



Advanced Learner Program K-12



“All educators for all students”

Portage Advanced Learner Program K-12

Vision

To ensure opportunities and supports that empower students with advanced learning needs.

Philosophy

- All children are entitled to an education tailored to their particular needs. While all students have personal strengths, some have abilities and talents that go beyond the core curriculum. Such students often require access to differentiated or advanced curriculum in order to realize their potential contribution to themselves and to society.
- A continuous and dynamic identification process helps assure that the talent potential of ALL children is consistently and continuously assessed for the purpose of appropriate instruction.
- The district's advanced learner program is not the sole responsibility of one person or group. Those who are involved with planning, implementing, supporting and evaluating the district's advanced learner program include administrators, teachers, related service staff, advanced learner coordinator, psychologists, counselors, and parents.

Mission

- Create Individualized Learning Plans for Tier III identified students by collaborating with parents and staff.
- Assist teachers to meet the needs of advanced students in their classroom.
- Implement programming K-12 by providing district and regional opportunities for developing individual growth of advanced students.
- Develop student understanding and acceptance of self and others.

Advanced Learner Advisory Committee

Nikki Schoenborn	Director of Elementary Teaching & Learning
Holly Kobza	Advanced Learner Coordinator K-12
Marie King	Elementary School Counselor
Laura Kallenbach	Secondary School Counselor
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Jennifer Garrigan	Elementary Principal
Kathryn Essex	Parent
Joy Zajda	Parent
Karen Melito	Parent
Erika Sween	Parent
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Julie O'Connell	Elementary Teacher
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School Board Approval:

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Who are Advanced Learners?

According to the National Association for Gifted Children, advanced learners (also referred to as gifted and talented) “are those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to reason and learn) or competence in one or more domains.” Students may be advanced in general intellectual, specific academic, visual or performing arts, leadership, and/or creativity.

What is the Purpose of Identification?

The purpose of identification is to locate students who need more than the core curriculum and determine what types of services are needed to ensure a minimum of a year’s worth of growth in a year’s worth of time. The district will focus on providing differentiated classroom services for all students regardless of identification. Identification is an ongoing and fluid process to develop awareness of student capabilities and needs. Students are considered for services with a culturally responsive lens in Kindergarten through 12th grade. Academic progress is monitored by the Advanced Learner Coordinator.

If a student shows a need for services beyond differentiation in the classroom and/or Advanced Learner event opportunities in grades K-12, a team will meet to determine those services and an Individualized Learning Plan (ILP) will be written. Students who need these services (also known as Tier III services) will be identified as “gifted” by the district. [Appendix pg. 22 - ILP form, pg. 46 - Tiers of Service]

It is important to note that while students in elementary school are considered for identification, it is difficult to make accurate determinations on true ability in young children. The Portage Community School District will work to ensure there is a match between a young student’s curricular needs and their educational experience, regardless of formal identification. This process is ongoing and embedded into core instruction and Response to Intervention (RtI) practices at the elementary school. Typically, the identification for “giftedness” becomes valid in late elementary school.

When Are Advanced Learners Identified?

Identification of students may occur at any time during the school year, including a re-evaluation of students as needed. Students may move in and out of Tiered services based on their needs. Movement out of Tier III support does not signify they are no longer advanced learners. Decisions will always be made in the best interest of the child. Students who are not identified may still participate in Advanced Learner program activities as long as the program fits the student’s capabilities.

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{Appendix pg. 46 - Tiers of Service}

How are Students Identified as Advanced Learners?

The Portage Community School District uses multiple criteria, in accordance with the Wisconsin Department of Public Instruction, to identify highly capable students in five areas (General Intellectual, Specific Academic, Leadership, Creativity, and Visual Arts). Multiple criteria used for identification of advanced learners may include standardized test scores, individualized testing, district assessments, nominations, rating scales, exceptional performances, portfolios, consistent quality of products, and/or a student's intense interest in a subject.

As part of the Portage Community School District RtI process, extensive student data is systematically reviewed in grade-level/content area intervention team meetings. This process facilitates a continuous review of student progress, which in turn fosters an advanced learner identification approach that is responsive to student needs.

Initial consideration for advanced learner services usually comes from the grade-level/content area intervention team meetings or the classroom teacher, who has in-depth knowledge and understanding of a student's abilities. Principals, other educational staff, or parents may nominate students for identification using a Nomination Form and/or Rating Scale. The decision to refer a student for identification may also be based on universal screeners from district and state assessments. Before a parent/guardian submits a nomination or referral, they should discuss their child's performance with the classroom teacher(s). Forms can be found on the Portage Advanced Learner Website. [Appendix pg. 25 - Nominations, pg. 27 Rating Scales]

Students with Advanced learning needs exist within all of our demographic subgroups. A student with Advanced Learning needs may also be, for example, a twice exceptional learner or an English language learner. [Appendix pg. 41 - Bright vs Gifted Comparison, pg. 42 - Characteristics of Advanced Learners]

What Assessments or Screeners Are Used to Help Identify Students?

There are a variety of formal and informal assessments and screeners that may be used to help identify students. Included are rating scales on student behaviors and skills, along with nationally normed tests. [Appendix pg. 41 - Assessments]

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Does Being Identified Mean My Child Is Gifted?

There is no national standardized definition for the word “gifted.” Therefore, in the Portage School District, we avoid making hard and fast determinations related to that word. We refer to students receiving support as Advanced Learners. Some students are clearly more advanced than others, especially in relation to specific subject areas. It is inaccurate to say that all students receiving support are gifted and those that are not currently receiving support as not gifted.

What Happens Once a Referral Has Been Made?

The Advanced Learner Coordinator will facilitate data collection with district staff in order to compile a student learning profile to include assessments, inventories, rating scales, performance data, certain selected grade-level classroom common formative/summative assessments, and classroom data in combination with anecdotal information. Using a wide variety of measures will allow the intervention team to make determinations to best meet the needs of advanced learners. District staff will look at multiple data points measuring performance, aptitude, and achievement. Information is gathered to inform decisions about students’ need for challenges beyond the core curriculum.

Procedures used in the identification process are non-discriminatory with respect to race, cultural, or economic background, religion, national origin, sex, or handicapping condition.

Results from the combination of data gathered will allow an intervention team to determine what level of advanced learner services each student may qualify for. Four levels include:

- Core curriculum and regular classroom placement is appropriate
- Tier I. Students will receive differentiation within the classroom .
- Tier II. Students receive programming either in the classroom or in a pull out cluster. This may include a change in curriculum, pace or product to further develop their abilities. At the middle and high school level, most advanced instruction is provided by levels of courses including honors and advanced placement options.
- Tier III. Students at this level receive more individualized services. An Individualized Learning Plan is written by a team which includes staff and parents. The plan is updated by the Advanced Learner Coordinator. Having an Individualized Learning Plan based on the criteria in this plan “identifies” a student for the state as talented and gifted.

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Student movement through the Tiers is intended to be a fluid process based on student assessment data and collaborative team decisions about a student's response to instruction. [Appendix pg. 43 - Tiers of Service]

How Long Does the Referral Process Take?

The Advanced Learner Coordinator will work through the referral process as quickly as possible. However, this may take some time as he/she services students K-12 in seven buildings and has multiple job responsibilities. For the most part, decisions can be made in 3-4 weeks, but there are occasions when the process may take more or less time. The Advanced Learner Coordinator will contact the parents/guardians and inform them of the results and rationale used to determine what services their child will receive. Academic and motivational expectations of the placement will also be discussed.

Is My Child Singled Out or Labeled?

Instead of labeling students "in" or "out" of the Advanced Learner Program, we take a dynamic approach, acknowledging that students' needs change over time. "Brain research confirms that intelligences are fluid and not fixed." (Caine, R.N. & Caine, G. (1991) *Making Connections: Teaching and the Human Brain*. Alexandria, VA:ASCD.) Children learn and grow at different rates, and our goal is to meet their identified instructional needs. With that being said, we refer to students receiving support as Advanced Learners.

What if my Child is Assessed But Does Not Show a Need for Tiered Services?

This means that the level of instruction the student is currently receiving is at an appropriate level, and that the student will continue to learn and grow in that environment. It may be possible that the student will need support at some time in the future and another referral can be made at that point.

When are Advanced Learner Needs Reviewed?

Student progress is monitored continually throughout the year by classroom teachers. The Advanced Learner Coordinator analyzes STAR test scores at least three times during the school year. Reviews can be requested at any time during the year and initiated by parents, school personnel, or students. Students with Individualized Learning Plans receiving Tier III services have their plans reviewed by team members,

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which includes parents, at least once a year. Reviews may include the following:

- Academic, social and emotional progress
- Feedback from staff, parents, and the student
- Test scores
- Options for further growth
- Recommendations regarding placement

How is the Advanced Learner Program Monitored?

Program monitoring will be accomplished through an Advanced Learner Advisory Committee. The committee consists of parents, building principals, director of teaching and learning, teachers, school counselor, psychologist, advanced learner coordinator, and other vested persons. The committee will communicate periodically to monitor services and recommend changes and additions.

How Can I Best Prepare For a Meeting With Staff About My Child?

When possible, it's always best to have an on-going relationship with your child's teacher. Feel free to write a brief letter or e-mail that introduces your child and describes his or her perceived needs to the teacher. When you meet, share what your child enjoys about school and your insights about your child. Present yourself as a supportive parent who recognizes the teacher's efforts to meet all students' needs. If possible, remember to offer to help the teacher in some way. The following questions for teachers may help you obtain more in-depth information about your child.

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

If My Child Receives Tier II or III Support, Will They Always Need It?

Perhaps, but not necessarily. Students learn and grow at different rates, and this can result in their needing support at some times, but not others. Student movement through the tiers is a fluid process based on assessment data and collaborative team

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decisions about students' response to instruction.

Does Receiving Support Mean More Work For My Child?

When a child shows advanced abilities they should be assigned different work, not more. That is our first intention in modifying instruction for students. There are times when it is not possible to work that out exactly, though, because we can't always predict how much time an activity will take. The alternate work may take a bit longer than the regular work would, especially if it is more challenging. We can also look at the issue of time another way. It might take one student 5 minutes to complete an assignment but take others 20 minutes. If the first student then works on extensions for 15 minutes, the student has completed more work but has worked for the same amount of time. Students who participate in enrichment activities that take them out of class, for example Math 24, Young Author's Contest, or a special field trip, etc. nearly always need to make up the work they missed, just as they would if they missed class due to illness.

How Do The Teachers Know Who Is In The Advanced Learner Program And/Or Need Tier I, II Or III Services?

At the beginning of the year, the Advanced Learner Coordinator shares historical test scores and individualized learning plans of previously identified students with their teachers. Staff often collaborate with the Advanced Learner Coordinator to determine what support is needed. The Advanced Learner Coordinator and often the School Counselors also share and explain local and regional opportunities available to advanced students. School Counselors, when necessary, provide services to address the socio-emotional needs of individual advanced students.

Are Advanced Learners Grouped Together in Classrooms?

- At the elementary level, efforts are made to group highly advanced students with like minded peers in one or more classrooms. This is not always possible as there are other groupings or separations of students that need to be accommodated. Each classroom will still have "high" students as part of their roster.
- At middle and high school, test scores and teacher recommendations can determine which courses and sections students are placed in for optimal growth.

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Which Tier of Support Receives Priority?

Collaboration between district staff, parents, and the Advanced Learner Coordinator are key to supporting student needs. The Advanced Learner Coordinator will first ensure that Tier 3 identified students have an Individualized Learning Plan in place and are receiving services to support their growth. Tier II students will receive support from their classroom teacher and as time allows, the Advanced Learner Coordinator. Tier I students will receive support from their classroom teacher, but the Advanced Learner Coordinator may collaborate with the teacher to determine the type of differentiation.

Does the Advanced Learner Coordinator Provide Instruction for Students?

There are far too many students who need support in multiple subjects, at multiple grade levels for the Coordinator to provide them with regular, ongoing instruction. One focus of the Advanced Learner Coordinator is to assist teachers to meet the needs of students in the classroom. Another is to plan Tier II events. There are times, however, when s/he meets with with advanced learners, who may or may not be formally identified as advanced students. Some examples include, but are not limited to: book clubs, small group enrichment, individual projects, high school course planning, strategy games, etc. These activities are not necessarily ongoing, but are often periodic and short term. The opportunities offered will vary based on the availability of the coordinator, class schedules, and enrichment needed.

What does it mean to differentiate/personalize instruction?

Students come to school with varying levels of readiness to learn, different ways in which they learn best, and a wide range of interests. Differentiating and personalizing instruction means that a teacher recognizes those academic differences and modifies classroom instruction in order to help each child reach his or her academic potential. Emphasis is placed on student choice, authentic assessments, and individualized feedback.

What Differentiation Strategies Might Be Used With Advanced Learners?

Every person acquires knowledge differently and has a learning style they prefer. Part of differentiation in the classroom setting is matching students with levels of

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instruction that will promote their growth as a learner. It also includes having them "stretch" on occasion to try something new. Differentiation could mean enrichment, extension, or acceleration of a topic. Curriculum may change, as well as assignments and assessments. Students may study a topic more in depth, present to an alternate audience, or work with a group. Modification may include altering the process, product, or pace. There are numerous strategies your child's teacher(s) may be using. [Appendix pg. 47 - Differentiation Strategies, pg. 57 - Modifications for the Twice Exceptional Student]

How Do I Find Out What Opportunities Exist For My Child?

The Portage Advanced Learner Website lists enrichment opportunities during the school year and over the summer. Several schools also have information listing co-curricular activities and clubs and post activities on their websites. Families are encouraged to explore activities offered by organizations such as the Wisconsin Center for Academically Talented Youth, UW-Platteville/Sauk County, 4H, Scouts, and events at the Portage Public Library. [Appendix pg. 53 - K-12 Opportunities, pg. 55 - How Students Are Chosen For Events]

What are Some Examples of Program Services?

- Kindergarten student learning and playing intellectually challenging board games with a 5th grade buddy.
- Grade 1 student meeting with other exceptionally high readers and a teacher for instruction at his/her level.
- Grade 3 student contracting to become a class expert in an area of interest.
- Grade 5 student with an intense interest in science being matched with a mentor at UW-Madison through email or Facetime
- Grade 6 student taking Pre-Algebra
- Grade 7 student contracting for extended learning opportunities in social studies
- Grade 10 student taking Honors English 1 / 2 (combination of two courses in one)
- Grade 12 student taking an independent study in place of a regular course

What Might Support Look Like if My Child Excels in One Area?

Please see Appendix pg. 58 for examples in the areas of Literacy, Math, Science/Social Studies and Music/Art/Electives.

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What if My Child has Advanced Abilities in Some Areas and Learning Vulnerabilities in Other Areas?

Students who are advanced learners in some areas, who also have learning challenges in other areas due to diagnosed or undiagnosed disabilities (ADHD, autism spectrum, learning disabilities, dyslexia, anxiety, etc.) are known as being twice exceptional. The Advanced Learner Program works to support all advanced learners regardless of a co-occurrence of a disability. Staff works collaboratively with all special education staff and other specialists within the district to ensure they are meeting the needs of twice exceptional students.

What Should I Do If I Think My Child is Ready for Early Entrance to Kindergarten?

The Portage Community School District policy for early entrance is consistent with Wisconsin Law Statute 115.28(8).

- A child is eligible for entrance into 4 year old Kindergarten if she/he attains the age of four (4) on or before September 1st. There is no early admission to 4 year old Kindergarten
- A child is eligible for 5 year old kindergarten when she/he attains the age of five (5) on or before September 1st of the year in which she/he registers for entrance and meets residence requirements or has already completed a 4-K program.
- The process for Early Admittance begins with a written letter made by the parent/guardian to the superintendent for a child who will be five (5) years old between September 1 and October 1. The deadline is June 1.
- [Appendix pg. 60 - Board Policy for Early Entrance]

How is My Child Selected For Advanced Courses?

If a student is interested in an advanced course at the high school level, they can fill out a Prime Course Contract which indicates their interest, and includes recommendations from teachers and parents. Another option is to fill out a form for a Partners In Education course offered by UW-Whitewater. Students at other levels are recommended for advanced courses by looking at a variety of data. Historical test scores, work ethic, effort in and passion for the subject, along with staff recommendations are all considered when placing students. For some courses a

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pre-assessment may be given, or a prerequisite course required. [Appendix pg. 62 - Prime Course Contract, pg. 63 - Partners in Education]

What Should I Do If I Think My Child Should Be Grade Accelerated or Accelerated in a Subject?

Acceleration may be considered if the student's level of achievement and ability significantly surpasses his/her same age peers. If any of the following items apply to the student in question, acceleration should not occur:

- *Student ability (IQ) is less than one standard deviation above the mean.
- *Student would be placed in the same grade, or higher grade than a sibling.
- *Student currently has a sibling in the same grade.
- *Student indicates they do not wish to be accelerated.

When an accelerated placement is made, staff and parents are using their best judgment about the current academic needs of the student. In most cases, the student adjusts well to the placement and continues to be successful in that area. Students in accelerated placements should be challenged, but able to excel with a reasonable amount of work.

- An acceleration request may be initiated at any time by a parent/guardian or staff member using the Advanced Learner Program Nomination Form.
- Before a request is made, parents/guardians should discuss their child's performance with the classroom teacher(s).
- After the form has been received by the Advanced Learner Coordinator, s/he will facilitate data collection with district staff in order to compile a student learning profile to include assessments, inventories, rating scales, performance data, certain selected grade-level classroom common formative/summative assessments, and other classroom data in combination with anecdotal information.
- An Acceleration Rating Scale will be completed, which includes further input from both district staff and parents. District staff include administrators, teachers, a psychologist, a school counselor, the advanced learner coordinator and other adults who have knowledge of the child's performance.
- Information on the pros and cons of acceleration will be shared with parents.
- Parents/Guardians may request that their child be withdrawn from the acceleration process or placement.
- The results of the rating scale will be shared at a team meeting which includes the parents. After discussion, a recommendation will be made by district staff. If a decision cannot be agreed upon, the superintendent or his/her designee will make the final decision.
- If acceleration is determined to be appropriate, a date will be chosen for the student to begin the new placement.

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- There will be transition activities for the student prior to the accelerated placement. Usually, this includes talking with the student about the new placement, an introduction to their new teacher, and a classroom visit. The receiving teacher may assign the student a mentor or buddy for the first few days or weeks.
- The placement will be on a trial basis, the length to be determined by the team. The Advanced Learner Coordinator will stay in close contact with the teacher during the first few weeks of the placement. Either the teacher or the Advanced Learner Coordinator will contact the parents regarding the student's adjustment and progress.
- The Advanced Learner Coordinator will monitor the student's progress and stay in touch with the teacher of the accelerated class. If parents have any questions regarding their child's progress, they can contact the Advanced Learner Coordinator or classroom teacher at any time.
- If the placement is considered successful by the acceleration team, the student's records shall be modified to indicate the change in grade or subject.
- If the placement is deemed unsuccessful by the acceleration team, the student will be placed back into his/her previous academic setting and other educational options will be discussed to encourage student growth.
- [Appendix pg. 25 - Nomination Form, pg. 64 - Acceleration Scale Assessment, pg. 70 - Board Policy on Promotion, Placement, and Retention]

If My Child is Subject Accelerated While in Middle School, Will They Receive High School Credit?

Middle School students enrolled in a course at the high school will receive a high school elective credit for Algebra, Geometry, and Spanish/German I. Completion of high school courses will be indicated on the middle school report card. A notation will be made on the student's high school transcript that the course was taken while the student was enrolled in the middle school. A student has the option to retake the course when enrolled in high school for high school credit. While taking a high school math course during middle school allows students to take a rigorous course sooner, they still are required to complete three credits of math at the high school level. The GPA from courses taken in middle school is not calculated into the high school GPA.

What Options are Available for Advanced Students Who Have Already Taken the Courses Offered by the High School?

- Curriculum Outside the District. Students may receive high school credit for

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courses taken outside of the district curriculum if they have successfully completed courses offered through independent study, correspondence, online learning, or from a university. Prior approval must be obtained by submitting a course description/syllabus to the high school principal or designee, at which time specific criteria to determine successful completion and amount of credit will be decided. Upon successful completion of the course, grade reports, instructor recommendations and/or comments, and any other requested materials, must be submitted to the high school principal or his/her designee. If the predetermined criteria for credit are met, the predetermined amount of credit will be awarded. Grades for courses taken outside of the regular curriculum offered in the district will be recorded on the student's transcript and calculated in the student's grade point average.

- Early College Credit Program. The Board will also allow any high school student who satisfies the eligibility requirements to participate in the Early College Credit Program to enroll in an approved course at an approved institution of higher education while attending the district. Students will be eligible to receive college and high school credit for completed a course provided they complete the course and receive a passing grade. [Appendix pg. 71 - Board Policy, Early College Credit Program]
- Early Graduation. Early graduation may be granted after completion of seven (7) or more semesters of attendance, grades 9-12, to students who fulfill the following requirements: Complete graduation requirements; earn a cumulative GPA of 2.5 or above; have no more than three (3) unexcused absences, ten (10) excused absences, and zero (0) truancy tickets in their last two (2) full semesters of attendance; submit a written request with parent signature; receive recommendations by professional staff at the high school. [Appendix pg. 72 - Board Policy, Early Graduation]

What Challenges May Advanced Learners Face?

Academically talented students deal with a variety of social-emotional issues just as others do. Some of these are typical of many students their age, while others may be specifically related to their advanced talents. Students may be able to work through some of these issues on their own, but for others they may need some adult guidance and discussion. For issues that continue unresolved over a period of time, counseling or intervention may be needed. Students are not always able to verbalize what they are feeling and experiencing. As parents and teachers, we do need to be sensitive and alert to a student's social-emotional needs, and to communicate with each other when we see a student may need some guidance. [Appendix pg. 73 - Challenges an Advanced Learner May Face:

- Signs a student is doing well

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- Signs a student is not doing well
- Issues that may cause difficulties
 - Confidence and competence
 - Pressure to Perform
 - Underachievement
 - Social relationships]

What Should I Do If My Child Is Experiencing Any Of These Problems?

It is a good idea to talk with someone if any of these issues continue over a period of time without being resolved. You might want to start by talking with a classroom teacher, school counselor, and/or the Advanced Learner Coordinator. The school psychologists are also available for consultation. Through collaboration, we may be able to identify some steps that can be taken to help students deal with significant issues. While some parents may be reluctant to seek outside help, there are times when this is very much needed. Social and emotional needs that can be addressed by the school counselor or referred outside the district include: self-esteem, anxiety, perfectionism, depression, stress management, peer relations, goal setting, and career exploration.

What If My Child Complains Of Boredom?

We must be cautious when a student complains of boredom. A recent research study concluded that nearly all students are bored in school part of the time, and that there are many reasons for a student to feel “bored.” Some of these are a legitimate indication of a need for more challenging instruction, while others are not. You are your child’s best role model. You are teaching your child how to adapt to difficult situations through your actions. Your child will notice how readily you advocate, how respectfully you treat school staff, how strongly you push for change, and when it is appropriate to back down and accept a compromise. Through this experience, children learn humility, respect, collaboration, appropriate assertiveness, and tolerance. There are no perfect solutions to addressing the dilemma of giftedness and boredom in the classroom, but you can help your child face this challenge through your caring, attentive and persistent presence.

Possible causes of boredom when instruction provided is appropriate or is in fact challenging:

- The class is not as exciting as a video game.
- The student would rather be socializing with friends.
- The student does not know or does not like some of the others in a work group.

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- The work is too difficult.
- The student does not feel comfortable with the teacher.
- The student does not yet know enough about the subject to be interested.

Possible causes of boredom when instruction is not appropriately challenging:

- The work is review material that the student has not forgotten.
- The student is able to learn the material much more quickly than the pace of the class is going.
- The student has already mastered the skills that are practiced.
- The instructional materials and activities are too easy.
- The student completes work quickly and has too much free time.
- A large portion of the class time is focused on struggling learners.
- Students are asked to help others rather than to learn new material themselves.

Where Can I View Other Portage School Board Policies Relevant to Advanced Learners?

Portage School Board policies can be found on the district website. Go to <http://portage.k12.wi.us> and choose “District” from the main page. Under the heading “School Board,” choose “Policies.” Click on the link “School Board Policies” to access BoardDocs. Use the drop down menus to access the number of the policy you would like to read, or search for it at the top of the page using keywords.

School Board Policies

1. Curriculum Development - 2210
2. District Sponsored Clubs and Activities - 2430
3. Early College Credit Program - 2271
4. Early Graduation - 5464
5. Educational Options - 2370
6. Entrance Age - 5112
7. Programs for Gifted and Talented - 2464
8. Promotion, Placement, and Retention - 5410
9. School Counseling and Academic and Career Planning - 2411
10. Wisconsin Academic Excellence Scholarship - 5451.01

The Portage Community School District does not discriminate on the basis of sex; race; religion; color; national origin; ancestry; immigration status; creed; pregnancy; marital or parental status; physical, mental, emotional or learning disability; or sexual orientation; gender identity or gender expression.

What Websites Are Helpful for Parents and Teachers?

Portage Advanced Learner Program K-12

- Belin-Blank Center: <http://www2.education.uiowa.edu/belinblank/>
- College of William & Mary: Center for Gifted Education: <http://education.wm.edu/centers/cfge/>
- Davidson Institute for Talent Development: <http://www.davidsongifted.org/>
- Gifted Child Society <http://www.gifted.org/>
- Gifted Development Center: <http://www.gifteddevelopment.com/index.htm>
- GT Cybersource http://www.gt-cybersource.org/Record.aspx?NavID=0_7,0_7&rid=11201
- Hoagies Gifted Education www.hoagiesgifted.org
- Johns Hopkins Center for Talented Youth: <http://cty.jhu.edu/>
- NEAG Center for Gifted Education & Talent Development: <http://www.gifted.uconn.edu/>
- Northwestern University - Center for Talent Development: <http://www.ctd.northwestern.edu/>
- Research Center on the Gifted and Talented www.nagc.org
- Stanford University - Education Program for Gifted Youth: <http://epgy.stanford.edu/>
- Supporting Emotional Needs of Gifted (SENG) www.sengifted.org
- Wisconsin Art Association www.wiarted.org
- Wisconsin Association Talented & Gifted www.watg.org
- Wisconsin Center for Academically Talented Youth www.wcaty.org
- Wisconsin Department of Public Instruction. <https://dpi.wi.gov/gifted>

WISGIFT - Listserv: Parents & teachers

To **SUBSCRIBE** to the list:

1. Send an e-mail message to lyris@listmanager.uww.edu
2. In the message area type SUBSCRIBE WISGIFT-L
3. Leave the subject line blank, and don't include your e-mail signature

What Resources Are Available If I Want to Learn More?

- ❖ Adderholdt, M. & Goldberg, J. (1999). Perfectionism: What's Bad About Being Too Good? Minneapolis Free Spirit. 1 575 420 627
- ❖ Assouline, S. & Colangelo, N. & Lupkowski-Shoplik, A. & Lipscomb, J. & Forstadt, L. (2009). Iowa Acceleration Scale. Scottsdale: Great Potential Press.
- ❖ Beecher, M. (1996). Developing the Gifts and Talents of All Students in the Regular Classroom. Mansfield Center: Creative Learning Press. 0 936386 68 1
- ❖ Berger, S. (1998). College Planning for Gifted Students. Reston, VA: ERIC. 0 865 853 121
- ❖ Cobain, B. (1998). When Nothing Matters Anymore. Minneapolis: Free Spirit. 1 575 422 352
- ❖ Colangelo, N. & Davis, G. (1997). Handbook for Gifted Education. Boston: Allyn and Bacon. 0 205 260 853

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- ❖ Colangelo, N. & Assouline, S. & Gross, M (2004). *A Nation Deceived: How Schools Hold Back America's Brightest Students*. Iowa City: University of Iowa
- ❖ Coleman, M. & Johnsen, S. Editors. (2013) *Implementing RtI with Gifted Students: Service Models, Trends, and Issues*. Waco: Prufrock Press.
- ❖ Conklin, W. & Frei, S. (2007). *Differentiating the Curriculum for Gifted Learners*. Huntington Beach: Shell Education. 978 1 4258 0372 8
- ❖ Davis, G. & Rimm, S. (1998). *Education of the Gifted and Talented*. 4th ed. Boston: Allyn and Bacon. 0 205 270 00X
- ❖ Empfield, M. & Bakalar, N. (2001). *Understanding Teenage Depression*. New York: Henry Holt. 0 805 067 612
- ❖ Galbraith, J. (1984). *The Gifted Kids Survival Guide: For Ages 10 and Under*. Minneapolis: Free Spirit. 0 915 793 008
- ❖ Galbraith, J. & Delisle, J. (1996). *Gifted Kids' Survival Guide: A Teen Handbook*. Minneapolis: Free Spirit. 1 575 420 031
- ❖ Galbraith, J. & Delisle, J. (2002). *When Gifted Kids Don't Have All the Answers: How to Meet Their Social and Emotional Needs*. Minneapolis: Free Spirit. 1 575 421 070
- ❖ *Gifted and Talented Resource Guide for Educators, Coordinators, and Administrators in Wisconsin Public Schools*. (2005) Downloaded from DPI website:
<http://dpi.wi.gov/cal/pdf/gtguide.pdf>
- ❖ Halsted, J. W. (1994). *Some of My Best Friends are Books: Guiding Gifted Readers from Pre-School to High School*. Scottsdale: Gifted Psychology Press. 0 910 707 510
- ❖ Heacox, D. (1991). *Up From Underachievement*. Minneapolis: Free Spirit. 0 15 793 350
- ❖ Landrum, M., Callahan, C., & Shaklee, B. (2001). *Aiming for Excellence: Gifted Program Standards: Annotations to the NAGC Pre-K-Grade 12 Gifted Program Standards*. Waco, TX: Prufrock Press. 1-882664-72-8
- ❖ Matthews, D. & Foster, J. (2009) *Being Smart about Gifted Education: A Guidebook for Educators and Parents*. Scottsdale: Great Potential Press.
- ❖ National Association for Gifted Children. (2010). *Pre-K - Grade 12 Gifted Program Standards*. Washington DC: NAGC.
- ❖ Neihart, M., Reis, S., Robinson, N., & Moon, S. (2002). *The Social and Emotional Development of Gifted Children: What Do We Know?* Waco, TX: Prufrock Press. 1 882 664 779
- ❖ Peters, S. & Matthews, M. & McBee, M. & McCoach, B. (2014). *Beyond Gifted Education*. Waco: Prufrock. 978 1 61821 121 7

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- ❖ Reis, S. & Burns, D. & Renzulli, J. (1992). Curriculum Compacting. Mansfield Center: Creative Learning Press. 0 936386 63 0
- ❖ Renzulli, J. & Smith, L. & White, A. & Callahan, C. & Hartman, R. & Westberg, K. & Gavin, M. & Reis, S. & Siegle, D. & Sytsma R. & Rachael E. Scales for Rating the Behavioral Characteristics of Superior Students. Third Edition.
- ❖ Renzulli, J. & Gubbins, E. & McMillen, K. & Eckert, R. & Little, C. Editors. (2009). Systems & Models for Developing Programs for the Gifted & Talented. 2nd Ed. Mansfield Center: Creative Learning Press.
- ❖ Riley, D. (2000). The Depressed Child. Royal Oak, MI: Taylor Trade Publishing. 0 878 331 875
- ❖ Rimm, S. (1995.) Why Bright Kids Get Poor Grades. New York: Three Rivers. 0 517 886 871
- ❖ Rogers, K. B. (2001). Re-Forming Gifted Education: Matching the Program to the Child. Scottsdale: Gifted Psychology Press. 0 910 707 464
- ❖ Rollins, K. & Mursky, C. & Shah-Coltrane, S. & Johnsen, S. (2009) "Rti Models for Gifted Children," Gifted Child Today. Summer 2009: Vol. 32. No. 3.
- ❖ Sheffield, A. (1998). How You Can Survive When They're Depressed. New York: Three Rivers Press. 0 609 804 154
- ❖ Silverman, L. (ed.) (1993). Counseling the Gifted and Talented. Denver: Love. 0 891 082 735
- ❖ Smutny, J. F. (2001). Stand Up for Your Gifted Child: How to Make the Most of Kids' Strengths at School and at Home. Minneapolis: Free Spirit. 1 575 420 880
- ❖ Smutny, J. & Veenker, K. & Veenker, S. (1989). Your Gifted Child: Birth to Seven. New York: Ballantine. 0 345 368 30
- ❖ Smutny, J. & Walker, S. & Meckstroth, E. (1997). Teaching Young Gifted Children in the Regular Classroom. Minneapolis: Free Spirit. 1 57542 017 1
- ❖ Strip, C.A. & Hirsch, G. (2000). Helping Gifted Children Soar: A Guide for Parents and Teachers. Scottsdale: Gifted Psychology Press. 0 910 707 413
- ❖ Tomlinson, C. (1999). The Differentiated Classroom. Alexandria: ASCD. 0 87120 342 1
- ❖ Tomlinson, C. & Allan, S. (2000). Leadership for Differentiating Schools and Classrooms. Alexandria: ASCD. 0 87120 502 5
- ❖ Torrance, P. & Sisk, D. (1999.) Gifted and Talented Children in the Regular Classroom. Buffalo: Creative Education Foundation. 0 930 222 067
- ❖ Walker, S. (2002). The Survival Guide for Parents of Gifted Kids. (Revised.) Minneapolis: Free Spirit Press. 1 575 421 119
- ❖ Webb, J. T. & Meckstroth, E. A. (1994). Guiding the Gifted Child: A Practical Guide for Parents and Teachers. Scottsdale: Gifted Psychology Press. 0 910 707 006

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- ❖ Winebrenner, S. (1992). Teaching Gifted Kids in the Regular Classroom. Minneapolis: Free Spirit. 0 915793 47 4
- ❖ Winebrenner, S. & Brulles, D. . (2008)The Cluster Grouping Handbook. Minneapolis: Free Spirit. 1 57542 279 4
- ❖ Wisconsin Department of Instruction Statutes, Rules, and Laws. <https://dpi.wi.gov/gifted>