

Advanced Learner Handbook

Platteville School District

2020-21

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District Mission Statement

To ensure high levels of learning for all in a safe and inclusive learning community; “Every student, every day.”

Platteville School District Nondiscrimination Statement

The Platteville School District is committed to a policy of nondiscrimination and to the provision of equity in its educational programs, services and activities for all students and employees. The Platteville School District does not tolerate discrimination in employment or in its educational programs and activities.

It is the rule of the Platteville School District that no person may be denied admission to any public school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil service, recreational, or other program or activity or employment because of the person's religion, sex, race, national origin, age, ancestry, creed, color, political affiliation, membership in the National Guard, state defense force or any reserve component of the United States military or state military forces, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap or other bases prohibited under state or federal law. This rule also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race, color, and national origin), and Section 504 of the Rehabilitation Act of 1973.

The Platteville School District does not tolerate acts of discrimination or harassment. These activities are offensive and inappropriate in the school environment. This is a serious issue not just for the district, but also for each individual. The district specifically prohibits discriminatory or harassing conduct, condoning such conduct by allowing it to go on, and prejudging harassment or discrimination complaints. District staff members may be held individually liable for harassment or for allowing students to harass each other, and may be subject to the penalties imposed upon employers under state or federal law. The district's rule prohibiting harassment applies to all students, staff members and volunteers whether at school, at school sponsored co-curricular, extracurricular or social functions, or otherwise. In particular, staff members should understand that they are “on duty” whenever they are with students, even if they are not at school or not at a school sponsored event.

Any district staff member who engages in harassment or discrimination, or retaliates against another person because of a harassment/discrimination report or participation in an investigation, is subject to immediate discipline, up to and including discharge. Any student who engages in harassment or discrimination, or retaliates against another person because of a harassment/discrimination report or participation in an investigation, is also subject to immediate discipline, up to and including suspension and expulsion from the district. Any volunteer who engages in harassment or discrimination, or retaliates against another person because of a harassment/discrimination report or participation in an investigation, may be prohibited from volunteering for the district in any capacity.

If a student, parent, employee, or volunteer believes that he or she has been harassed or discriminated against or are aware of violations of the district harassment and discrimination policy, they should report the violations as soon as possible to the building principal or the Student Services Director:

Maxwell Long, Student Services Director
Platteville School District
780 N. Second St.
Platteville, WI 53818
(608) 342-4000, mlong@platteville.k12.wi.us

If the complaint involves the Student Services Director, it should be reported to the Superintendent:

Jim Boebel, Superintendent
Platteville School District
780 N. Second St.
Platteville, WI 53818
(608) 342-4000, boebel@platteville.k12.wi

The district will investigate harassment and discrimination complaints promptly, thoroughly, and impartially. Complaint forms are available in all guidance counselors' offices, the main office of each school, and in the district office.

Anti-Racism Proclamation

Our District Mission is to ensure high levels of learning for all in a safe and inclusive learning community; “Every student, every day.” To that end, our next steps can’t happen soon enough.

The killings of unarmed black men, women, and youth are impacting our community; and they should. These types of tragedies have been tolerated for far too long, and now they serve as our call to action. As a district, we are saddened, angered, and frustrated by the recent murders of George Floyd, Breonna Taylor, and Ahmaud Arbery, among others. We recognize these incidents are not isolated, but rather a manifestation of systemic racism experienced by people of color in communities across our country every day. We recognize the enormity of this issue, but as a public school district, we also recognize we are in a unique position to create meaningful change by making a difference in the lives of our youth, our staff, and our community. Platteville School District is committed to providing a safe, inclusive, and supportive learning environment to all students, every day. We recognize, however, that racism exists in our community. This is difficult to admit, but as a district we are committed to having uncomfortable discussions about race, racism, and implicit bias. By educating ourselves and pledging a commitment to act when we witness expressions of hate and bias, we will begin to grow and dismantle systematic racism. We cannot promise we will always get it *right*, but we can promise that when mistakes are made, they will be acknowledged, corrected, and we will learn from those situations and commit to doing better in the future.

Directive

Our district is committed to educating ourselves and our community so we can move from our current paradigm of seeing issues of racism and racial injustice as problems for only our students and families of color to one that affects us *all*. This is a local, state, and national problem that we will address with sustainable and purposeful efforts. We will engage in this work transparently and collaboratively and recognize that inclusion is an ongoing process not a destination.

As a district, we vow to

- Review our current policies, student, and staff handbooks and amend language that previously allowed room for discrimination and bias.
- Consult other educational agencies, adopt, and implement policies that ensure equity, diversity, and inclusion among students and staff.
- Develop a restorative plan for students who commit transgressions against these commitments.
- Research and employ a K-12 curriculum that includes not only the history of racism, but the action steps needed to dismantle it in our community and society.
- Provide educational opportunities for the community to learn about systematic racism and injustice and resources for how to facilitate conversations with children.
- Participate as a District, including staff, administrators, and school board members, in ongoing mandatory anti-racism training so we can lead by example.

As a district, we will work earnestly to create deliberate change in our schools; not only to eradicate racism, but also all other systems of inequality and privilege. We implore our families to learn alongside us and reinforce these values in your own homes. Together, we can invoke lasting change.

PROGRAM OVERVIEW

District Philosophy Statement:

Students who are advanced learners demonstrate high potential and/or performance in intellectual, creative, artistic, leadership, or specific academic areas. The Platteville School District seeks to assure that their special needs are understood and accommodated throughout the K-12 program. This is consistent with the belief that all students are entitled to an education commensurate with their abilities and reasonable interests.

Advanced learners are identified through multiple criteria and offered systematic and continuous instruction or activities deemed appropriate to their special developmental capabilities.

District School Board Policies related to Gifted Education:

POLICY IGBB - GIFTED AND TALENTED PROGRAMS

POLICY IGBB-D - GIFTED AND TALENTED PROGRAM DEFINITIONS

State 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.

"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.

Advanced Learners:

The Platteville School District will identify "gifted and talented pupils" as described in the previously mentioned state statutes, however the district will use the term "**advanced learners**" when referring to these highly capable students.

Administrative Rule:

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. Gifted and talented pupils shall be identified as required in s. 118.35(1), Stats. This identification shall occur 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. 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. 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.

Definitions:

The Platteville School District defines giftedness as superior ability in categories of intellectual, academic, creative, leadership, performing arts/visual arts.

Intellectual ability: indicated by the student's advanced intellectual development as compared to the student's chronological age group. An individual intelligence test is required for eligibility.

Academic ability: determined by the student's high achievement in one or more academic areas (reading, writing, science, math, and social studies) as compared to the student's chronological age group. A formal achievement test is required for eligibility.

Creative ability: shown by students who have advanced insight or new and unusual ways of perceiving, who can produce unique alternative solutions to problems, or who notice significant differences or similarities within the environment. Teacher (or other school personnel) or parent observations, surveys or interviews, and/or results of creativity tests should provide the necessary information.

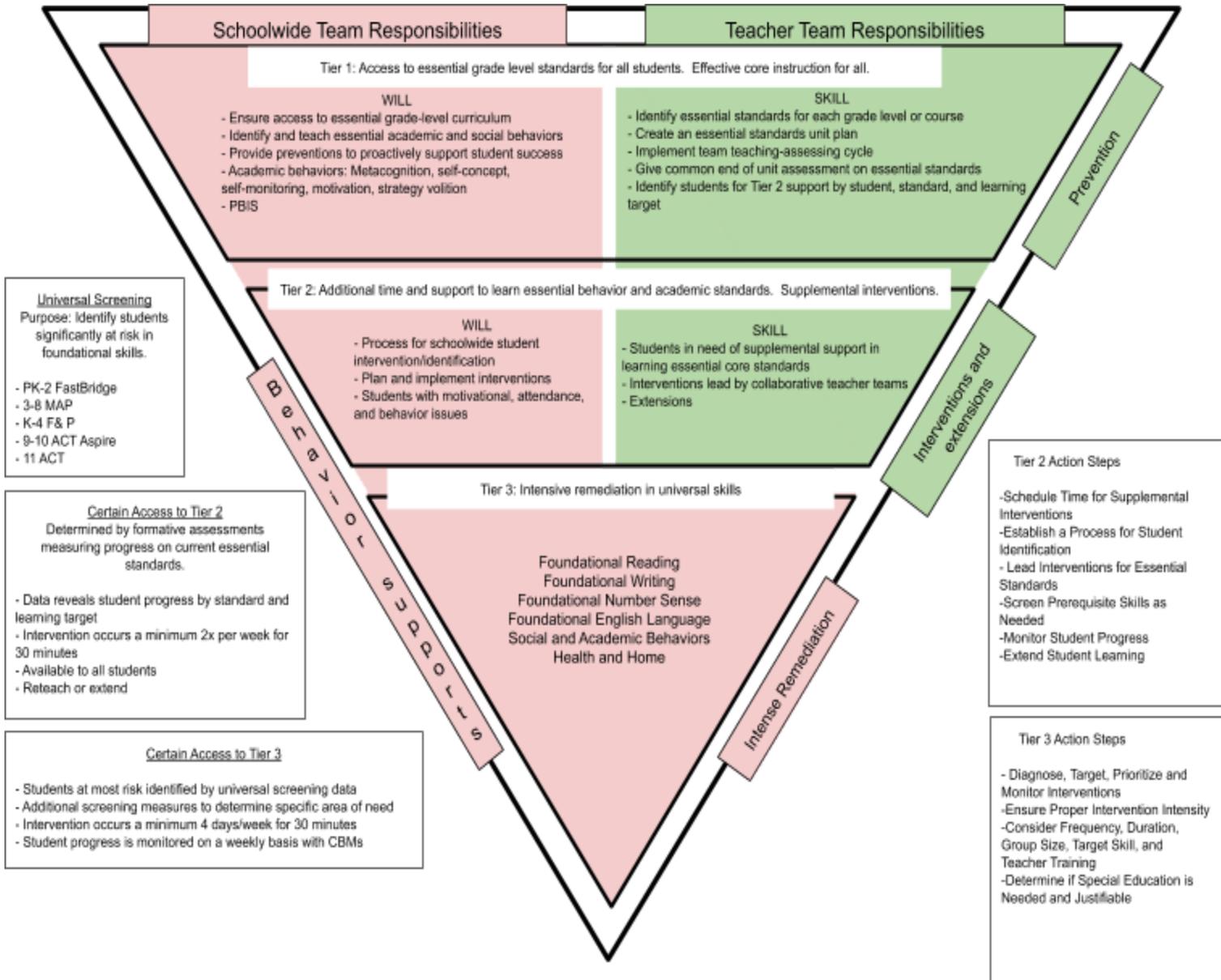
Leadership ability: as demonstrated or inferred by the student's ability to guide, direct, inspire; or influence others. This ability is often observed by the willingness of others to accept the student's leadership in various activities.

Performing arts/visual arts ability: demonstrated by students who originate, produce, perform, or respond at exceptional levels in such areas as the arts, music, dance, drama, drawing, painting, photography, or sculpture.

Program Goals:

1. Identify advanced learners on an ongoing basis.
2. Develop and maintain programming to meet statutory and local needs by differentiating instruction in the regular education classroom as well as providing opportunities for enrichment and extension.
3. Provide ongoing professional learning for administration, teaching staff and families on gifted education.
4. Provide adequate funding to carry out the advanced learner program from various sources.
5. Develop a professional library of materials and resources for all staff and parents.

Rtl Pyramid of Support for ALL learners.



IDENTIFICATION

Phase 1: The Advanced Learner Coordinator, Principal, School Psychologist and Teacher(s) will review assessment data from the benchmark assessments, summative standardized assessments (if available) as well as classroom assessment data.

A committee that can be composed of the following members: School Counselor, School Psychologist, Principal, Teacher(s), and Advanced Learner Coordinator will meet to discuss the findings of this data and information review. At this meeting, the next steps will be discussed which could include classroom differentiation, classroom enrichment/extension activities and possibly content/grade acceleration. When determining content/grade acceleration, continue with the following phases.

Phase 2: A student in third through eighth grade scoring at or above the 98th percentile on at least two consecutive standardized assessments (NWEA MAP, WI Forward) in one or all subjects will be referred to the building Principal and Advanced Learner Coordinator for further consideration. The Advanced Learner Coordinator will contact the parents to determine the next steps, which could include content/grade acceleration.

Phase 3: If content/grade acceleration is being considered, the School Psychologist will gather the current and historical classroom data during this phase. If a grade level placement test is available, it will be administered by the grade level teacher. Formal intellectual, achievement, learner characteristics, and social emotional behavioral assessments will be administered by the School Psychologist after receiving prior parent consent. If applicable, portfolios will be reviewed during this phase by the School Psychologist as well.

Phase 4: The committee and parents will meet to review assessment results to make the determination as to whether the student qualifies for content/grade level advancement. This meeting will be organized by the Advanced Learner Coordinator. If the committee does not reach consensus, decision-making authority belongs to the building principal.

The committee can be composed of the following members: Counselor, School Psychologist, Principal, Teacher(s), Advanced Learner Coordinator, and the student and parent(s).

Eligibility

Students qualify based on using formal and informal assessments. Any **bold-faced** criteria must be met, with a minimum of two criteria in any category of giftedness required for identification.

Intellectual Ability	<ul style="list-style-type: none"> o Acceptable Full Scale IQ test score or related index/subscale score at the 98th percentile or higher o Strengths identified by teacher completed rating scale data (e.g. Gifted Rating Scale (GRS), Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli Scales), informal checklists).
Academic Ability	<ul style="list-style-type: none"> o A Broad Standard Score at the 98th percentile or higher on a formal test of academic ability in a specific academic area (math, science, social studies, reading, writing) o Assessment of content mastery through grade level placement testing o Strengths identified by teacher completed rating scale data (e.g. Gifted Rating Scale (GRS), Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli Scales), informal checklists).
Creative Ability	<ul style="list-style-type: none"> o Strengths identified by teacher completed rating scale data (e.g. Gifted Rating Scale (GRS), Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli Scales), informal checklists). o Student prepared evidence (project or activity) o Letter of recommendation from a third party
Leadership Ability	<ul style="list-style-type: none"> o Strengths identified by teacher completed rating scale data (e.g. Gifted Rating Scale (GRS), Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli Scales), informal checklists). o Student evidence of leadership activity(ies) o Letter of recommendation from a third party
Performing/Visual Arts Ability	<ul style="list-style-type: none"> o Strengths identified by teacher completed rating scale data (e.g. Gifted Rating Scale (GRS), Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli Scales), informal checklists). o Letter of recommendation from a specialist in the area of nomination o For ART: portfolio of work collected within one year of the student’s current grade level to be reviewed by two or more educators o For DRAMA: visual or audio sample of the student’s performance recorded within one year of the student’s current grade level to be reviewed by two or more educators o For MUSIC: audio sample of the student’s performance recorded within one year of the student’s current grade level to be reviewed by two or more educators

Formal Assessments:

- Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V)
- Wechsler Individual Achievement Test, Third Edition (WIAT-III)
- Behavior Assessment System for Children, Third Edition (BASC-3)
- Gifted Rating Scale (GRS)
- Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli Scales)

Informal Assessments:

- Classroom assessment data
- Recommendation from staff or experts (talent in visual or performing arts, creative or leadership ability)
- Portfolio assessment (music, visual or performing arts)
- Supportive evidence produced by student

LEVELS OF SUPPORT

Levels of Support:

The Platteville School District seeks to assure that the needs of advanced learners are understood and accommodated throughout the K-12 program. This is consistent with the belief that all students are entitled to an education commensurate with their abilities and reasonable interests.

For most students, their educational needs are met in the general education classroom with their peers.

Through a student's elementary years and into middle, those needs are met through differentiation. Even with effective differentiation, some students require additional opportunities and greater challenges. Listed below are the levels or tiers of support available.

Level/Tier I - Classroom Differentiation

The majority of students needing support will have their learning needs met through the general education classroom. Differentiation can include, but is not limited to, instructional strategies such as: alternate assignments, flexible grouping, pre-testing for mastery, independent projects, open-ended projects, and student choice. Bloom's Taxonomy and DOK levels are used to implement higher levels of thinking.

Level/Tier II - Targeted Supports

For a smaller number of students, their needs are more unique and supports are more specific. In addition to classroom differentiation, teachers are creating activities based on the grade level extension standards that have been identified as a result of collaboration within their PLC or Professional Learning Community. Please reference the extension and enrichment activities listed on the next page.

Level/Tier III - Individualized Supports

For a very small number of students, the educational needs transcend grade-level curriculum that even with effective differentiation they will not be adequately challenged. Content area or grade level advancement as well as online or independent study course work could be explored at this level.

Extension and Enrichment:

The Platteville School District provides a variety of extension and enrichment activities for students. This list provides a few examples of these activities offered to students during or afterschool:

Elementary (K-4)

Math 24
Zearn
Battle of the Books
Eco-Meet
My Math Enrichment Pages
Lego League
CESA#3 Math Contest
STEM Challenges
Dreambox
RAZ
Literature Circles
Junior Great Books
Epic
Eureka Math
Math Journals
Coding Club
Xtra Math
Play 60 Team
Maker's Space

Middle (5-8)

Student Council
Science Olympiad
Battle of the Books
Athletics
Math 24
Math Team
Quiz Bowl
Xtra Math
Problems of the Week
Khan Academy
Logic Puzzles
Yummy Math
Mathalicious
Math Olympiad
Three Act Math Tasks
MOEMS Contest Problems
NEWSELA
Nanowrimo
Junior Great Books
Literature Circles
Minecraft
Maker's Space
Builders Club
Junior Optimist International
Spelling Bee
Geography Bee
5 Grade Play
6 Grade Play
7 and 8 Grade Play/Musical
Swing Singers
Jazz Band
Center for Advanced
Academics-Online Courses
NUMATS - Above grade
level assessments
Online Student Choice
Boards

High (9-12)

Student Council
National Honor Society
Hunch
Science Olympiad
Athletics
Musical Ensembles (vocal
and instrumental)
Academic Decathlon
Art Club
Drama Club
International Club
FFA
Forensics
Robotics
Model UN
F Troupe
Blue Notes
Acapela
Math Team
Honors Choir
Honors Band
Pep Band
Jazz Band
Key Club
Fall Play
HS Music

Please contact the building principal or the District Advanced Learning Coordinator to learn more about these opportunities.

ADVANCED LEARNING TERMS

Advanced Learning Terms and Definitions

Ability grouping

Grouping students of similar ability to work together on a long term or short term basis.

Academic Competitions

Competitions encourage students to perform at a high level of skill or thinking to solve challenging problems, and to create new products such as creative writing. Competitions might include, but are not limited to, Future Problem Solving, Quiz Bowl, Math 24, Math Meet, and Academic Decathlon.

Acceleration

Grade level or subject level advancement to meet the learner's needs.

Acceleration-grade

Students are moved ahead one or more grade levels for their total program.

Acceleration-subject

Students move ahead one or more grade levels in a subject area but remain at the regular grade level for most of their program.

AP (Advanced Placement) Courses

A nationally recognized program which consists of college level courses offered to high school students, which are intended to give students an opportunity to earn college credit. Credits earned appear on the student's college transcript.

Autonomous Learner

A self directed student; a learner who makes positive educational decisions which further his/her learning.

Bloom's Taxonomy

Classification of thinking into six levels of increasing complexity: knowledge, comprehension, application, analysis, synthesis, and evaluation.

Cluster grouping

Assigning students of the same grade level and with similar talents to a particular teacher in order to facilitate differentiation of their curriculum.

College/Correspondence courses/Youth Options

College courses offered to high school (or younger) students via correspondence, on site at the college campus or on the high school campus site. Usually these courses are granted both college and high school credit.

Compacting

Individualizing one or more parts of the curriculum to facilitate and challenge a student's learning. This is done after students have been pre-tested for mastery of the content so that some study may be eliminated; or providing the opportunity for a student to cover material at a faster pace, or in less time than the rest of the class in order to create time for enrichment or accelerated activities.

Cooperative Learning

A teaching strategy utilizing the concept of cooperative group effort in achieving a goal or purpose. Each participant has a determined role in helping the group reach their goal. Not synonymous with group work.

Differentiation

In a differentiated classroom, the teacher proactively plans and carries out varied approaches to content, process, and product in anticipation of and response to student differences in readiness, interests, and learning needs.

Depth of Knowledge or DOK

Depth of Knowledge—also referred to as DOK— refers to the depth of understanding required to answer or explain an assessment-related item or a classroom activity. The concept of depth of knowledge was developed in the 1990s through research by Norman L. Webb, a scientist at the Wisconsin Center for Education Research.

Early Graduation

When all high school requirements have been met and the student is allowed to graduate before the end of their senior year.

Enrichment

A strategy that provides students with opportunities to be challenged with more complex, higher level thinking and/or broader based activities instead of regular classroom work (different, not more).

Extension

Students are provided activities or strategies to stretch their learning beyond essential grade level curriculum or levels of proficiency.

Examples include “going deeper” on that essential learning using more self-directed instructional strategies for DOK levels 3 and/or 4 or by providing access to more of the required grade level curriculum that is deemed important, but not essential.

Flexible grouping

Grouping of students based on interest, readiness, skill level, or learning profile in order to provide instruction or activities at an appropriate level. Groupings may be short term or long term.

Flexible Pacing

One of the variables in student learning is the time it takes to accomplish a task. This strategy accommodates the various learning rates of students and reminds all of us that faster is not necessarily better.

Higher Level Thinking

Activities or assignments which require students to operate at the level of analysis, synthesis and evaluation. May be enhanced by teaching students the differences between levels of thinking and by discussing thinking levels/skills used in various activities.

Honors Classes

Advanced classes with deeper, wider, and/or accelerated learning opportunities offered in a discipline at the high school level.

Interest Inventories

A tool for students to indicate what they are interested in learning about, and a helpful process for teachers to select the activities/topics that meet the needs of learners.

Independent Study Projects

An option which allows a student or small group of students to pursue an area of interest related to a specific curricular area or area of interest.

Mentoring

An option that allows a student or small group of students to pursue an area of interest with an adult who has expertise in a given area.

Mentorships

A programming option that provides an opportunity for students to be paired with a teacher, parent or community volunteer, in an area of expertise or interest. It is usually done on a one child-one adult basis for a fair length of time to enable a student to develop their knowledge in a specific area and perhaps to develop a product from the experience.

Metacognition

Thinking about one's own thinking and learning; knowing how one learns best.

Multiple Intelligences/ Eight Ways of Knowing

Gardner's theory that addresses different intelligences such as:

- **Bodily/Kinesthetic**-This intelligence is related to physical movement and the knowing/wisdom of the body, including the brain/s motor cortex, which controls bodily motion.
- **Intrapersonal**-This intelligence relates to inner states of being, self-reflection, metacognition, and awareness of spiritual realities.
- **Interpersonal**-This intelligence operates primarily through person-to-person relationships and communication.
- **Logical/Mathematical**-Often called "scientific thinking"; this intelligence deals with inductive and deductive thinking/reasoning, numbers, and the recognition of abstract patterns.
- **Musical/Rhythmic**-This intelligence is based on the recognition of tonal patterns, including various environmental sounds, and on sensitivity to rhythm and beat.
- **Verbal/Linguistic**-This intelligence, which is related to words and languages, written and spoken, dominates most Western educational systems.
- **Visual/Spatial**-This intelligence, which relies on the sense of sight and being able to visualize an object, includes the ability to create internal mental images/pictures.
- **Naturalist**-This intelligence deals with the realm of understanding, appreciating, and enjoying the natural world. Persons who exhibit strength in the naturalist intelligence are able to recognize and classify many different species.

Pre-testing

Assessment that allows students the opportunity to demonstrate mastery of basic skills that are planned for instruction with the regular class. Students able to demonstrate mastery are then able to move on to new material.

Pullout Programming

A program whereby students are pulled out of their regular classes to participate in special enrichment activities.

Performance-Oriented Competitions

Competitions that include the artistic (visual/performing arts) areas such as art, music, drama, and dance.

Project/Product Options

Allowing students choice in the way they demonstrate acquired knowledge through their personal strengths and interests.

Subject/Content Acceleration

A student takes the next level of a particular subject at an earlier age/grade level than normal.

Twice Exceptional

The term "twice-exceptional," also referred to as "2e," is used to describe gifted children who have the characteristics of gifted students with the potential for high achievement and give evidence of one or more disabilities as defined by federal or state eligibility criteria. These disabilities may include specific learning disabilities, speech and language disorders, emotional/behavioral disorders, physical disabilities, autism spectrum, or other impairments such as attention deficit hyperactivity disorder (ADHD).

PROGRAMMING

Advanced Learner Advisory Committee:

This committee is a standing advisory committee to the advanced learner programming and supports. Members of this committee are teachers, parents, administrators, and the Advanced Learner Coordinator. This committee will meet semi-annually throughout the school year to review plans, advocate for programs, and give assistance to the Advanced Learner Coordinator. The Advanced Learner Coordinator is responsible for the agenda, minutes and chairing the meeting.

Program evaluation:

Surveys will be sent annually by the Advanced Learner Coordinator to students, parents and teachers to evaluate components of the Advanced Learner program. Areas to monitor could include any or all of the following: differentiated instruction, curriculum compacting, identification, professional development, materials, enrichment activities.

Portions of this handbook were adapted with permission from the Mineral Point and Mount Horeb School District handbooks.