

Gifted and Talented Education in HASD

Mission Statement

It is the mission of the Hortonville Area School District and Gifted and Talented Education (GATE) to ensure that all students learn at the highest level.

Philosophy

GATE is viewed as comprehensive services which are integrated within the district mission, not a separate entity. As part of HASD's RTI framework, we address, "What will we do when students already know it?" Gifted students will be provided opportunities to extend their academic, intellectual, leadership, artistic, and/or creativity needs. This requires utilizing a variety of curriculum delivery strategies and resources. Differentiated classroom instruction will be the primary means to appropriately challenge students. Program options such as enrichment and curriculum extensions will help develop student potential. The district recognizes the unique social and emotional needs of gifted students and will provide support in accordance with their needs. We serve gifted students in partnership with parents and the community.

Who are our gifted learners?

The Wisconsin Department of Instruction (DPI) defines giftedness as: "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." They are students who, because of advanced skills and or depth of understanding, stand out well above their peers. Identification for GATE is ongoing, consistent and equitable. Multiple measures and identification tools are used to ensure that students are identified appropriately and accurately.

Don't all students have special gifts and talents?

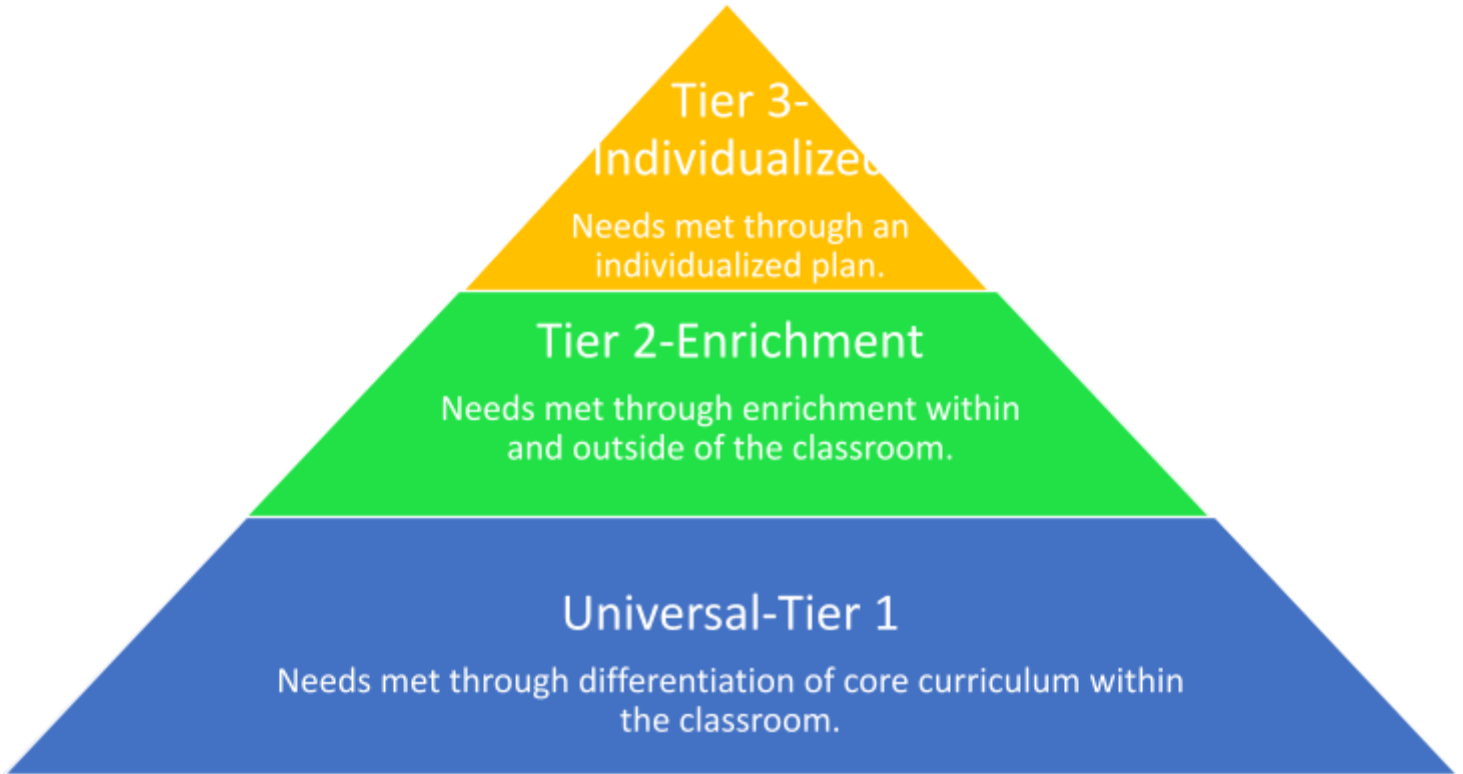
Our district is built on the fundamental belief that all children have gifts, however; some children have exceptional academic gifts or talents that require additional or differentiated support. HASD provides this support through an environment that accommodates students' differences and offers an array of educational opportunities.

Objectives

- Identify gifted students using multiple criteria
- Provide high quality differentiated learning opportunities that address specific abilities and talents
- Provide exploration and the pursuit of challenging opportunities within and beyond the curriculum
- Exhibit sensitivity to sub-groups that may be under-identified: ethnic minorities, twice-exceptional learners, non-native English speakers, and students with different cultural norms
- Monitor student progress to provide a continuum of services
- Build a collaborative relationship with teachers and parents where resources and support are provided
- Evaluate to continuously improve the effectiveness of GATE in the district

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Steps in Meeting Learner Needs



Step One: Screening and/or Nomination

The screening step of the identification process may be triggered by assessments, classroom observations, parent request, or student request.

Step Two: Eligibility

The GATE resource specialist will review data and collaborate with the School Intervention Team and classroom teachers to determine programming needs. GATE resource specialists will communicate with the parents and student.

Step Three: Program Options/Services

The student's needs are matched with appropriate and available program options.

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Curriculum and Instruction

The needs of our GATE learners vary greatly and for that reason the programming for each learner may include a unique set of components. Classroom teachers, resource specialists, and other school personnel work collaboratively to plan and provide learning experiences that meet the needs of gifted students.

HASD Programming to meet individual student needs:

- Classroom differentiation
- Compacted Math in grades 6-8
- Subject or grade-level accelerations
- Cluster classes (students of similar readiness levels are grouped together)
- Middle School Special Events: Career and College Readiness Events, College Day for Kids, STEAM Day, etc.
- Local and regional competitions
- Dual enrollment/course waivers
- Youth Options (11th and 12th grade students who have exhausted the district offerings in a subject may apply to take the next course at a college and the district pays the tuition.)
- Honors and Advanced Placement Courses and CAPP Classes, etc.
- Internships
- Middle School Club Opportunities - ([GMS Clubs](#) and [HMS/FWA Clubs](#))- Lego League, HEY (Health Empowered Youth) Group, Math Team, Book Club, Art Club, Student Council, WEB (Where Everyone Belongs) Leaders, etc.
- [High School Club Opportunities](#)

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Wisconsin DPI Statutes and Rules for Gifted Education

Administrative Rule PI 8.01(2)(t).2

Each school district board shall establish a plan and designate a person to coordinate the gifted and talented program.

Standard (t): School districts must provide programs for gifted and talented students in Wisconsin public schools from kindergarten through grade 12. This standard is consistent with the philosophy that all children are entitled to a quality educational program.

Related Education Standards

Standard (b): Staff development plans should include information to develop awareness and understanding of the needs of gifted and talented learners as well as materials, resources, and appropriate strategies to deal with those children in the classroom.

Standard (e): Provide guidance and counseling services to gifted and talented students that are critically important to the overall success of the program and its participants.

Standard (k): District curriculum plans should include objectives, content, and resources which challenge the most able and the most talented students in any classroom.

Standard (n): Many gifted children are at risk and need special attention, counsel, and support to help them realize their potential.

Standard (p): Students identified as gifted or talented may require special accommodation in programming which is outside the normal sequence of course(s) or the standard requirements for graduation.

Standard (s): Data derived from a testing program may be used as part of a multiple-criteria identification process.