds a meeting with the parent(s)/guardians and goes over the evaluation report with G/T determination. At that meeting, a counselor, administrator, and at least one regular education teacher are recommended to be present.
 - solicits the guardian signature that they understand the results of the evaluation.
- If the student is determined to meet the criteria for an area of giftedness and is in need of a Differentiated Education Plan, step 3 is conducted.

Step 3: Student Profile & Differentiated Education Plan (DEP) Creation

- Students who have been determined to be eligible for Advanced Learning Support:

- Will have a student profile developed by the Advanced Learning Coordinator. This includes an assortment of relevant performance, aptitude, assessment, and supporting data including: referrals, observation checklists, standardized and classroom assessments, inventories, and narrated information. In a summary, the student strengths (including areas of giftedness or talent) will be recorded. Additionally, identification of possible methods to ensure continued growth of the individual student will be provided.
- Will have a DEP developed, lead by the Advanced Learning Coordinator. This plan is in draft form and includes the support the student is recommended to receive. Information from the student profile is used in the development of this draft.

Step 4: Differentiated Education Plan Review

- The Advanced Learning Coordinator assembles the relevant team to present, discuss, and finalize the Differentiated Education Plan (DEP).
 - It is recommended that the team consists of:
 - The student
 - Guardian(s) of the student
 - Advanced Learning Coordinator (Mandatory)
 - School Psychologist, School Counselor, or a Principal
 - Classroom teacher
 - The meeting agenda includes:
 - A review of the original formal referral.
 - A review of the student profile.
 - Discussion of the draft DEP.
 - Finalization of the DEP.

Step 5: Implementation & Monitoring of Supports

- The Advanced Learning Coordinator:
 - provides a copy of the DEP to the student and guardian for acceptance.
 - notifies relevant staff of the students DEP and provides the educator(s) with supports in meeting the recommendations in the DEP. This is done annually.
 - The DEP is recorded in Educlimber and the student is noted as GT in the Student Information System (See District Registrar).
 - holds a meeting every two years with the family to evaluate student growth, plans in place, and next steps. This will be conducted by the Advanced Learning Coordinator.
 - Ensures three annual check-ins with the student are conducted by a school staff member, which may include the family meeting.

Identification & Implementation Flow Chart

Step 1: Initial Referral & Screening

- Initial Referral Prompted By:
 - Option A - Data Screening
 - Option B - Educator Recommendation
 - Option C - Guardian Referral
- School team screens initial data and makes a recommendation for a formal referral.
If the team endorses the initial referral, proceed to step 2.



Step 2: Formal Referral

- Formal Referral is submitted by the school team to the Advanced Learning Coordinator.
 - Collection of necessary evidence, making a recommendation to the team, and presenting findings with the student/guardians.
- If the formal referral results in a qualification for an area of giftedness, proceed to step 3.*



Step 3: Student Profile & Differentiated Education Plan Creation

- Advanced Learning Coordinator assembles student profile
- Advanced Learning Coordinator assembles an initial DEP.



Step 4: Differentiated Education Plan Review

- Advanced Learning Coordinator conducts a team meeting to review and finalize the Differentiated Education Plan.



Step 5: Implementation & Monitoring of Supports

- Advanced Learning Coordinator solicits student/guardian acceptance of supports.
- Advanced Learning Coordinator notifies and supports educators in delivery of the supports.
- Advanced Learning Coordinator ensures there are contact points with the student and family.

Criterion

Cognitive Ability (General Intellectual)

- IQ Assessment: 130+ on a standardized assessment as determined by BDUSD (Completed by certified personnel);
- Gifted and Talented Evaluation Scales Assessment (2nd Edition) indication of “Highly Probable” that the student is Gifted and Talented;
- Consistently meets or exceeds grade level proficiency expectations as evidenced by school report cards over at least the last two years;
- Demonstration of being able to solve complex problems that would be considered above grade level standards;
- Parent and educator surveys provide observational evidence for identification.

A preponderance of the evidence using the evidence above is to be utilized. Alternatively, a portfolio of similar information may be considered should there be barriers to collecting evidence required above.

Specific Academic Ability

- Gifted and Talented Evaluation Scales Assessment (2nd Edition) indication of “Highly Probable” that the student is Gifted and Talented;
- Two or more years of standardized assessments in reading/literacy or math consistently at or above the 98th percentile. Two different standardized assessments shall be utilized (Example: i-Ready Diagnostic and Forward Exam);
- Consistently meets or exceeds grade level proficiency expectations as evidenced by school report cards over at least the last two years;
- Parent and educator surveys provide observational evidence for identification.

A preponderance of the evidence using the evidence above is to be utilized. Alternatively, a portfolio of similar information may be considered should there be barriers to collecting evidence required above.

Creativity

- Gifted and Talented Evaluation Scales Assessment (2nd Edition) indication of “Highly Probable” that the student is Gifted and Talented;
- Portfolio pertaining to the area of suggested giftedness that demonstrates ability at least two grade levels above, original thought processes, and utilization of multiple approaches to various tasks.
- Parent and educator surveys provide observational evidence for identification.

A preponderance of the evidence using the evidence above is to be utilized. Alternatively, a portfolio of similar information may be considered should there be barriers to collecting evidence required above.

Leadership

- Gifted and Talented Evaluation Scales Assessment (2nd Edition) indication of “Highly Probable” that the student is Gifted and Talented;

- Portfolio that demonstrates ability at least two grade levels above, strong organizational skills, ability to guide and motivate self and others, informed decision-making using good judgment, self-confidence, and the ability to articulate.
- Parent and educator surveys provide observational evidence for identification.

A preponderance of the evidence using the evidence above is to be utilized. Alternatively, a portfolio of similar information may be considered should there be barriers to collecting evidence required above.

Visual and/or Performing Arts

- Gifted and Talented Evaluation Scales Assessment (2nd Edition) indication of “Highly Probable” that the student is Gifted and Talented;
- Portfolio that demonstrates ability at least two grade levels above, ability to be expressive through diverse forms, give preference to originality, be observant about spatial relationships and details, use unconventional approaches to tasks, being coordinated, and high potential for skill in the arts (music, drama, art, dance, etc.).
- Parent and educator surveys provide observational evidence for identification.

A preponderance of the evidence using the evidence above is to be utilized. Alternatively, a portfolio of similar information may be considered should there be barriers to collecting evidence required above.

Notes:

- Gifted and Talented Evaluation Scales Assessment (2nd Edition) will be overseen by the Advanced Learning Coordinator or designated staff member. This assessment requires someone who knows the students well to complete the assessment. Where possible, two certified staff members will complete the ratings for the student being referred to diversify the results considered. The guardian(s) may also conduct the ratings to provide additional information for the team to consider.

Outline of Potential Supports Offered

The following are general supports that may be determined appropriate for students with a Differentiated Education Plan. This list is not exhaustive. Students will have an individualized plan based on their needs.

All Students	<ul style="list-style-type: none"> ● A meeting with the family every two years to evaluate student growth, plans in place, and next steps. ● Annual check-ins with the student, which may include a family meeting. ● Development of a Differentiated Education Plan to identify strengths of the student and gifted/talented supports. ● Differentiated instruction, such as tiered assignments, related to the course curriculum.
Grades 3-5	<ul style="list-style-type: none"> ● The Advanced Learning Coordinator and/or Curriculum & Instructional Coaches collaborate with classroom teachers to support differentiated activities within content workshops and/or tiered instruction time. ● Enrichment opportunities (independent or guided) that may take place during the instructional day. ● Enrichment opportunities offered districtwide (writing contests, etc.).
Grades 6-8	<ul style="list-style-type: none"> ● The Advanced Learning Coordinator and/or Curriculum & Instructional Coaches collaborate with classroom teachers to offer differentiated activities at times identified in the school schedule. ● Enrichment opportunities (independent or guided) that may take place during the instructional day. ● Enrichment opportunities offered districtwide (writing contests, etc.). ● Mathematics: <ul style="list-style-type: none"> ○ Students entering Grade 6 may be considered for curriculum compaction of Math 6-8 to occur over grades 6 & 7 per the identification protocol. This prepares students to take Algebra in grade 8. Students who do not meet requirements of the identification protocol may request for a reassessment or alternative assessment. <ul style="list-style-type: none"> ■ Identification protocol utilized to determine compaction readiness: <ul style="list-style-type: none"> ● <u>Winter i-Ready Diagnostic</u> taken by all students: <ul style="list-style-type: none"> ○ Scoring at least “Mid-5” on each of the four assessed domains (Numbers and Operations, Algebra, Measurement and Data, and Geometry) with overall placement of “Late-5” or higher. ○ Similar results on previous assessments showing a history of strong understanding of mathematics. ● Successful completion of Math 5/good standing ● Guardian permission ○ Students entering Grade 8 will be invited for curriculum compaction of Math 8 and Algebra I per the identification protocol. Students who do not meet requirements of the identification protocol may request for a reassessment or alternative assessment.

	<ul style="list-style-type: none"> ■ Identification protocol utilized to determine Algebra readiness: <ul style="list-style-type: none"> ● <u>Winter i-Ready Diagnostic</u> taken by all students: <ul style="list-style-type: none"> ○ Scoring at least “Mid-7” on each of the four assessed domains (Numbers and Operations, Algebra, Measurement and Data, and Geometry). With overall placement of at least “Mid-7.” ○ Scoring in the 90th percentile or higher. (Will be adjusted for 2024-2025 based on the re-norming of the assessment) ● Successful completion of Math 7/good standing ● Guardian permission ○ NOTE: Students taking Algebra in Grade 8 are eligible for HS credit. However, they still must take 3 math credits during their high school career.
<p>Grades 9-12</p>	<ul style="list-style-type: none"> ● Development of a course selection plan that meets the needs of the student. <ul style="list-style-type: none"> ○ Preferred placement in Honors, AP, Dual Credit and other relevant courses. ○ Potential for on/off college campus courses and opportunities.
<p>In General, Advanced Learning Support focuses on extension, enrichment, and enhancement of grade level standards and curriculum. Focus is not on grade level acceleration or curriculum compaction as, for many students, this may have unintentional negative consequences.</p>	

Twice-exceptional Learners

Twice-exceptional learners are students who concurrently acquire giftedness characteristics and deficits in learning, social, emotional, behavioral, or physical areas. Educational opportunities and program services will be provided to both reduce the notion that the identified deficit is a barrier and allow the student to develop skills to reach individual potential and to reduce the position of the deficit.

Underachieving Gifted

The underachieving gifted term is used to describe identified gifted or talented students that demonstrate an ability and school performance or achievement discrepancy. Evidence is collected through achievement scores and observation. The Advanced Learning Coordinator and other selected individuals will collaborate with the learner to devise an action plan to ensure the student has his or her needs met and reaches maximum potential.

Gifted & Talented Supports - Student Re-Evaluation

4 calendar years, at a minimum, after the initial DEP development, the student will be re-evaluated to determine continuing supports. This may include an abbreviated evaluation with no testing required as determined by the Coordinator.

Gifted & Talented Supports Evaluation

The Beaver Dam Unified School District's Advanced Learning Program will be assessed on an annual basis with the intention to evaluate processes and grow services and supports.

Record Keeping

Role:	Action:
Advanced Learning Coordinator	Ensures all paperwork/files are routed to the appropriate personnel. Adds DEP and Evaluation Summary to the cumulative file.
District Registrar	Adds the student indication of receiving Advanced Learning Supports in the Student Information System (SIS).
Office of Teaching & Learning	Adds records to Educlimber as submitted by the Coordinator. Maintains record of evaluation reports as submitted by the Coordinator.

Appendix A - Abbreviated State Statutes & Administrative Rules

Abbreviated Wisconsin Statutes:

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

Wisconsin Statute: s. 118.35, Wis. Stats. Programs for gifted and talented pupils.

1. In this section, "gifted and talented pupils" means pupils enrolled in public schools who give evidence of high performance capability in intellectual, creative, artistic, leadership, or specific academic areas and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities.
2. The state superintendent shall by rule establish guidelines for the identification of gifted and talented pupils.
3. Each school board shall:
 - a) Ensure that all gifted and talented pupils enrolled in the school district have access to a program for gifted and talented pupils.
4. From appropriations under s. 20.255(2)(FY), the department shall award grants to nonprofit organizations, cooperative educational service agencies (CESAs), institutions within the University of Wisconsin System, and the school district operating under ch. 119 for the purpose of providing to gifted and talented pupils those services and activities not ordinarily provided in a regular school program that allow such pupils to fully develop their capabilities.

Relevant Administrative Rules of Wisconsin

Administrative Rule 8.01(2)(t)2. Each school district shall establish a plan and designate a person to coordinate the gifted and talented program.

1. Gifted and talented pupils shall be identified as required in s. **118.35(1)**, Stats.
2. This identification shall occur in kindergarten through grade 12 in general intellectual, specific academic, leadership, creativity, and visual and performing arts. A pupil may be identified as gifted or talented in one or more of the categories under s. **118.35(1)**, Stats.
3. The identification process shall result in a pupil profile based on multiple measures, including but not limited to standardized test data, nominations, rating scales or inventories, products, portfolios, and demonstrated performance. Identification tools shall be appropriate for the specific purpose for which they are being employed. The identification process and tools shall be responsive to factors such as, but not limited to, pupils' economic conditions, race, gender, culture, native language, developmental differences, and identified disabilities as described under subch. **V** of ch. 115, Stats.
4. The school district board shall provide access, without charge for tuition, to appropriate programming for pupils identified as gifted or talented as required under ss. **118.35(3)** and **121.02(1)(t)**, Stats. The school district board shall provide an opportunity for parental participation in the identification and resultant programming.