

New Holstein School District

Gifted and Talented Education Framework



Updated 2025

Program Mission

The mission of the New Holstein School District Gifted and Talented Education (GATE) framework is to ensure that all students, including those with exceptional academic and creative talents, learn at the highest level. Our GATE services are embedded in our district's vision, mission, and Response to Instruction (RTI) process, recognizing that giftedness requires purposeful differentiation and strategic support within a comprehensive multi-tiered system.


Program Objectives

- Identify gifted learners through equitable, ongoing, and multi-faceted identification processes.
- Provide differentiated, rigorous, and relevant learning experiences aligned with student readiness, interests, and talents.
- Offer opportunities for intellectual, academic, creative, leadership, and artistic growth within and beyond the core curriculum.
- Build collaborative partnerships with teachers, families, and community members to support gifted students.
- Monitor and adjust programming to ensure a continuum of support across all grade levels.
- Promote inclusive practices that recognize and support underrepresented populations, including twice-exceptional learners and English language learners.

Alignment with RTI and SST Framework

The GATE program is integrated into the district's RTI model by responding to the essential question: "What do we do when students already know it?" Gifted learners benefit from tiered instruction just as students who need remediation do. When typical classroom instruction no longer meets the needs of an advanced learner, GATE services are activated and monitored through the Student Success Team (SST).

How SST Supports Students with Gifts and Talents:

- Entry Point: Referral can occur via teacher, parent, student, or assessment data.
 - SST Documentation: The SST form includes areas to document advanced performance, past differentiation, and unmet needs.
 - Team Composition: Includes the classroom teacher, principal, school psychologist, and other relevant school personnel such as instructional coaches, special education staff, English learner specialists, or counselors who can contribute to understanding and supporting the student's needs.
 - Plan Development: The team reviews data and recommends interventions or enrichment strategies appropriate for Tier 1, 2, or 3 levels.
 - Progress Monitoring: Academic and social-emotional development is tracked, with updates shared with families and students.
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Tiered Programming Framework

This framework mirrors the district's multi-level RTI model to ensure that gifted services are responsive, scalable, and embedded within the continuum of academic support for all learners.

Tier 1: Universal Instruction (Classroom-Based Differentiation)

All students benefit from strong core instruction with embedded enrichment strategies:

- Pre-assessment and curriculum compacting
- Tiered assignments and learning centers
- Flexible and cluster grouping
- Independent learning contracts
- High-level questioning and inquiry models
- Creative and critical thinking skills training
- UDL-aligned practices
- Interest-based enrichment groups


Tier 2: Targeted Enrichment/Extension Services

For students whose needs exceed classroom differentiation:

- Advanced grouping or cluster classes
- Accelerated or compacted coursework
- Co-curricular activities and competitions
- Resource teacher support
- Enrichment workshops or local/regional conferences
- Push-in or pull-out services
- Participation in Early College Credit or Start College Now (middle/high)

Tier 3: Individualized Learning Plans

For students requiring intensive and sustained academic intervention:

- Differentiated Education Plans or Advanced Learning Plans
 - Subject-specific acceleration or, when appropriate, partial or full grade-level acceleration
 - Mentoring, internships, or independent study
 - Advanced Placement and college-level coursework
 - Replacement curriculum and online options
 - Personalized learning paths
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Identification Process

The GATE identification process is intentionally aligned with the district's SST/RTI framework to ensure a consistent, data-driven approach to meeting the needs of advanced learners.

Step 1: Nomination/Screening

Initiated through teacher observation, assessments, parent or student request.

Step 2: Eligibility Review

Data reviewed by SST to determine fit and tiered support needs.

Step 3: Placement and Services

Services matched to the student profile, ranging from classroom differentiation to specific plans authorized by the principal.

Student Characteristics Considered

Giftedness can manifest in a variety of ways beyond academic achievement, and understanding these traits helps ensure more inclusive and accurate identification.

- Advanced memory and reasoning
- Deep curiosity and independence
- Creative problem solving and humor
- Asynchronous development
- Passionate interest areas
- High levels of justice and pursuit of rigorous standards
- Diverse learning needs, including twice-exceptionality

Curricular and Co-Curricular Opportunities

- Accelerated middle school math (grades 6–8)
- Subject/grade acceleration
- AP, Honors, and CAPP courses, College Days, Maker Spaces, and local career events
- Internships and mentorships, and youth apprenticeship opportunities
- School clubs (e.g., Math Team, Lego League, Robotics Club)
- Dual enrollment opportunities

Commitment to Equity and Excellence

GATE services will actively seek and support underrepresented students by using culturally responsive practices, flexible identification methods, and individualized supports to foster inclusion and student success.

