



**WEST ALLIS–WEST MILWAUKEE**  
SCHOOL DISTRICT

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*Learning That Works*

**Gifted & Talented**  
**Program Plan**

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## Mission

Every day, the West Allis-West Milwaukee School District focuses on equity through deeper learning, fosters a sense of belonging, and educates the whole child so that every learner achieves success.

## Vision

The West Allis-West Milwaukee School District aspires to create experiences that build community and empower learners so they can live life on their terms.

## Equity Beliefs

The West Allis-West Milwaukee School District believes...

1. Eliminating inequities begins with each of us; we see students as people with assets and aspirations and it is our job to help them realize their goals and dreams.
2. Together we are responsible for the prevention of unmet potential, supporting students' social-emotional growth, and overall organizational improvement by eliminating inequalities and acknowledging our own biases.
3. We will engage students in authentic and rigorous learning through curricular materials, instructional practices, and assessments that are free of discrimination and bias and are culturally responsive.
4. Together we create a service-oriented culture of excellence where success for each student and all relationships reflect our core values (Trust, Integrity, Respect).
5. Student involvement in all organizational programming is representational and equitable.
6. The Deeper Learning Competencies (Master Academic Content, problem-solving/Critical Thinking, Communication, Collaboration, Self-Directed Learning, Academic Mindset) will drive instructional planning to increase equitable opportunities for all students.
7. We will analyze data to support resource allocation and funding. All district policies, procedures, and funding are aligned with our Equity Non-Negotiables and are used to create equity for all.
8. We will empower and intentionally seek feedback from ALL families in their student's education, school planning, and District decision-making.
9. We will always persevere in serving students, even when a student lacks home support, guidance, and/or requisite knowledge; fails to exert the expected effort; and/or refuses to adhere to the code of conduct.
10. Every staff member is part of an intentionally designed educational team that co-plans together, sharing knowledge and expertise to better educate each child through co-teaching and purposeful collaboration.
11. We will recruit, employ, support, retain, and continually develop a workforce of racially conscious and culturally competent administrative, instruction, and support personnel.

## Philosophy for Gifted & Talented Education

The West Allis-West Milwaukee identifies students who give evidence of high-performance capability in intellectual, creativity, visual/performing arts, leadership, or specific academic areas using multiple criteria by the **Wisconsin Department of Public Instruction statutes and Rules for Gifted Education**. Multiple criteria for identification may include standardized test scores, individualized testing, parent/guardian referrals, teacher referrals, district assessments, and student portfolios.

The purpose of identification is to locate students who need more than the core curriculum and to determine what types of services are needed to ensure a minimum of a year's growth in a year's worth of time. Identification in the West Allis-West Milwaukee School District is an ongoing and continuous process to develop an awareness of student capabilities and needs. All students,

kindergarten through 12th grade, are considered for identification. Regardless of identification, the district will focus on providing services for all students. All students will receive a research-based, high-quality education in the classroom.

## **Gifted and Talented Statutory Requirements**

Wisconsin Statute 121.02(1)(t): Each school board shall provide access to an appropriate program for pupils identified as gifted and talented.

Wisconsin Statute: s. 118.35, Wis. Stats. Programs for gifted and talented pupils.

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 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 appropriations under s. 20.255(2)(FY), the department shall award grants to nonprofit organizations, cooperative educational service agencies (CESAs), institutions within the University of Wisconsin System, and the school district operating under ch. 119 to provide to gifted and talented pupils those services and activities not ordinarily provided in a regular school program that allows such pupils to fully develop their capabilities.

Wisconsin Administrative Code (Section PI 8.01(2)(t)2) Requirements

1. Establish a plan and designate a person to coordinate the gifted and talented program
2. Identify gifted and talented pupils as defined in sec. 118.35 (1).
  - a. This identification shall occur in kindergarten through grade 12 in general intellectual, specific academic, leadership, creativity, and visual and performing arts.
  - b. A pupil may be identified as gifted or talented in one or more of the categories under sec 118.35 (1).
  - c. 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.
  - d. Identification tools shall be appropriate for the specific purpose for which they are being employed.
  - e. 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 subch. V of ch. 115.

## **WAWM Board & District Policies**

### Early Entrance

- Kindergarten
- First Grade

### Acceleration

- Single Subject
- Grade

For students who are being considered for early entrance and grade acceleration, we will use the [Integrated Acceleration System](#) with the school’s MLSS team to determine if this is the appropriate support needed.

# Gifted and Talented Areas

## 1. General Intellect

Intellectually gifted children learn rapidly, exhibit strong powers of reasoning, and develop an advanced ability in critical thinking and problem-solving. They process information in complex ways, incorporate larger vocabulary in discussion, are inquisitive, and are self-starters.

### **Characteristics**

- Understands complex concepts
- Draws inferences between content areas
- Sees beyond the obvious
- Thrives on new or complex ideas
- Enjoys hypothesizing
- Intuitively knows before taught
- Uses an extensive vocabulary
- Does in-depth investigations
- Learns rapidly in comparison to peers (12 repetitions for mastery)

\*Adapted from the National Association for Gifted Children

### **Criteria Guidelines**

#### **Universal Instruction (Tier One)**

-Includes Differentiated Instruction to meet student needs

##### Performance Evidence

- Student products, portfolios, performances
- A score of 2 standard deviations above the mean on an appropriate aptitude test (i.e., Wechsler Intelligence Scale for Children, SAGES-3, etc.)

##### Supporting Data

- Additional nationally normed standardized test scores at the 95th-96th percentile and below (i.e. ACT, WJ-III, etc.)
- Appropriate rating scale score on the Scales for Rating the Behavioral Characteristics of Superior Students
- Consistent FastBridge scores at the 95th-96th percentile
- Consistent FORWARD scores at the 95th-96th percentile

#### **Extended Instruction (Tier II)**

##### Performance Evidence

- Student products, portfolios, performances
- A score of 2.5 - 3 standard deviations above the mean on an appropriate aptitude test (i.e. Wechsler Intelligence Scale for Children, SAGES-3, etc.)

##### Supporting Data

- Additional nationally normed standardized test scores at the 97th-98th percentile (i.e. ACT, WJ-III, etc.)
- Appropriate rating scale score on the Scales for Rating the Behavioral Characteristics of Superior Students
- Consistent FastBridge scores at the 97th-98th percentiles
- Consistent FORWARD scores at the 97th-98th percentiles

#### **Accelerated Instruction (Tier III)**

##### Performance Evidence

- Student products, portfolios, performances

- A score of 3 or more standard deviations above the mean on an appropriate aptitude test (i.e. Wechsler Intelligence Scale for Children, SAGES-3, etc.)

#### Supporting Data

- Additional nationally normed standardized test scores at the 99th percentile (i.e. ACT, WJ-III, etc.)
- Appropriate rating scale score on the Scales for Rating the Behavioral Characteristics of Superior Students
- Consistent FastBridge scores at the 99th percentile
- Consistent Forward (3rd - 8th) scores at the 99th percentile

## **2. Specific Academic Ability**

Academically capable students make outstanding progress in one or more of the disciplines. They acquire basic skill knowledge quickly, have high academic success in a special interest area, and demonstrate advanced memorization and comprehension abilities.

### **Characteristics**

- Manipulates information
- Strong memorization ability
- Intense interest in a specific academic area
- High academic capacity in special interest area
- Pursues special interests with enthusiasm
- Operates at a higher level of abstraction than peers
- Asks poignant questions

\*Adapted from the National Association for Gifted Children

### **Criteria Guidelines**

#### **Tier I**

##### Performance Evidence

- Student products, portfolios, performances

##### Assessment Data

- Consistent FastBridge scores at the 95th percentile
- Consistent Forward scores at the 95th percentile
- Additional nationally normed standardized test scores at 99th percentile (i.e. WJ-III, SAGES-3 etc.)
- Appropriate rating scale score on the Scales for Rating the Behavioral Characteristics of Superior Students
- Consistent advanced performance on district formative and summative assessments

#### **Tier II**

##### Performance Evidence

- Student products, portfolios, performances

##### Assessment Data

- Consistent FastBridge scores at the 96th-97th percentile
- Consistent Forward scores at the 96th-97th percentile
- Additional nationally normed standardized test scores at 96th-97th percentile (i.e. WJ-III, SAGES-3 etc.)
- Appropriate rating scale score on the Scales for Rating the Behavioral Characteristics of Superior Students
- Consistent advanced performance on district formative and summative assessments

#### **Tier III**

##### Performance Evidence

- Student products, portfolios, performance

### Assessment Data

- Consistent FastBridge scores at the 98th-99th percentiles
- Consistent Forward scores at the 98th-99th percentile
- Additional nationally normed standardized test scores at 98th-99th percentile (i.e. WJ-III, SAGES-3 etc.)
- Appropriate rating scale score on the Scales for Rating the Behavioral Characteristics of Superior Students
- Consistent advanced performance on district formative
- Receives a score of 95% or higher on End of Year Summative Assessment

### **3. Creativity**

Creative thinking crosses all areas: academics, arts, leadership, and intellect. Creative thinkers are independent thinkers, exhibit original thinking in oral and written expression, think of several solutions to a given problem, possess a sense of humor, create and invent, and are challenged by creative tasks.

#### **Characteristics**

- Discusses and elaborates in detail
- Exhibits original thinking in oral and/or written expression
- Generates many ideas to solve a given problem
- Possesses a keen sense of humor
- Creates and invents
- Intrigued by creative tasks
- Improvises and sees unique possibilities
- Risk-taker
- Resists conformity

\*Adapted from the National Association for Gifted Children

#### **Criteria Guidelines**

##### **Universal Instruction (Tier One)**

-Includes Differentiated Instruction to meet student needs

##### Performance Evidence

- Student products, portfolios, performances
- Student-generated evidence (i.e. creative thinking activity, project, etc.)

##### Assessment Data

- A score of the 95th-96th percentile on the figural sections of the Torrance Test of Creative Thinking

##### Supporting Data

- Appropriate rating scale score on the *Scales for Rating the Behavioral Characteristics of Superior Students* ([100 Booklets from Amazon](#) [SCALES Administration Manual on Amazon](#) on order)
  - Local Norms will be updated once they are created
- Letter(s) of Recommendation

##### **Extended Instruction (Tier II)**

##### Performance Evidence

- Student products, portfolios, performances
- Student-generated evidence (i.e. creative thinking activity, project, etc.)

##### Assessment Data

- A score of the 97th-98th percentile on the figural sections of the Torrance Test of Creative Thinking

Supporting Data

- Appropriate rating scale score on the *Scales for Rating the Behavioral Characteristics of Superior Students* (100 Booklets from Amazon SCALES Administration Manual on Amazon on order)
  - Local Norms will be updated once they are created
- Letter(s) of Recommendation

**Accelerated Instruction (Tier III)**

Performance Evidence

- Student products, portfolios, performances
- Student-generated evidence (i.e. creative thinking activity, project, etc.)

Assessment Data

- A score of the 99th percentile on the figural sections of the Torrance Test of Creative Thinking

Supporting Data

- Appropriate rating scale score on the *Scales for Rating the Behavioral Characteristics of Superior Students* (100 Booklets from Amazon SCALES Administration Manual on Amazon on order)
  - Local Norms will be updated once they are created
- Letter(s) of Recommendation

**4. Visual/Performing Arts**

Students exhibit outstanding ability in expressing self, feeling, moods, etc., through art, [dance](#), [drama](#), and [music](#). Students demonstrate a keen sense of spatial relationships and a strong sense of creative expression.

**Characteristics**

- Communicates their vision in visual/performing arts
- The unusual ability for aesthetic expression
- Compelled to perform/produce
- Exhibits creative expression
- The desire for creating an original product
- Keenly observant
- Continues experimentation with the preferred medium
- Excels in demonstrating the visual/performing arts

\*Adapted from the National Association for Gifted Children

**Criteria Guidelines**

Portfolios may be submitted for review by September 15th or January 15th to be reviewed by a committee of experts. Students may only submit one portfolio, per area, per calendar year.

**Universal Instruction (Tier One)**

-Includes Differentiated Instruction to meet student needs

Performance Evidence

- ART: Portfolio of work collected within one year of the student's current grade level to be reviewed by two or more experts and a GT staff representative (Art Rubric)

- MUSIC: Audio sample of the student's performance recorded within one year of the student's current grade level to be reviewed by two or more experts and a GT staff representative (Music Rubric--Coming soon)
- DRAMA: Visual or audio sample of the student's performance recorded within one year of the student's current grade level to be reviewed by two or more experts and a GT staff representative. (Drama Rubric--Coming soon)

\*Portfolios in all areas will be accepted twice per school year September & January; with one chance to submit a portfolio each year.

#### Supporting Data

- A rating scale score of the 95th-96th percentile on the Scales for Rating the Behavioral Characteristics of Superior Students
- Letter(s) of recommendation

### **Extended Instruction (Tier II)**

#### Performance Evidence

- ART: Portfolio of work collected within one year of the student's current grade level to be reviewed by two or more experts and a GT staff representative
- MUSIC: Audio sample of the student's performance recorded within one year of the student's current grade level to be reviewed by two or more experts and a GT staff representative (Music Rubric--Coming soon)
- DRAMA: Visual or audio sample of the student's performance recorded within one year of the student's current grade level to be reviewed by two or more experts and a GT staff representative. (Drama Rubric--Coming soon)

\*Portfolios in all areas will be accepted twice per school year September & January; with one chance to submit a portfolio each year.

#### Supporting Data

- A rating scale score of the 97th-98th percentile on the Scales for Rating the Behavioral Characteristics of Superior Students
- Letter(s) of recommendation

### **Accelerated Instruction (Tier III)**

#### Performance Evidence

- ART: Portfolio of work collected within one year of the student's current grade level to be reviewed by two or more experts and a GT staff representative
- MUSIC: Audio sample of the student's performance recorded within one year of the student's current grade level to be reviewed by two or more experts and a GT staff representative (Music Rubric--Coming soon)
- DRAMA: Visual or audio sample of the student's performance recorded within one year of the student's current grade level to be reviewed by two or more experts and a GT staff representative. (Drama Rubric--Coming soon)

\*Portfolios in all areas will be accepted twice per school year September & January; with one chance to submit a portfolio each year.

#### Supporting Data

- A rating scale score of the 99th percentile on the Scales for Rating the Behavioral Characteristics of Superior Students
- Letter(s) of recommendation

## **5. Leadership**

Students gifted in leadership assume responsibility, are self-confident, have high expectations of self and others, and demonstrate good judgment in decision-making. Gifted leaders express themselves well, recognize leadership qualities in themselves and others, and foresee the consequences and implications of decisions.

## **Characteristics**

- Takes an active role in decision making
- High expectations for self and others
- Expresses self with confidence
- Foresees consequences and implications of decisions
- Follows through on a plan
- Appears to be well liked by peers
- Ideas expressed accepted by others
- Sought out by others to accomplish a task

\*Adapted from the National Association for Gifted Children

## **Criteria Guidelines**

### **Universal Instruction (Tier One)**

-Includes Differentiated Instruction to meet student needs

#### Performance Evidence

- Student products, performance, portfolios (including a journal of activities: i.e. school newspaper, Student Council, school leadership clubs, community-based projects, etc)

#### Supporting Data

- Appropriate rating scale score of 95th-96th percentile on the Scales for rating the Behavioral Characteristics of Superior Students
- Student-generated evidence of leadership activity
- Letter(s) of recommendation

### **Extended Instruction (Tier II)**

#### Performance Evidence

- Student products, performance, portfolios (including a journal of activities: i.e. school newspaper, Student Council, school leadership clubs, community-based projects, etc)

#### Supporting Data

- Appropriate rating scale score of 97th-98th percentile on the Scales for rating the Behavioral Characteristics of Superior Students
- Student-generated evidence of leadership activity
- Letter(s) of recommendation

### **Accelerated Instruction (Tier III)**

#### Performance Evidence

- Student products, performance, portfolios (including a journal of activities: i.e. school newspaper, Student Council, school leadership clubs, community-based projects, etc)

#### Supporting Data

- Appropriate rating scale score of 99th percentile on the Scales for rating the Behavioral Characteristics of Superior Students
- Student-generated evidence of leadership activity
- Letter(s) of recommendation

## **Procedure for Determining Eligibility for Services**

Identification of gifted characteristics, behaviors and talent shall be based on the following process:

- Data Gathering: We will look at Fastbridge scores after each window (Fall, Winter, Spring).

- Data Analysis: Students who fall within the 95%tile or above within 3 consecutive testing periods will be given additional assessments.
- Committee for Determination of Eligibility and Services: School's MLSS teams will determine eligibility and services in collaboration with the GT department
- Provision of services: Services will be provided from K-12th grade and progress monitoring will occur to determine continued eligibility.

## **Family/Teacher Input: Referral Form**

Parents/Guardians, teachers, and other school personnel can use the referral form to recommend a student be evaluated for gifted and talented services. Referrals will be reviewed by the Gifted & Talented District Specialist on an on-going basis. Please find the form [HERE](#). This form will also be available on our district website.

## **Multilayered Systems of Support (Tiered Service Options)**

The Committee for Determine of Eligibility and Services will use the outlined [WAWM MLSS Process](#) to determine layers of support needed for individual students. Our Gifted and Talented Department is grounded in three different layers of support:

### **Universal Instruction (Tier 1)**

These supports are provided in the classroom by the general education teacher. Differentiated Core Instruction uses a standards-based scope and sequence along with data to know where a student is at, and uses extensions, curriculum compacting, and other strategies typically considered “great teaching” to intervene for Advanced Learners. All school MLSS teams along with our Gifted and Talented Specialists can support general education teachers in expanding their repertoire of differentiation skills. Students identified for differentiation are monitored and supported through the MLSS process.

### **Extended Instruction (Tier II)**

This support represents a smaller number of students whose needs become more unique and instruction becomes more specialized. In addition to differentiated core instruction, the classroom teacher collaborates with the gifted and talented specialists, other building experts, and perhaps grade-level colleagues to plan learning activities to meet the student's demonstrated need. A variety of options are provided so that students have rich and varied experiences on which to build their skills. These opportunities are provided during the school day so that all students may participate, but there may be enrichment opportunities that extend beyond the school day. An example of this would be a student who does coursework in preparation for an academic decathlon.

### **Accelerated Instruction (Tier III)**

These supports represent a very small number of students who need either subject or grade acceleration or a unique combination of replacement offerings. These interventions are for students who are significant outliers (98-99th percentile) or have also shown mastery of content in addition to a score of 95 percentile or higher or a significant outlying score.

There are several points to keep in mind when thinking about layered (tiered) levels of instruction and the EMLSS model:

- Student movement through the tiers is intended to be a fluid process based on the student's qualitative and quantitative data as well as collaborative team decisions about students' response to instruction.
- Students may be receiving multiple layers of support in a variety at varying levels depending on their needs.

- EMLSS allows for the diversity of individual needs of students who demonstrate high-performance capabilities or who demonstrate the ability for high performance.
- Encouraging interest and persistence in pursuit of excellence is as important as the acquisition of academic knowledge and skills; identifying opportunities for talent development must be done with other levels of support in mind.

## Progress Monitoring

Progress monitoring is the process of continually collecting information about what the child knows and how the child is growing as a learner. Learning is dynamic and adjusts to the pace, depth, and complexity of a subject based on what the child shows they have learned. The goal is to promote a match between student needs and their curriculum and experiences. Consistent checkpoints aligned to assessments that are reviewed in team meetings provide a consistent way of supporting Gifted and Talented Learners.

All recommendations and decisions are communicated with parents/guardians.

**August:** All Gifted and Talented Teacher Leaders revisit recommendations made in the previous spring.

**September-October:** School MLSS teams, in conjunction with the Gifted and Talented Teacher Leader, meet to decide/verify the best learning environments and/or levels of support for students identified as gifted and talented in each area. Data from the fall universal screener will be used to evaluate programming and services.

Teams will determine if:

- Needs are best met in the classroom with academic peers and strong core instruction
- Needs are best met through differentiation/extension of the core curriculum
- Needs are best met with extended or accelerated instruction

**January-February:** Data will be analyzed from the winter universal screener and meetings will take place to re-evaluate programming and services.

**April-June:** School MLSS teams along with the Gifted and Talented Specialists collect data on growth for advanced learners to help school administrators and teacher teams make:

- Student placements that maximize the strong core instruction for advanced learners, while narrowing the range of learners within a balanced classroom.
- Help inform course recommendations for the following school year.
- Data will be analyzed from the spring universal screener and meetings will take place to re-evaluate programming and services.

## Acceleration Timeline

In order to be considered for acceleration students need to consistently score at the 98 & 99 %tile on FastBridge aMath or aReading (at least the past 3 testing cycles). Additional diagnostic testing will be completed by the Gifted & Talented Coordinator for those who have scores in the 98 & 99 %tile (SAGES-3 or TOMAGS). For students who a full-grade or double single-subject acceleration is being considered, an IQ test will be given. Staff & Parent meetings will be held to explain the findings of the testing and devise a plan that is most appropriate to meet the education needs of the students. Transition meetings will be held to discuss all accelerated students who are moving to a new school or will be attending classes at a different school.

### **Spring**

- FastBridge scores will be reviewed. Students who scored at the 98 & 99 %tile and are moving towards an acceleration watch label will be noted.

### **September/October:**

- FastBridge scores will be reviewed. Students who scored at the 98 & 99 %tile and are moving towards an acceleration watch label will be noted.

### **Late January - Mid-February:**

- FastBridge scores will be reviewed. Students who scored at the 98 & 99 %tile and are moving towards an acceleration watch will be noted.

### **February & March:**

- Additional testing completed by GT Coordinator and/or School Psychologist
- Students who have scored at the 98 & 99%tile on FastBridge aMath or aReading the past three testing cycles (Previous Spring, Fall, Winter) will be further evaluated for a possible acceleration using SAGES-3, TOMAGS, and/or IQ testing
- Follow-up team meetings will be held to discuss findings and get staff member's input on what they believe is the best placement for this student - a loose plan is created

### **April:**

- Parent meetings are held to discuss findings and review the proposed staff plan.
- DEP (Differentiation Education Plan) is reviewed (edited if needed) and signed by all parties

### **May - June:**

- School transition meetings
- Transportation paperwork completed by GT Coordinator and turned in for any student that may need it.
- Parent notification letters regarding transportation and DEP (Differentiation Education Plan) sent home. This document will outline the programming planed for the following school year

## **Twice Exceptional Learners**

Twice-exceptional (2e) learners are intellectually gifted and have one or more learning disabilities (ex. Dyslexia, ADHD, or Autism Spectrum Disorder). 2e learners think and process information differently and they may be more emotionally or intellectually sensitive.

### **Characteristics**

- Outstanding critical thinking and problem-solving skills
- Above average sensitivity (react more intensely to sounds, tastes, smells, etc)
- Strong sense of curiosity
- Low self-esteem due to perfectionism
- Poor social skills
- Strong ability to concentrate deeply in areas of interest
- Difficulties with reading and writing due to cognitive processing deficits
- Behavioral problems due to underlying stress, boredom, and lack of motivation

\*From the Davidson Institute

### **Identification Process for Twice Exceptional Learners**

Requires the ability to assess and identify the two areas of exceptionality. Students who have an IEP and have an identified gifted area are identified as 2e students. The process for giftedness identification will be the same as is stated in the categories above. Special education staff and the GT staff will collaborate to make sure that the student's IEP is followed during the testing process. Once testing is completed, the GT Department will collaborate with the special education staff to create a plan that is appropriate for the student.

### **Counseling Support**

#### **Student Support**

Supporting the social/emotional needs of our advanced students is also imperative as students who are gifted, profoundly, or 2e often deal with a variety of social/emotional challenges (anxiety, perfectionism, isolation, difficulty connecting with peers, etc.) that could have a negative impact on their well-being and academic ability. Students will be supported by staff; a collaboration between advanced learning specialists and guidance counselors, with opportunities such as peer groups and individual sessions when needed.

#### **Parent Support**

WAWMSD has trained **SENG** (Supporting the Emotional Needs of Gifted) facilitators on staff that can facilitate a wide variety of support groups (with specific topics) for our WAWMSD community, parents of gifted students, and families within the region.



## Early Admission Procedures

Please set a meeting date as described below when a verbal request is made for early admission. This will ensure that parents/guardians are able to make an informed decision and understand the criteria before proceeding.

1. Upon receiving a parent/guardian request for early admission, there will be a conference scheduled with the parent/guardian to discuss procedures. This conference will inform parents about the district policy that dictates consideration for early admission.

**Kindergarten:** A child (1) must have successfully completed a preschool program during the previous school year

**and** (2) must score in the superior range in all areas tested; these areas being social, emotional, intellectual, academic, and physical development.

**First Grade:** A child (1) must have successfully completed a certified four-year-old kindergarten program **and** (2) must score in the superior range in all areas tested; these areas being social, emotional, intellectual, academic, and physical development.

Parents should also be informed of the process involved as described below.

1. The child is screened by principal, academic dean, or reading specialist using the FastBridge Math and Reading assessments.
  2. If the criteria is met based on the screener, the child will continue the next step of the early entrance process being a psychological evaluation by a school psychologist.
  3. If the child demonstrates *superior potential* for success within the school environment, he/she will be scheduled for further testing including an intellectual assessment.
  4. Following the screening and/or additional testing, a face-to-face conference will be held with the parent/guardian.
  5. After all recommended procedures have been completed, a written evaluation summary will be given to parents/guardians recommending or denying early admission.
2. After a parent/guardian attends the informative meeting described above, and the wish is to proceed with the early admissions process, they should complete all written applications and forward them to the school principal no later than **April 1**.
  3. If a parent/guardian submits a request for screening on or before April 1, the principal will contact each family to arrange an appointment for screening and begin the process noted above (a - e).
  4. Results of the screeners and/or additional evaluations, with recommendations from the school psychologist, should be sent no later than May 1 to:

Laura Sage  
Director of Student Services



**WEST ALLIS–WEST MILWAUKEE  
SCHOOL DISTRICT**

9333 W. Lincoln Avenue, West Allis, WI 53227 - 414-604-3014

**Application for Early Admission to Kindergarten or First Grade**

Child's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ M: [ ] F: [ ]

Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip: \_\_\_\_\_

Name of Parent/Guardian: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work/Alternative Phone: \_\_\_\_\_

School: \_\_\_\_\_

I wish for my child to be considered for early school admission into (check grade that applies):

- 5-Year-Old Kindergarten
- First Grade

I have received a copy of School Board Policy #421R which explains the intent of the Early Admission Program and the procedures/criteria which will be used to determine my child's eligibility for the program. I understand that my child's birthday must be after September 1 and on/or before December 1 of the school year entrance to be considered for early admission. I realize that the criteria for eligibility are highly selective since this program is designed for children who perform in the superior range as determined by the district evaluation process and early admission policy.

I understand and give permission for the following evaluations that are required, and I further understand that my child must pass all the phases of this admission process to be eligible for Early Admission:

5-Year-Old Kindergarten: Review of Pre-School Experience

- FastBridge Assessment
- Psycho-Educational Assessment
- Reading, Arithmetic, and Fine/Gross Motor Screening Tool
- IQ Assessment

First Grade: Review of K-5 Records or Previous School Placement\*

- FastBridge Assessment
- Psycho-Educational Assessment and Interview\*\*
- IQ Assessment

\* Consent for Disclosure of Confidential Information and/or School Records

\*\* Required if the child has not attended a certified or equivalent 5-year-old-kindergarten program

I also understand that if I miss any screening or testing appointments, my child's application for the early admission process may be terminated.

Signature of Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

- Attached: Parent Questionnaire, Copy of Certified Birth Certificate, Immunization Form, Consent for Disclosure of Confidential Information and/or School Records