

GIFTED AND TALENTED PROGRAM GUIDELINE

2025–2026



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OPENING LETTER FROM GIFTED AND TALENTED COORDINATOR



Hello Brown Deer Families,

My name is Raven Wrege (Wilson) and I will be serving as the Gifted and Talented Teacher/Coordinator for Brown Deer Elementary this school year. This will be my 9th year in education and my 5th year with the School District of Brown Deer. I hold a Bachelor's of Education degree from the University of Wisconsin–Oshkosh in Elementary Education, and additionally, hold a 1st– 8th grade mathematics license.

I am currently enrolled in the Gifted and Talented Education Master's Program through the University of Wisconsin–Stevens Point. As a child, I was a gifted and talented scholar myself, and I am incredibly passionate about crafting a rigorous and engaging experience for our GT scholars. In my free time, I enjoy weightlifting, reading, and traveling with my husband. I am excited for the opportunity to help your child grow this year!

PHILOSOPHY STATEMENT

The School District of Brown Deer is committed to making sure each student has the opportunity to be challenged. We believe that the education of all children should be directed toward the maximum development of the individual. In order to meet maximum potential, some students benefit from additional services and programming aside from the standard grade level educational program. Therefore, it is considered essential to have a systematic and continuous program to meet the unique needs of gifted and talented children.

Since giftedness may occur in a variety of areas, such a program should be multi-dimensional, involving five recognized areas in gifted and talented education: Intellectual, Academic, Creative, Artistic, and Leadership. While the primary focus for gifted education within the School District of Brown Deer is academic, students are exposed to high levels of excellence in the remaining areas of gifted education. Cognitive and affective experiences will be combined to further the development of the whole child in an attempt to foster not only the intellectual abilities and study skills, but leadership and social responsibility as well.



WISCONSIN STATE STATUTE FOR GIFTED AND TALENTED PROGRAMS

The Wisconsin Statute 118.35, programs for gifted and talented pupils, provides information regarding the regulation of providing these services to students who excel academically. The statute states that:

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- 1 In this section, "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.
 - 2 The state superintendent shall by rule establish guidelines for the identification of gifted and talented pupils.
 - 3 Each school board shall ensure that all gifted and talented pupils enrolled in the school district have access to a program for gifted and talented pupils.
 - 4 From the appropriation under s. 20.255 (2) (fy), the department shall award grants to nonprofit organizations, cooperative educational service agencies, institutions within the University of Wisconsin System, and school districts for the purpose of providing to gifted and talented pupils those services and activities not ordinarily provided in a regular school program that allow such pupils to fully develop their capabilities.
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WISCONSIN STATE STATUTE FOR GIFTED AND TALENTED PROGRAMS

Administrative Rule 8.01(2)(t)2. Each school district board 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 kindergarten through grade 12 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 sub ch. 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. The school district board shall provide an opportunity for parental participation in the identification and resultant programming.



PROGRAM DEFINITIONS

The School District of Brown Deer recognizes and addresses the unique needs of students who may require enriched, accelerated, and other differentiated experiences. The program promotes the development of individual gifts and talents while fostering intellectual, social, and emotional growth.

Gifted and Talented: Students 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 (s.118.35(1), Wis. Stats., 1998).

INTELLECTUAL:

- Students with high aptitude for critical thinking and problem solving, who master skills and concepts quickly, and whose cognitive development is accelerated beyond their age peers as demonstrated by consistently superior skills, concepts, and creative expression.

SPECIFIC ACADEMIC:

- Students who show early interest and consistently superior ability in one or more of the specific academic areas: reading, writing, math, science, or social studies.

CREATIVE:

- Students who are highly insightful, imaginative, and innovative, and who consistently develop new and novel solutions for conventional tasks.

ARTISTIC:

- Students who excel consistently in the development of a product or performance in any of the visual or performing arts, or in the area of technical education.



LEADERSHIP:

- Students who emerge as leaders and who not only consistently demonstrate superior abilities to accomplish group goals by working with others, but are also accepted by others as leaders

GIFTED AND TALENTED PROGRAM MODEL

The program consists of eight components: clustering, in-class differentiation, subject-specific enrichment, personalized course, subject-specific acceleration, whole grade level acceleration, project-based learning, and whole school enrichment opportunities.

1) CLUSTERING



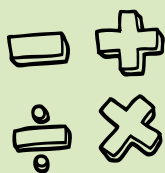
Clustering refers to the placement of the small group of identified students in the same regular homeroom. This is the backbone of the program in that it is seen as the primary means of adapting the school program to meet the needs of the gifted child. It allows teachers to adjust and extend the day-to-day curriculum and learning opportunities provided for the identified students in a regular classroom setting. Identified students will have a degree of interaction with students of like abilities, as well as with peers.

2) IN-CLASS DIFFERENTIATION



Teachers, assisted by the gifted and talented coordinator, are encouraged to use activities which differentiate the curriculum in such a way that the gifted and talented learner will be taken “faster, deeper, and further” than they would be in a standard curriculum. Activities should take into account the unique characteristics and needs of the gifted learner. Our gifted and talented students will receive a continuum of services within their classroom through such best practices as flexible and/or ability grouping, choice boards, and tiered assignments provided by the gifted and talented coordinator during their tier 1 (all classroom instruction) within their identified academic area.

3) SUBJECT-SPECIFIC ENRICHMENT



Students who demonstrate above average abilities in math and reading will receive enrichment or extension activities during What I Need (WIN) time, using the student’s academic goals developed in collaboration with the classroom teacher. Teachers will also work with the gifted and talented coordinator to plan enrichment and extension lessons depending on the needs of the students.

Students who are identified as gifted and talented in art or music may meet with the respective teacher to participate in advanced lessons, enter competitions, and take special field trips.

GIFTED AND TALENTED PROGRAM MODEL



4) PERSONALIZED LEARNING

Students can participate in personalized learning within various content areas. The purpose of this course of learning is to personalized content for a student's specific needs, interests, and pace of learning. Examples of this may include curricular compacting to design a personalized math course surrounding a specific academic need or interest.



5) PROJECT-BASED LEARNING

Students can participate in standards-driven project based cross-curricular academic programming or in depth studies to meet their academic, creative and leadership needs. This may occur within tier 1 instruction or WIN time



6) SUBJECT-SPECIFIC ACCELERATION

Subject specific acceleration allows students to accelerate in a subject area where he or she has shown an advanced level of performance, and allows the student to take the course at the next grade level. If the subject specific accelerated class is taught in the high school and taught by a content area certified teacher, then the student who meets the criteria for credit will receive high school credit.



7) WHOLE GRADE LEVEL ACCELERATION

Students who need more of an academic challenge can be considered for whole grade level acceleration. A student moves ahead an entire grade level. This is commonly referred to as "skipping a grade."



8) WHOLE SCHOOL EXTRACURRICULAR ENRICHMENT OPPORTUNITIES

Beyond the school day, there will be opportunities for all students to be challenged.

WHOLE SCHOOL EXTRACURRICULAR ENRICHMENT OPPORTUNITIES

District

Spelling Bee (Grades 3-8): Each classroom holds a Spelling Bee. The top winner of each homeroom in grades three through five will go on to the Elementary School Spelling Bee. The top winner of each homeroom in grades six through eight will go on to the Middle School Spelling Bee.

Student Council (Grades 3-12): This program is a leadership opportunity to work with both staff and administration to enhance their school community. This is done by planning and running school activities, developing and implementing fundraisers and service projects, organizing assemblies and committees to help raise school spirit/school-wide kindness. Students also learn about leadership and what it means to be a student leader.

Elementary

Math 24: The object of this card game is to use math operations to equal the number 24. Teams will be selected to represent the school in the Wilmot Consortium and Whitewater Talented and Gifted Network's spring competitions.

Robotics Club: Students will collaborate in small groups to design, build and program a robot, using our BDE supplied kits. Students will also explore real-world applications of robotics and prepare for competitive challenges. Students will demonstrate robots completing tasks like navigating an obstacle course or pulling a small load.

Kindness Krew (Grades 3-5): This program provides students the opportunity to spread kindness throughout the school. Students generate "kindness challenges" for all students to strive to complete during the week. The group also recognizes scholars who demonstrate kindness to peers and staff.

WHOLE SCHOOL EXTRACURRICULAR ENRICHMENT OPPORTUNITIES

Middle

National Junior Honor Society (Grades 7-8): The Junior National Honor Society aims to recognize and develop outstanding middle school students by fostering scholarship, service, leadership, character and citizenship. It provides a platform for students to excel academically, engage in community service, develop leadership skills, and build strong character, ultimately preparing them for future success.

Battle of the Books: This reading program is designed to promote a love of reading. It encourages students to read a variety of books and remember information about the plots, characters, and settings of the books. Students work with a team to read the booklist and create questions to challenge their opponents.

Forensics: Forensics is an after-school team that builds self-confidence through public speaking. By participating in competitions, students strengthen their oral communication skills while also making new friends.

8th Grade Mentors: 8th Grade Mentors is a program for 8th grade students to showcase their leadership skills both inside and outside of the classroom. An 8th Grade Mentor goes through an interview process and needs recommendations from teachers to become one- showing that they are consistently following the Brown Deer Way. Once students become a mentor they assist with 6th grade orientation, open house, and various other opportunities throughout the school year such as mentoring 6th grade students, new student tours, etc.

High

African American Youth Initiative: Platform where youth engage with professional African American professionals and their peers to discuss college & career readiness, social emotional learning, and social justice. Youth engage in dual credit courses, and a four day real-life college experience at a university.

The Falcon Yearbook: The BDHS Yearbook Team is open to students in grades 9-12 through an application process. Yearbook staff gain valuable experience in many aspects of journalism and print media production including: writing, editing, interpersonal communication, photography, graphic design, marketing, and project management. Throughout the year students work both independently and collaboratively to complete page assignments that align with the book's theme.

IDENTIFICATION PROCESS

1. A talent pool is created by analyzing the MAP & AIMSweb test results. Students who score in the 90th percentile or higher in reading and/or math for at least three testing windows are considered. Staff and parents can submit nominations

2. The Naglieri Nonverbal Ability Test Third Edition (NNAT®3) is administered to all students in the talent pool. The NNAT3 is a general abilities screener

Students who have shown strength in
3. math will take the SAGES 3, focused on mathematics and science, and an end-of-year assessment one year above their current grade level to determine which standards have been mastered

4. Students who have shown strength in math will take the SAGES 3, focused on mathematics and science, and an end-of-year assessment one year above their current grade level to determine which standards have been mastered

5. Parents/guardians and current classroom teacher(s) complete the Gifted and Talented Evaluation Scales (GATES 2).

6. The GT Coordinator will conduct in classroom observations utilizing the Teacher's Observation of Potential in Students (TOPS) to observe and document student strengths as learners.

7. Once all the tests have been completed, a testing profile will be created. Students will be assigned a tier. Services will be provided based on tier of service.



IDENTIFICATION PROCESS

What is the nomination process?

Students who are already in the Gifted and Talented Program do not need to complete this process. Parents who are interested in nominating their students will need to complete the online Parent Nomination form. Once the nominations are received, they will be reviewed by the GT Team & WiMLSS (Wisconsin Multi-Level System of Supports) Team, who will also collaborate with the student's current educators to inform their decision making. Parents will be notified if their child has qualified for additional screening.

What is the timeline for the nomination and assessment process?

The application window is open beginning May 1st of each school year. Parents and guardians will be notified if their child has qualified to take additional GT screening assessments. Parents and guardians will be notified by the last week of school regarding their child's placement in the Gifted and Talented Program for the next school year.



ASSESSMENT TOOLS

MAP AND AIMSWEBPLUS READING AND MATH ASSESSMENTS

Standardized achievement tests allow us to easily compare a child's performance to others at their same grade level nationwide. NWEA MAP is a computer adaptive assessment that measures student achievement and growth. This assessment allows users to see student progress over time, and allows observation of consistent academic excellence. The test adjusts to each student's ability level to identify academic strengths and areas for growth. The NWEA MAP Math assessment is administered in grades K-12. The NWEA MAP Reading assessment is administered in grades 4-12. Aimsweb Plus is a comprehensive universal screening tool. This tool monitors student progress in early literacy skills over time, predicts performance with grade level expectations, and allows observation of consistent academic excellence. AimswebPlus is administered to grades K-3.

NAGLIERI NONVERBAL ABILITY TEST (NNAT ASSESSMENT)

Naglieri Nonverbal Ability Test® Third Edition (NNAT®3) is a nonverbal measure of general ability for students in kindergarten through grade 12.

END-OF-YEAR ASSESSMENTS

Students are given an End-of-Year Assessment one year above their current grade level to determine which standards have been mastered.

SAGES-3 (LANGUAGE ARTS & SOCIAL STUDIES, MATH & SCIENCE)

The SAGES 3 Assessments utilized measure academic aptitude. The language arts & social studies assessment measures student ability within those two subjects. The math and science assessment measures student ability within those two subjects

TEACHER'S OBSERVATION OF POTENTIAL IN STUDENTS (TOPS OBSERVATION)

TOPS is an observational tool to help teachers recognize signs of high potential in children ages 4-10. The tool allows the observer to highlight indications of high potential in students and keep track of observations over time to document a student's patterns of behavior.

GIFTED AND TALENTED EVALUATION SCALES (GATES 2)

The GATES 2 is a norm-references screening tool that is used to identify students who may be gifted and talented. This instrument is divided into 5 scales (general intellectual, academic skills, creativity, leadership, and artistic talent), with ten items evaluating each area of giftedness. The scales will be completed by both parent and teacher.