

**AGENDA
SCHOOL DISTRICT OF MANAWA
CURRICULUM COMMITTEE MEETING**

Date: April 9, 2019

Time: 4:30 p.m.

Place: Board Room, MES,
800 Beech Street, Manawa

Board Committee Members: Scheller (C), Pohl, Hollman

In Attendance:

Timer: _____

Recorder: _____

1. New Material Request: Overcoming Obstacles, GEDO #2 Program (Information / Action)
2. New Material Request: AP Chemistry (Information / Action)
3. Gifted & Talented Handbook Updates (Information / Action)
4. Curriculum Committee Planning Guide (Information / Action)
5. Next Meeting Date _____
6. Next Meeting Items:
 - a.
 - b.
7. Adjourn

New Materials Proposal

School District of Manawa

Date: **3/26/19**

Process:

1. The New Materials proposal is brought to the Curriculum Director before January 5th for the upcoming school year.
2. The Curriculum Director will bring the proposal to the Administration Team for vetting in January and will notify the person making the proposal of all decisions.
3. If the New Materials align with District goals, they will be added to the Board of Education (BOE) Curriculum committee agenda in January.
4. The BOE Curriculum committee will approve all new materials.
5. A requisition form will be filled out by the requesting staff and turned in to the Curriculum Director by February 15th for the coming year's budget plan.
6. The requisition will be processed as a Purchase Order by the building secretary by March 15th.
7. The order will go through the business office approval process prior to July 1st.
8. The building secretary will place the order and notify the curriculum director and requesting staff on or after July 1st.

Title of Course Materials will be used for: GEDO #2 Program

Department or Grade Level: High School, 12th grade

Materials are: **New XX** **Replaces Existing**

If it replaces existing materials, what?

Textbook, Materials, Resource Title: Overcoming Obstacles, Life Skills Education, High School Level

Publisher: Community for Education Foundation, Inc.

Copyright Date: 2014

Describe the process that led to the recommendation of these textbooks, materials, or resources.

It is obvious that some students, as they graduate from LWHS, are missing some “soft skills”. In speaking with some other alternative education teachers, this is a program that have found strong success with. The special education department is also using this material with some success.

What other options were investigated? None.

Why were these textbooks, materials, or resources chosen?

These materials represent a comprehensive program to help improve our students' ability to problem solve, resolve conflicts, and become more resilient.

How do they align with the curriculum scope and sequence and/or career pathways?

The materials will support the effort of the GEDO #2 program to ensure students are gaining skills necessary to be successful beyond high school.

Add any data that supports the need for these materials (i.e. student survey, ACT Aspire, ACT plus Writing, STAR, Wisconsin Forward Exam, PALS, labor market information, etc.).

Provide: **Sample** or **Alternate Professional Review**
 Requisition Form

A sample lesson is included here, but more can be found at www.overcomingobstacles.org

Sample Lesson

LESSON

MAKING AND EVALUATING DECISIONS T

AGENDA

Starter Fallout Shelter: Making the Choice Because... One More Time Conclusion Questions for Assessment

Objectives

Students will demonstrate the decision-making process by making the final decision in the fallout shelter simulation. Students will explain and defend their decisions. Students will review the decision-making process. Students will recognize that some decisions need to be modified and will reflect on the decisions made by their groups.

Materials Needed

Fallout Shelter folders (Part I)

One copy of the "Evaluating Fallout Shelter Decisions" activity sheet (U14) for each student (Part II) Journals or writing paper for student responses (Part III)

-Starter (2 minutes)

Tell students that "a stitch in time saves nine" is a maxim or well-known saying. Ben Franklin first wrote this saying in *Poor Richard's Almanac*. Ask students to explain what the maxim means. Lead students to the understanding that it means that if we do things in a timely manner, we will save ourselves work.

Explain to students that the same is true for decisions. Ask for a show of hands from students who feel they often procrastinate when they make decisions. Explain that this is common. Ask students to suggest reasons why this happens. (*Student might respond: people can't make up their minds, they believe that there are going to be bad consequences no matter what.*) Explain that if people procrastinate as they make decisions, opportunities can be lost and the consequences can be serious. Explain to students that they will now have to make a timely decision.

- Part I Fallout Shelter: Making the Choice (15 minutes)

Purpose: Students review the decision-making process as they make their final decisions in the simulation.

1. STUDENTS REVIEW THE DECISION-MAKING STEPS THEY HAVE TAKEN.

Distribute the folders to the groups. Review with students the first four steps of the decision-making process that you have covered so far:

1. Define the issue. 2. Gather information. 3. Develop alternatives. 4. Analyze the consequences. Call on volunteers to name the steps. Ask each volunteer to explain what his or her group did while working on that step. As appropriate, ask what difficulties the groups faced as they worked and why those difficulties occurred.

2. STUDENT GROUPS MAKE THE FINAL DECISION,

Explain to students that in today's session they will decide which characters will be accepted into the fallout shelter. Have students recall their assignment: they must choose four people who will not be allowed into the shelter. Remind them of the gravity of the situation the six people they choose might be the only six people left to start the human race over again.

MAKING AND EVALUATING DECISIONS

Allow students five minutes to make their decisions. Remind them to review the data, issues, and considerations they had gathered in order to make their decisions.

3. GROUPS PREPARE TO PRESENT THEIR DECISIONS.

While students are working, write the following questions on the board:

What critical issues and considerations did you have to take into account?

- Who did you choose to move into the fallout shelter?
- Why did you choose these people? Explain to the groups that they will present their decisions and their reasoning to the entire class. Tell the class that each group will have two minutes for its presentation. Have each group select one or two spokespersons and allow them five minutes to organize their answers. Instruct students to address the specific questions above in their presentations.

- Part II Because... (20 minutes)

Purpose: Students explain and defend their decisions.

1. GROUPS PRESENT THEIR DECISIONS TO THE CLASS.

Distribute copies of the “Evaluating Fallout Shelter Decisions activity sheet (#14) to each student. Then, call on each group to present its decision and explain its reasoning within two minutes.

2. GROUPS ARE QUESTIONED ABOUT THEIR DECISIONS.

After each presentation, allow a brief question and answer period, during which the class asks about and comments on the decision. Remind students that some groups may have different information because they asked the characters different questions. If necessary, remind students about the importance of being respectful of other people's decisions. Point out to students that some of the factors involved in the decision-making process are a person's personal beliefs and values. For that reason, even people who have the same information might make different decisions.

3. STUDENTS EVALUATE EACH GROUP'S DECISION.

After each presentation and discussion, allow students several minutes to complete the activity sheet by rating the decisions and the justifications on a scale of 1 to 5, with 1 being extremely poor and 5 being outstanding.

Have students place all material, including the evaluations, into the group folders. Collect the folders.

- Part III **One More Time** (10 minutes)

Purpose: Students recognize that some decisions need to be modified, and reflect on the decisions made by their groups.

1. STUDENTS HAVE AN OPPORTUNITY TO REVISIT THEIR DECISIONS

Remind students that the last step of the decision-making process is to revisit, revise, and modify decisions if necessary or if more information becomes available. Ask students to respond to the following prompt in their journals: Explain what you would change about or why you stand by your group's decision."

2. STUDENTS EXAMINE THEIR OWN PERFORMANCE DURING THE FALLOUT SHELTER SIMULATION.

Ask that students try to disregard the content of the activity and instead examine the process. After several minutes, prompt students to consider how their experiences in this activity relate to their decision making processes in general. Ask the following questions, and have students continue to write their responses in their journals: What influenced your decisions in this activity? What factors influence your decisions on a daily basis? What did you find difficult in this simulation? How does that compare with the

decisions that you are faced with every day?

- What would have helped make the decision-making process easier?
- If you were to do this again, what would you do differently? What do you think you did well?
- How will you use the decision-making process in your life?
- Why is it important to understand how good decisions are made?

Conclusion *(3 minutes)*

Ask students why following the decision-making process is helpful. Ask students to explain why knowing how to make good decisions can help guide them in the future. Elicit from students the following **key points** that were taught in this lesson

- Decisions must be made in a timely manner.
- Part of the decision-making process is the opportunity to revisit and modify the decisions we have made.

MAKING AND EVALUATING DECISIONS

1. What does it mean to make a timely decision? Why is making a timely decision important?
2. When, why, and how would you revise a decision?

New Materials Proposal

School District of Manawa

Staff Member Requesting Materials: Erik Duhn

Date: 03/22/2019

Course Materials will be used for: AP Chemistry

Materials are: New Replacements

Title and publish year of existing materials intended to replace:

Textbook, Materials, Resource Title: Chemistry (AP® Edition) Zumdahl/Zumdahl 10th Edition

Publisher: Cengage

Copyright Date: 2018

Describe the process that led to the recommendation of these textbooks, materials, or resources.

The resources I have received for AP Chemistry lend themselves best to Zumdahl. We are starting an AP Chemistry course. We need books.

What other options were investigated?

Other books investigated were: Brown and Lemay, Tro, and Oxtoby. These books did not lend themselves to the current resources.

Why were textbooks, materials, or resources chosen?

A physical textbook is required to operate an AP Chemistry course.

How do they align with the curriculum maps and/or career pathways?

This book is in alignment with the AP Chemistry course. The AP website lists it as an approved text.

****Include a sample copy of the proposed textbooks, materials, or resources for review.**

School District of Manawa Gifted and Talented (G/T) Plan



Meeting the Needs of ALL Students

Approved by the Manawa Board of Education on
April 2019

Table of Contents

Mission and Vision	3
What is Giftedness?	3
Bright Child Versus Gifted Child	4
Descriptions of Gifted & Talented Identification Areas	5
Identification of Students	6
Service Delivery Model	7
Gifted & Talented Identification and Options	9
Decision Process	11
Referral for Gifted & Talented Services	13
Parent/Guardian/Student Gifted & Talented Referral Form	14
Teacher Gifted & Talented Referral Form	16
Gifted & Talented Learning Plan	18

Mission and Vision

Mission Statement:

The School District of Manawa is the place where students choose to excel academically and realize their strengths.

Vision Statement:

The School District of Manawa engages students to reach their full potential in a changing global society through highly effective instruction and leadership.

What is Giftedness?

The concept of giftedness has varied over the course of educational, philosophical, and psychological history. Researchers such as Terman, Bloom, Renzulli, Feldman, Gardner, and Gagne have all contributed to our understanding and to the ensuing debate about the notion of gifts and talents. Historically, giftedness has been considered to be performance which is two standard deviations above the norm on a standardized test. This approach resulted in labeling individuals as "gifted" in intellectual and academic areas. Views, however, have changed over time so that we now have a much different conception of gifts and talents that includes multiple components of intelligence. Gardner¹ notes that intelligence is multifaceted, not a single entity. He posits that we think, learn, and create in many different ways. In Wisconsin, we translate this idea into five areas of identification: general intellectual, specific academic, creativity, leadership, and artistic.

Bright Child Versus Gifted Child






Some of the research by Janice Szabos helps distinguish between children who are bright versus children who are gifted. Bright children have educational strengths to be admired. Their strengths can be supported, and educational opportunities can be enhanced within the classroom. It is important for teachers to be able to differentiate instruction. Gifted students' needs can often be met within the regular classroom as well. Janice Szabos shared the following information in the *Gifted Child Quarterly*, as well as *Gifted Magazine*. It is important to note not all descriptors must be present to determine brightness or giftedness.

These distinctions can be used as a teacher checklist to identify gifted and talented students.

A Bright Child...	A Gifted Child...
Knows the answers.	Asks the questions.
Is interested.	Is highly curious.
Is attentive.	Is mentally and physically involved.
Has good ideas.	Has wild, silly ideas.
Works hard.	Plays around, yet tests well.
Answers the questions.	Discusses in detail and elaborates.
Is in the top group.	Is beyond the group.
Listens with interest.	Shows strong feelings and opinions.
Learns with ease.	Already knows.
Needs 6-8 repetitions for mastery.	Needs 1-2 repetitions for mastery.
Understands ideas.	Constructs abstractions.
Enjoys peers.	Prefers adults.
Grasps the meaning.	Draws inferences.
Completes assignments.	Initiates projects.
Is receptive.	Is intense.
Copies accurately.	Creates new designs.
Enjoys school.	Enjoys learning.
Is a technician.	Is an inventor.
Absorbs information.	Manipulates information.
Good memorizer.	Good guesser.
Prefers straightforward tasks.	Thrives on complexity.
Is alert.	Is keenly observant.
Is pleased with own learning.	Is highly self-critical.

Descriptions of Gifted & Talented Identification Areas

Giftedness is multidimensional. Students may be capable of superior performance or potential in one or more of the following areas.

	<p>General Intellectual Ability (GIA) Demonstrated excellence in most academic areas. Intellectually gifted children exhibit early and rapid development of language ability, strong powers of reasoning and advanced ability in critical thinking and problem solving in multiple areas. They may manipulate information in divergent ways when challenged by complex issues. Typically, these children are noted for being several years beyond their peers in their cognitive ability.</p>
	<p>Specific Academic Area (SAA) Exceptional ability and performance in a single academic area. Academically able students have unusual/advanced ability or capability in reading or math. These students often make connections within a discipline that transcends the obvious. They quickly grasp relationships among facts and see facts as parts of a more complex whole.</p>
	<p>Creativity Exceptional ability to use divergent and unconventional thinking in arriving at creative and unusual ideas or solutions to problems. Creativity may cross all areas (academic, arts, leadership) or may manifest itself in one specific area such as writing or math. Highly creative students tend to develop original ideas and products. They may express their creativity in oral, written, or nonverbal expression. They are flexible and original in their thinking, tending to reject one-answer solutions. These children tend to possess strong visualization. Frequently these individuals are strongly independent and often resist conformity. Creativity is characterized by originality of thought, human behavior, and product.</p>
	<p>Artistic (Visual/Music) Ability to create or perform in music in a way that suggests exceptional talent or an ability to paint, sculpt, photograph or arrange media in a way that suggests exceptional talent. Students can demonstrate unusual adeptness or skill in the fields of music or visual arts. Since this is a performance-based talent, identification centers around nominations, portfolios and expert assessment.</p>
	<p>Leadership Exceptional ability to relate to and motivate others. Leadership comes in many forms and may be positive or negative. Individuals gifted in leadership usually have the ability to convince people to act or not act in specific ways. Leaders are often self-confident and comfortable with their peers. They express themselves well and frequently are charming and charismatic. It is important to recognize that leadership traits may manifest into different leadership styles, depending upon environment and personality of the individual. Observable characteristics may include influencing peers, being sought out by others to accomplish a task, addressing a need, holding high expectations for self and others, demonstrating or delegating responsibility, and internalizing concepts of right and wrong.</p>

Identification of Students

Grades K-2—Students in kindergarten, first, and second grades who display gifts/talents will generally not be formally identified but placed on a watch list. These students will work with the classroom teacher in their area of academic talent and their work will be used as additional evidence for formal identification when entering third grade. Exceptions may be made for young students requiring Tier 3 G/T intervention.

Grades 3-12—Students who are formally identified will have a G/T Intervention Plan and will be flagged in the student information system. This plan will identify the student’s strengths and weaknesses, provide for the type and level of opportunity to be provided, and be updated, at a minimum, annually. Formal identification can occur at any grade level above second, and at any time of the school year.

Twice Exceptional Children

These students are gifted children of above average abilities who also have special educational needs—ADHD, learning disabilities, autism spectrum disorders, etc. Because their giftedness can mask their special needs and their special needs can hide their giftedness, SDM recognizes the importance of identifying and servicing this often under-represented group.

The following list should be viewed as characteristics which are *typical* of many children who are gifted and who also have a disability, rather than characteristics which *all* such children possess. These twice exceptional children do not form a simple, homogeneous group; they are a highly diverse group of learners.

STRENGTHS	CHALLENGES
Superior vocabulary	Easily frustrated
Highly creative	Stubborn
Resourceful	Manipulative
Curious	Opinionated
Imaginative	Argumentative
Questioning	Lack of interest in or quality of written
Problem-solving ability	Highly sensitive to criticism
Sophisticated sense of humor	Inconsistent academic performance
Wide range of interests	Lack of organization and study skills
Advanced ideas and opinions	Difficulty with social interactions
Special talent or consuming interest	

Identification of minority students (including students who are economically disadvantaged as determined by free/reduced lunch eligibility)—It is widely recognized that minority students continue to be underrepresented in gifted programs (from Sousa, D., *How the Gifted Brain Learns*, 2009). In order to close this gap, achievement scores will be used to compare students with similar backgrounds. Students who rank high on achievement relative to their ethnic or socioeconomic peers, will be considered for G/T services.

Service Delivery Model

Students may receive services in a variety of different ways in order to best address student learning needs. Services may include compacting, differentiation, acceleration, mentoring, shadowing and enrichment seminars. The district Response to Intervention (RtI) model is used as the foundation on which service delivery plans are based. These service delivery options will vary in duration, frequency, and intensity based on the student(s) for whom the service is being designed.

What is differentiation? (generally considered RtI Tier I)

Differentiation means providing students with different learning options, generally in the classroom, that best meet their learning needs. There are five elements of differentiation (Winebrenner, 2001) to include:

- Content—providing more advanced, complex instructional resources
- Process—defining higher order thinking methods for students to make sense of concepts or generalizations often in a more complex and abstract manner
- Product—offering choices in the ways in which a student demonstrates learning
- Environment—providing the setting that best suits the learning style and needs of the student
- Assessment—providing alternative means of documenting mastery of the curriculum

What is enrichment?

Enrichment refers to learning experiences either in the classroom or out of the classroom where the curriculum content is extended. One way in which enrichment is provided at the elementary level is the “seminar.” Students with a common interest or talent are placed together in a cluster group to participate in extension of the curriculum that may include one or more of the types of differentiation noted above. The classroom teacher facilitates many of the seminars at the elementary and junior high levels. Many departments offer independent study courses at the high school level which serve as seminars. Seminars cover the array of curricular areas and include the talent areas of leadership and fine arts as well. Flexible grouping structures are used so that enrichment opportunities may be provided to many learners over the course of the school year based on the students’ interests and areas of talent.

What is compacting?

Compacting begins with a student being pretested either for the unit of study or the course. The pretest identifies the specific knowledge or skills that need to be developed with the learner and those that have already been mastered. In this way, the unit of study or course is completed in a shorter period of time with a focus on the knowledge or skills needed further development. Compacting can also be used in situations where the student is able to learn the material more quickly than peers as the student needs less repetition or practice to accomplish mastery. Compacting can be done with individuals or with flexible groupings of students.

What is mentoring?

Mentors are individuals who have expertise with a certain skill set or knowledge base and are willing to share this expertise with students who have interests in that area. G/T personnel may seek mentors for individuals or small groups of students to extend the school experience beyond the grade-level curriculum and expectations. Adults, college students, and high school students may serve as mentors following completion of the district’s police background check process. “Mentor relationships with dedicated scholars, artists, scientists, or businesspeople are highly suitable for gifted adolescents” and provide an opportunity to network with individuals who share a common set of interests. (http://www.education.com/reference/article/Ref_Mentor_Relationships/)

What is shadowing?

School personnel may arrange for students to shadow a person on the job site or in post-secondary institution to gain experience in an area of high interest for the able learner as another means of extending the school experience beyond the grade-level curriculum and expectations. Generally, an area business or educational institution generally provides this type of service.

What is acceleration?

Acceleration generally refers to students attending a class with older students. This option is used more frequently with students in grades 6-12 but includes full grade acceleration which may be used at any grade level. For example, a student may complete first grade in the spring of one school year and be enrolled in third grade for the following school year. A student might also be placed in an advanced grade-level for a single course. The more common application of acceleration is to have a middle school or high school student attend an upper level course. In this way, acceleration is course or subject specific and offers students the opportunity for learning options that provide acceleration in the needed areas while also enabling the student to participate in other courses and activities with age mates. Students may travel between the middle school and high school to access such course opportunities.

Seminar examples may include (but are not limited to):

- Everyday Leadership
- Junior Great Books
- Caesar's English
- Math Investigations
- Writer's Workshop
- Visiting Artist
- Physics Phun
- Inquiry Projects

Co-curricular opportunities may include (but are not limited to):

- Noetic Math Competitions – Grade 2 and up.
- Fox Valley Junior Math League—Grades 5-8
- Scripps National Spelling Bee—Grades 3-8
- National Geographic Geography Bee—Grades 4-8
- Destination Imagination—K-12+
- Student Council—Grades 3-12

Record of Services:

Currently, information about student participation in G/T services is documented in the student's cumulative file. All faculty that work with a student will have ready access to information about the learner in one location. Documents such as students' intervention plans, and seminar participation records are included in the cumulative file. All students identified as G/T will be flagged in the SDM student information system software.

Gifted & Talented Identification and Options

Area	Identification	Options
General Intellectual Ability	Recommendation based on the following observables: <ul style="list-style-type: none"> ● STAR scores of >90 in both reading and math ● F&P 2 grade levels ahead ● Statewide assessment scores at advanced/exceeding/>26 (ACT) in all areas ● SBG scoring at a 4 early in the year in all subjects ● IQ > 	<ul style="list-style-type: none"> ● Quiz Bowl ● Battle of the Books ● Debate Team ● Advance a grade level ● Enrichment projects ● Forensics
Specific Academic Area	Recommendation based on the following observables: <ul style="list-style-type: none"> ● STAR scores of >90 in either math or reading ● F&P 2 grade levels ahead ● Statewide assessment scores at advanced/exceeding/>26 (ACT) in one area ● SBG scoring at a 4 early in the year in one subject ● Classroom data/grades 	Math <ul style="list-style-type: none"> ● Prodigy, Khan Academy, Accelerated Math, Moby Max ● Enrichment Projects ● Project Boxes ● Math Olympics or other competitions ● AP classes ● Accelerated reading class Reading <ul style="list-style-type: none"> ● Book bins filled with books at reading level ● Partner conversations with different grade level peers ● Enrichment projects ● Attend other grade's IR time ● Accelerated reading class ● Moby Max ● Battle of the Books Writing <ul style="list-style-type: none"> ● Accelerated writing class ● Enrichment projects ● Forensics Science <ul style="list-style-type: none"> ● Crystal Growing Competition ● UWSP STEAM DAYS ● AP Classes Social Studies
Creativity	Teacher recommendation based on the following observables: <ul style="list-style-type: none"> ● Divergent and unconventional thinking ● Unusual ideas or solutions to problems 	<ul style="list-style-type: none"> ● UWSP STEAM Days ● Enrichment Projects ● Student Council ● Drama/One-Act Play

	<ul style="list-style-type: none"> ● Original ideas and products ● Flexible and original thinking ● Tend to reject one-answer solutions ● Strongly independent ● Resist conformity ● The originality of thought, human behavior, and product ● Score on rubric(s) 	<ul style="list-style-type: none"> ● Forensics
Artistic Visual/Music	<p>Teacher recommendation based on the following observables:</p> <ul style="list-style-type: none"> ● Ability to create or perform in music in a way that suggests exceptional talent ● Unusual adeptness or skill in the fields of music or visual arts 	<ul style="list-style-type: none"> ● Enrichment Activities ● Choir/Band/Art Club ● Drama/One-Act Play ● Forensics ● Advanced Classes/Independent Study ● Solo and Ensemble ● Pep Band/Jazz Band
Leadership	<p>Teacher recommendation based on the following observables:</p> <ul style="list-style-type: none"> ● Influences peers ● Is sought out by others to accomplish a task ● Addresses the needs of others ● Holds high expectations for self and others ● Demonstrates or delegates responsibility ● Internalizes concepts of right and wrong 	<ul style="list-style-type: none"> ● Student Council ● FOR Club ● FFA ● FBLA ● Peer Mentor/Tutor

Decision Process

Identification can occur at any time during the school year. Servicing decisions are made based on the learning needs of the individual through the Building Consultation Team (BCT) process using the following data:

- Standardized test scores
- Interest inventories
- Performance data (classroom-based evidence like discussion, projects, written work, etc.)
- Subject or course specific assessments
- Teacher observation

Students may be referred for services by teachers or parents. At the secondary level, students may also refer themselves by contacting either their school counselor.

1. Upon receiving a referral form, the principal or designee will notify the student's parent/guardian and request any information for inclusion on the form. If the referral is initiated by the parent, the counselor will request that the student's classroom teacher (and other teachers if applicable) add school-related information to the referral form.
2. Counselors will collect other evidence of high-performance capability. This evidence may include but is not limited to: district or statewide test scores, (**local norm referenced test scores will be used for inclusionary purposes only; student whose performance in class work exceeds their standardized test scores will not be excluded from opportunities) classroom observation, classwork and portfolios, and audio or video evidence of performance in the arts. Multiple measures will be used to identify students and no single measure will be used to exclude students from G/T opportunities.
3. After evidence is collected, counselors may interview prospective student. This interview will be used to further understand the students' interests, learning style, and willingness to be challenged.
4. The BCT will meet using the BCT meeting format to determine the Intervention Plan. Principals will designate a person to contact parents to inform them of their child will be receiving G/T services. All records related to the intervention plan will be maintained by the principal or designee. The principal or designee will add a note in the student information system to indicate the student is identified as a G/T student. Since giftedness is a fluid and dynamic trait, students may at times be best served within their regular classroom and at times via pullout or accelerated opportunities. The BCT will use the following decision rules as a guide in decision making:

Intellectual/Specific Academic

- STAR >90th percentile
- F&P meeting benchmark 2 grade levels ahead (2nd grader fall scores at the fall 4th grade benchmark)
- Forward Exam, ACT Aspire, ACT plus Writing scores of Advanced, Exceeding, at or above 26
- Standards based grading consistently scoring 4s early in the year
- Teacher observation and/or work samples

Creativity/Leadership

- Teacher observation - screener (checklist created from Bright Child vs Gifted Child and

- leadership style indicators)
- Work samples
- Awards or competitive events
- Outside projects or products

Artistic (Visual/Music)

- Art/Music teacher observation
- Work samples/Portfolio
- Expert assessment

5. Based on the intervention plan, the team will evaluate the effectiveness of current interventions through progress monitoring at regular intervals. Follow-up with parents will be communicated as necessary.
6. Steps four and five of this decision process are repeated until the student is at a level that precipitates a change in intervention.

Referral for Gifted & Talented Services

1. Complete the Gifted and Talented Referral form found on the school district website under District Programs.



2. Click on the Gifted and Talented link on the left-hand side.



3. Choose the Parent/Student Gifted & Talented Referral form or Teacher Gifted & Talented referral form under Resources on the right-hand side of the page.



Giftedness, intelligence, and talent are fluid concepts and may look different in different contexts and cultures. Even within schools you will find a range of beliefs about the word "gifted," which has become a term with multiple meanings.



4. Fill out form and return to building office where the student attends.



Parent/Guardian/Student Gifted & Talented Referral Form

Parents/guardians/student should complete this form if they believe the nominee is performing well above grade level or demonstrating exceptional strengths or talents and would like the nominee's performance and achievement to be reviewed to determine eligibility for gifted education services. Please review the Bright child vs. Gifted Child chart in the SDM Gifted & Talented Handbook.

Student Name:
Nominated by:

D.O.B.:
School:

Grade:

AREAS OF GIFTEDNESS	SPECIFIC EXAMPLES
<input type="checkbox"/> General Intellectual Ability Processes new information quickly, uses advanced vocabulary, sees connections in concepts, focuses for long periods of time on special interests, or enjoys solving puzzles and problems.	
<input type="checkbox"/> Specific Academic Ability Shows unusual/advanced ability in: <input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Language Arts	
<input type="checkbox"/> Creativity Has a vivid imagination, a keen aesthetic sense, unique ideas in problem-solving situations, may be a risk-taker, adventurous, non-conforming, often asks "why" or sees the unusual.	
<input type="checkbox"/> Artistic Selects art media for free time, shows originality and creativity in the use of art media, keenly observes his/her environment, sees the unusual, easily remembers melodies and can produce them accurately, enjoys performing for others. Shows a heightened interest in: <input type="checkbox"/> music <input type="checkbox"/> art	
<input type="checkbox"/> Leadership Organizes and leads groups, carries responsibility well, tolerant and flexible with peers, possesses good self-confidence, or may be overbearing at times.	

Briefly describe the nominee's major interests, hobbies, and other creative endeavors.

Please add or attach any other information which you believe is relevant and would assist us in getting to know the nominee's interests and abilities.

Parent/Guardian Signature:

Date:

Student Signature:
(if self nominating)

Date:

Please submit completed form to the MES or LWJSHS office.

<input type="checkbox"/> Identified as G/T	<input type="checkbox"/> Placed on Watch list	<input type="checkbox"/> Not recommended for G/T at this time
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G/T Signature	Date
Principal Signature	Date

If applicable:

Meeting to write G/T plan will take place on:

School Year:



Teacher Gifted & Talented Referral Form

Teachers should complete this form if they believe the student is performing well above grade level or demonstrating exceptional strengths or talents and would like the student's performance and achievement to be reviewed to determine eligibility for gifted education services. Please review the Bright child vs. Gifted Child chart in the SDM Gifted & Talented Handbook.

Student Name:

D.O.B.:

Grade:

Referred by:

School:

AREAS OF GIFTEDNESS	CHARACTERISTICS
<p style="text-align: center;"><u>General Intellectual Ability</u></p> <p>Comments:</p> <hr/> <hr/> <hr/> <hr/>	<ul style="list-style-type: none"> <input type="checkbox"/> understands complex concepts <input type="checkbox"/> draws inferences between content areas <input type="checkbox"/> sees beyond the obvious <input type="checkbox"/> thrives on new or complex ideas <input type="checkbox"/> enjoys hypothesizing <input type="checkbox"/> intuitively knows before taught <input type="checkbox"/> uses an extensive vocabulary <input type="checkbox"/> does in-depth investigations <input type="checkbox"/> learns rapidly in comparison to peers <input type="checkbox"/> 1-2 repetitions for mastery <input type="checkbox"/> manipulates information
<p style="text-align: center;"><u>Specific Academic Ability</u></p> <p>Comments:</p> <hr/> <hr/> <hr/> <hr/>	<ul style="list-style-type: none"> <input type="checkbox"/> strong memorization ability <input type="checkbox"/> advanced comprehension <input type="checkbox"/> intense interest in a specific academic area <input type="checkbox"/> high academic capacity in special-interest area <input type="checkbox"/> pursues special interests with enthusiasm <input type="checkbox"/> operates at a higher level of abstraction than peers <input type="checkbox"/> asks poignant questions <input type="checkbox"/> discusses and elaborates in detail
<p style="text-align: center;"><u>Creativity</u></p> <p>Comments:</p> <hr/> <hr/> <hr/> <hr/>	<ul style="list-style-type: none"> <input type="checkbox"/> independent and/or flexible thinker <input type="checkbox"/> exhibits original thinking in oral/written expression <input type="checkbox"/> generates many ideas to solve a given problem <input type="checkbox"/> possesses a keen sense of humor <input type="checkbox"/> creates and invents <input type="checkbox"/> intrigued by creative tasks <input type="checkbox"/> improvises and sees unique possibilities <input type="checkbox"/> risk taker <input type="checkbox"/> resists conformity
<p style="text-align: center;"><u>Artistic: Visual Arts/Music</u></p> <p>Comments:</p> <hr/> <hr/> <hr/> <hr/>	<ul style="list-style-type: none"> <input type="checkbox"/> communicates his/her vision in visual/performing arts <input type="checkbox"/> unusual ability for aesthetic expression <input type="checkbox"/> compelled to perform/produce <input type="checkbox"/> exhibits creative expression <input type="checkbox"/> desire for creating original product <input type="checkbox"/> keenly observant <input type="checkbox"/> continues experimentation with preferred medium <input type="checkbox"/> excels in demonstrating the visual/performing arts
<p style="text-align: center;"><u>Leadership</u></p> <p>Comments:</p> <hr/> <hr/> <hr/> <hr/>	<ul style="list-style-type: none"> <input type="checkbox"/> takes an active role in decision making <input type="checkbox"/> high expectations for self and others <input type="checkbox"/> expresses self with confidence <input type="checkbox"/> foresees consequences & implications of decisions <input type="checkbox"/> follows through on a plan <input type="checkbox"/> appears to be well liked by peers <input type="checkbox"/> ideas expressed accepted by others

School Year:

	<input type="checkbox"/> sought out by others to accomplish a task
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Please include any other information you feel will help the team in making a decision about the needs of this student.

Please submit completed form to your building principal.

<input type="checkbox"/> Identified as G/T	<input type="checkbox"/> Placed on Watch list	<input type="checkbox"/> Not recommended for G/T at this time
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G/T Signature	Date
Principal Signature	Date

If applicable:

Meeting to write G/T plan will take place on:



Gifted & Talented Learning Plan

There are four ways to provide an appropriate education for gifted students in a regular classroom: change what is taught; change how it is taught; change the setting; change the assignment-what you require the student to do.

Date:

Student Name:

D.O.B.:

Grade:

Nominated by:

School:

Team Members:

Background Information-What We Know:

Summary of Results of Previous Plan(s):

Student Need(s):

Overall Goal for Student:

Differentiated Learning Plan:

Gift/Talent Identification Area:

- General Intellectual Ability
- Specific Academic Area
 - Reading
 - Writing
 - Math
 - Social Studies
 - Science
- Creativity
- Artistic
 - Visual
 - Musical
- Leadership

Begin Date:

End Date:

Provider:

Differentiation Strategies:

BCT Check-In Meeting Frequency:

Options:

Area	Options
General Intellectual Ability	<ul style="list-style-type: none"><input type="checkbox"/> Quiz Bowl<input type="checkbox"/> Battle of the Books<input type="checkbox"/> Debate Team<input type="checkbox"/> Advance a grade level<input type="checkbox"/> Enrichment projects<input type="checkbox"/> Forensics<input type="checkbox"/> Other _____
Specific Academic Area	Math <ul style="list-style-type: none"><input type="checkbox"/> Prodigy, Khan Academy, Accelerated Math, Moby Max<input type="checkbox"/> Enrichment Projects<input type="checkbox"/> Project Boxes<input type="checkbox"/> Math Olympics or other competitions<input type="checkbox"/> AP classes<input type="checkbox"/> Accelerated reading class

	<input type="checkbox"/> Other _____ Reading <input type="checkbox"/> Book bins filled with books at reading level <input type="checkbox"/> Partner conversations with different grade level peers <input type="checkbox"/> Enrichment projects <input type="checkbox"/> Attend other grade's IR time <input type="checkbox"/> Accelerated reading class <input type="checkbox"/> Moby Max <input type="checkbox"/> Battle of the Books <input type="checkbox"/> Other _____ Writing <input type="checkbox"/> Accelerated writing class <input type="checkbox"/> Enrichment projects <input type="checkbox"/> Forensics <input type="checkbox"/> Other _____ Science <input type="checkbox"/> Crystal Growing Competition <input type="checkbox"/> UWSP STEAM Days <input type="checkbox"/> AP Classes <input type="checkbox"/> Other _____ Social Studies <input type="checkbox"/> AP Classes <input type="checkbox"/> Other _____
Creativity	<input type="checkbox"/> UWSP STEAM Days <input type="checkbox"/> Enrichment Projects <input type="checkbox"/> Student Council <input type="checkbox"/> Drama/One-Act Play <input type="checkbox"/> Forensics <input type="checkbox"/> Other _____
Artistic Visual/Music	<input type="checkbox"/> Enrichment Activities <input type="checkbox"/> Choir/Band/Art Club <input type="checkbox"/> Drama/One-Act Play <input type="checkbox"/> Forensics <input type="checkbox"/> Advanced Classes/Independent Study <input type="checkbox"/> Solo and Ensemble <input type="checkbox"/> Pep Band/Jazz Band <input type="checkbox"/> Other _____
Leadership	<input type="checkbox"/> Student Council <input type="checkbox"/> FOR Club <input type="checkbox"/> FFA

	<input type="checkbox"/> FBLA <input type="checkbox"/> Peer Mentor/Tutor <input type="checkbox"/> Other _____
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Responsibilities:

Student:

Classroom Teacher:

Parents:

School Administration:

Review Date:

Additional meetings may be held if the need arises.

In Attendance	Signature
Administration	
G/T Representative	
Teacher	
Teacher	
Counselor	
Student	
Parent/Guardian	
Parent/Guardian	
Other	