

Parents (or someone else) think(s) my child might be gifted.

- Nomination Process
- Two nominations from any of the following:
 - parent or guardian
 - teacher or specialist
 - peer or self-nomination (middle & high school)
 - Standardized Test Scores of 97% or higher
 - WKCE scale scores
 - product/ performance

- Identification Process
- Evaluation by teacher of student's cumulative file, teacher/staff feedback, student work samples, etc.
 - Multiple measures used to create student profile
 - Data reviewed by teacher, GT advocate and GT coordinator who determine need for GT programming and recommend an appropriate level of service and/or the need for additional assessments.
 - Letter sent to parents informing them whether or not GT programming is appropriate for student

If GT programming is determined NOT to be appropriate, student may be placed on a 'watch list' for review in a year if warranted.

If GT programming is determined to be appropriate, parent must approve student's acceptance into GT Program

Parents/guardians may meet with classroom teacher to discuss appropriate plan for differentiation

Programming Process

- Differentiation will be delivered by the classroom teacher, i.e. modifications in rate, product, process and/or curriculum content according to student's needs
- Rate of learning and modifications to meet this difference in rate will be a foundation of gifted and talented programming. Consideration will be given to the academic, social and emotional development of the student.
- The program will provide appropriate options to meet the needs of identified students. In special circumstances, a few students student may require additional educational experiences.
- Middle schools students will have the option to participate in quarterly seminars focused on social-emotional and academic needs.
- For high school students, the curriculum is the primary path for meeting the programming needs of gifted high school learners. Following the Wisconsin Comprehensive Integrated Gifted Programming model, about 60-70% of identified students can have their needs met within the regular classroom. The majority of students find that classes at the high school level are faster paced and the content is broader and deeper than those they had at the middle school level. According to the model, another 20-30% of gifted learners can have their needs met through honors or advanced placement classes. The final 5-10% of gifted students may need programming beyond what the normal curriculum offerings can accommodate.
- The high school gifted and talented program seeks to meet the programming needs of its students by challenging them to develop their own potential to the fullest without burning them out. Balance is the key.



Monitoring Process

Monitoring is essential to achieve the goal of systematic and continuous gifted and talented programming. A student's gifted and talented programming will be monitored through the use of differentiation forms and transitional or annual reviews to determine its continued appropriateness and success.

Elementary School

- Parents will receive differentiation forms from the classroom teacher twice a year (second and fourth quarter) which will record the student's GT programming and progress. Completion of the forms will be monitored by the principal.
- Transitional review to determine appropriateness of programming at the end of third and sixth grades.

Middle School

There will be transitional review to determine appropriateness of programming at the end of eighth grade.

High School

Guidance Counselors are available to help review appropriateness of programming during the student's High School career.

Exit Process

The exit process from the GT program may be initiated by the student, parent, teacher, guidance or administration. This is rare and done only after careful investigation, conferences, observation, and discussion.

Resolving Concerns

When there is a concern about a student's programming, parents may work with the teacher to address the concerns. If that is not successful, it may be helpful to contact the school's GT advocate or principal or the district GT coordinator.