

Vision - The vision of the School District of Neillsville is that all children will be prepared for success after graduation.

It is recognized that a certain percentage of our students possess outstanding abilities or potential abilities. Differentiated education for high achieving, high ability, or gifted students must provide an environment which will allow these students to develop to their fullest potential.

The program will strive to meet the needs of all high potential students. The ultimate goal of the program is to provide opportunities for our students to become outstanding thinkers, creators, and leaders.

Gifted Education Program Practices within Response to Intervention (RtI) Framework - School District of Neillsville

Systems Based:

- Cluster Grouping - Students of similar ability and/or interest are flexibly clustered
- Subject Acceleration - Student is placed for part or all of the day with students in more advanced level for subject
- Compact Courses - Two or more courses are compacted into an abbreviated timeframe
- Advanced Placement Courses - AP courses offered
- Dual Credit - Students in high school can take post-secondary classes
- Extra Load - Student takes more credits per year than required

Classroom Based:

- Pre-assessments - Evaluation given before or at the beginning of a new unit of instruction
- Universally Designed Lessons/Assignments - Student activities meet the needs of students at all ability levels
 - o Creative/critical thinking - thinking beyond the surface knowledge to analysis and creation of new and different solutions
 - o Extensions beyond the classroom
 - o Flexible Grouping - students are placed into groups based on data that may include interests, abilities, skills, talents, discussions, projects and other coursework

Identification and Programming

Overall Model:

- Response to Intervention Framework focuses on problem solving to meet the student needs academically and socially/emotionally at the appropriate time with the appropriate intervention
- Identification will be determined on an individual basis through student assessment data that comes from multiple sources and includes multiple assessment methods
- Follow the RtI Framework, "What do we do with students who already know it?"

Initial Adoption: 12/20/21

Final Adoption: 1/17/22

Curriculum and Instructional Practices:

- Differentiation resources and training provided to classroom teachers at the Tier 1 level for use in the general education classrooms
- Training for staff regarding identification process
- Data collection will provide evidence for interventions
- Programming includes, but is not limited to: in-class extensions, small group interventions, problem solving and critical thinking, acceleration, cluster grouping, and flexible grouping

Collaboration:

- Gifted Education Team works within RtI Framework and includes, but is not limited to:
 - o Classroom teachers
 - o Counselors
 - o Administration
- The team will foster an awareness of, and encourage community involvement in, the high potential program

Legal References:

Wisconsin Statute 118.35
Administrative Rule 8.01(2)(t)2
Wisconsin Statute 121.02(1)(t)

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