



Park Hill School District

Gifted Education Handbook

2018-2019

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Education

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Gifted Education Staff

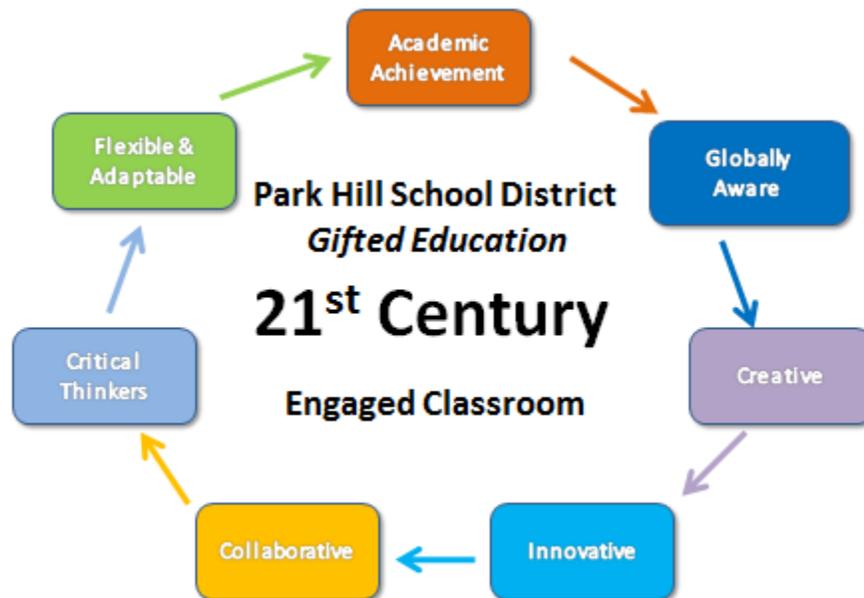
Elementary Staff		
Building	Teacher	Position
English Landing	Jennifer Chase	Gifted Teacher, 2 nd grade
Union Chapel	Kelly Konrad	Gifted Teacher, 3 rd & 4 th grade
Southeast	Jennifer Muchow	Gifted Teacher, 5 th grade

Middle School Staff		
Building	Teacher	Position
Plaza	Stephanie Clippard	Gifted Teacher, 6 th grade
Congress	Linda Collins	Gifted Teacher, 7 th – 8 th grade
Lakeview	Kurtis Werner	Gifted Teacher, 7 th – 8 th grade

Purpose Statement

Gifted Education

“Where Thinking is Critical”



The purpose of the Park Hill Gifted Program is to recognize and provide for the unique academic and affective needs of exceptional children, so they will become effective, creative producers in society and in their personal lives.

Characteristics of Gifted Learners

All children may exhibit special talents and/or traits; however, gifted learners possess characteristics that are developed to a much greater extent than other students of the same age, background, and experience. Gifted learners require instructional modifications in order to address their exceptionalities. Some common characteristics of gifted learners are:

- Learns easily
- Intellectual curiosity
- Advanced vocabulary
- Keen sense of humor
- High standards for self
- Curious and inquisitive
- Excellent memory
- Senses injustice
- Frequently uses similes, metaphors, and analogies in conversation
- Reads avidly and absorbs books well beyond his or her years
- Shows insight to problems that require careful reasoning and grasps mathematical concepts readily

Bright Children and Gifted Learners

BRIGHT CHILD

Knows the answers
Is interested
Is attentive
Has good ideas
Works hard
Answers the questions
Top group
Listens with interest
Learns with ease
6-8 repetitions for mastery
Understands ideas
Enjoys peers
Grasps the meaning
Completes assignments
Is receptive
Copies accurately
Enjoys school
Absorbs information
Technician
Good memorizer
Enjoys straight-forward, sequential presentations
Is alert
Is pleased with own learning

GIFTED LEARNER

Asks the questions
Is highly curious
Is mentally & physically involved
Has wild, silly ideas
Plays around, yet tests well
Discusses in detail
Beyond the group
Shows strong feelings/opinions
Already knows
1-2 repetitions for mastery
Constructs abstractions
Prefers adults
Draws inferences
Initiates projects
Is intense
Creates a new design
Enjoys learning
Manipulates information
Inventor
Good guesser
Thrives on complexity
Is keenly observant
Is highly self-critical

Core Beliefs about Gifted Children

Gifted children are unique and are as different from one another as they are from the population as a whole.

- Gifted children are not a homogeneous group.
- Gifted children may have strengths in one or more areas.
- Gifted children may not be “straight-A” students.
- Gifted children may evidence uneven development in intellectual, emotional, and physical domains.
- Gifted children have potential that is extraordinary and idiosyncratic.

Gifted children exist in all cultural groups, within all economic levels, among populations with other special needs, and in all areas of human endeavor.

- Gifted children may be twice exceptional, having gifts as well as disabilities.
- Gifted children evidence different characteristics depending on their cultural, educational and economic backgrounds.

Gifted children learn differently and require special educational experiences in order to grow academically and achieve their highest potential.

- Gifted children need a firm foundation of knowledge and skills upon which to build content expertise.
- Gifted children need instruction tailored to their unique abilities, interests, and learning styles.
- Gifted children need academically challenging curriculum that is both accelerated and enriched.
- Gifted children need to explore many fields of study, to “fall in love” with ideas, and to study subjects in depth.
- Gifted children need to engage in learning that requires persistence and task commitment.
- Gifted children need the opportunity to use and develop their creativity and problem-solving skills.

Gifted children, because of heightened intellectual and social-emotional intensities, need support and encouragement from individuals who recognize, validate, and nurture their giftedness.

- Gifted children are a special needs population and can be at risk.
- Gifted children benefit from the expertise of both classroom teachers and specially trained gifted education teachers.
- Gifted children benefit from contacts with intellectual peers and mentors.
- Gifted children benefit from parents who help them achieve meaningful social, emotional, and academic goals.
- Gifted children are children first and need to be respected for who they are.

Gifted Identification Procedures

Missouri State Law

The state special education law (H.B. 474) enacted in 1973, authorized the State Board of Education to establish standards for special programs for gifted students. The following section of state law pertain to gifted education programs:

Section 162.675. RSMO, defines gifted children as "those children who exhibit precocious development of mental capacity and learning potential as determined by competent professional evaluation to the extent that continued educational growth and stimulation could best be served by an academic environment beyond that offered through a standard grade level curriculum."

SCREENING:

All students in the Park Hill School District have the opportunity to be screened for gifted education services.

Academic Ability: The process begins with analysis of Fall or Winter Data from NWEA MAP Growth local school assessments in the areas of: reading, math and language. Students scoring in the 90th percentile in at least two content areas will be screened for gifted.

- Data analysis begins in January.
- Gifted Referrals for the screening process can be made by school teams after evaluating academic data. Parents may request the school team make a Gifted Referral. However, it is the discretion of the team to pursue additional screenings.
- Home schooled students or students attending private school will take the NWEA MAP Growth assessment to qualify for academic ability.

Permission to assess letters will be sent to parents of students who have met screening criteria. Permission will be given for the CogAT 7 and WISC-V.

Please note that students who are new to the Park Hill School District, and have met all of our program's placement criteria, will be eligible to enter the program immediately.

INDIVIDUAL EVALUATION and PLACEMENT:

General Mental Ability: Group administration of the CogAT 7 will be done in small groups in each school for students meeting the screener criteria.

- Students receiving a score of 123 or higher will move on in the gifted identification process.
- Results will be communicated to families by Academic Services.
- The **CogAT 7** will be administered throughout February and March.

INDIVIDUAL EVALUATION:

General Mental Ability: A WISC-V will be administered by a diagnostician or school psychologist.

- Students with a full-scale (FSIQ) or General Ability Index (GAI) score of 128 or above will be recommended for placement in the gifted program (Bridges) pending parental or guardian approval for the following school year.
- **WISC-V** assessments will be administered in April and May.

Gifted Programming

Elementary School

Elementary students qualifying for gifted education services will attend classes one day a week in a pull-out program. At the elementary level, the Bridges program provides services to qualifying students in grades 2-5 at designated host sites with specific schools being assigned to each location.

Middle School

Middle school gifted students attend Bridges every other day in place of their reading course. Reading standards and skills are infused within the gifted curriculum.

Gifted Curriculum and Grading Practices

Gifted Curriculum

Curriculum in Park Hill's gifted program is developed to meet the specific learning needs of gifted students. These needs vary from student to student but generally include the ability to learn quickly and with fewer repetitions.

The conceptual model for designing this kind of curriculum, developed by gifted program staff, is based on research and best practice recommendations in the field of gifted education. Each unit of study is written to align goals and assessments to each other, to the district's Core Conceptual Objectives, to the Missouri Learning Standards and to the ISTE standards.

The development of differentiated curriculum answers these questions:

- (1) What content do you want the students to know?
- (2) What skills or processes should the students master?
- (3) How should the students demonstrate understanding of the content and mastery of the skills through the products they create?

Gifted Reporting Topics

- Problem Solving
- Critical Thinking Skills
- English Language Arts
- Quality Work
- Risk Taking
- Interpersonal Relationships
- Self-Discipline
- Motivation

Elementary Bridges Day Best Practice Guidelines

In order to address the needs of students involved in the Park Hill Gifted program, and to maximize their educational experiences, we ask that the following guidelines be respected at the elementary school level.

Tests/Classroom Work

- When possible, please avoid administering tests on students' Bridges day. With regard to daily work and assignments, students should only be required to make up work that is necessary for an on-going project or to better understand a complex concept. Most classroom work should be waived.

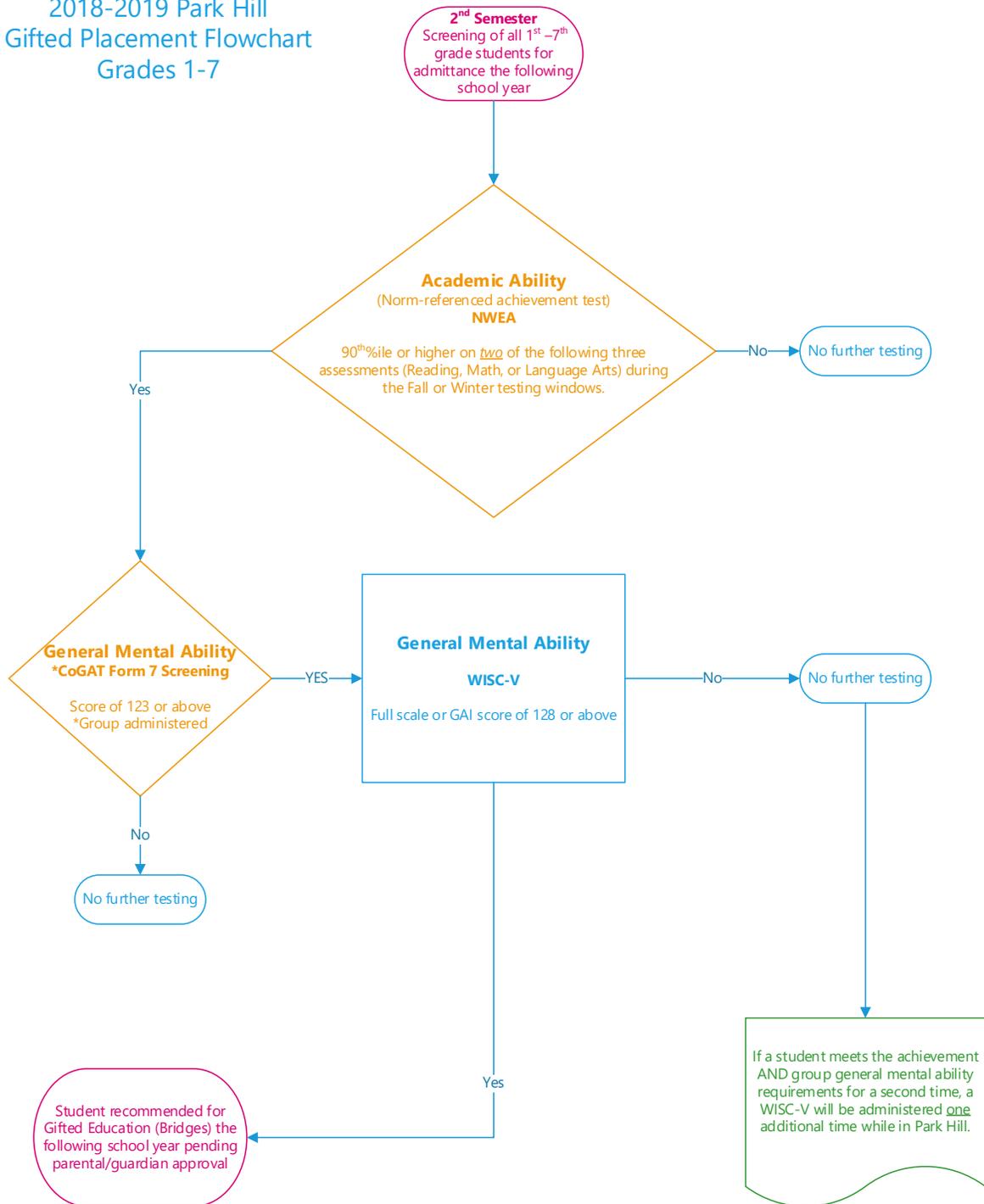
Special Events

- When possible, please avoid scheduling special events on students' Bridges day. This may include field trips, assemblies, room parties, special instructional performance videos and guest speakers, etc. If a conflict is inevitable, the gifted classroom teacher should be notified as soon as possible.

New Content

Instruction at the students' home schools continues as usual on Bridges day. However, any new concepts that are introduced in the gifted students' absence should be provided to them when they return to class. The students should not be expected to obtain the information on their own.

2018-2019 Park Hill
 Gifted Placement Flowchart
 Grades 1-7



Gifted Screening Referral Process

Please follow this process when a child does not meet screening criteria and the school team or parent would like to make a referral to allow the student to begin the Gifted Identification Process.

The gifted program in the Park Hill School District requires students to complete rigorous testing to ascertain the student's level of performance and ability. If a student does not meet qualifying screening criteria in elementary or middle school, the school team may recommend a student for the gifted referral process. The school's team will render a final determination after careful review of the evidence presented, other available data, and teacher input.

Given the rigor and the accuracy of the placement tests, a school team referral should be exercised with caution and only when specific evidence and classroom performance overwhelmingly indicate that the student is performing at superior levels of mastery on formative and summative assessments throughout the academic environment.

Process for Recommendation:

1. Student does not qualify for district screening criteria (meeting 90th percentile in two areas of NWEA: reading, language, mathematics)
2. Referral to enter the Gifted Identification Process is made.
 - a. Parents will present a parent referral to the school team for the school team to review
3. The school team will determine if the child shall enter the identification process based on the school team's data and committee review.
 - a. Parent referrals will be reviewed by the school team
 - b. The school team will use multiple pieces of formative and summative data to complete the Building Documentation Form
4. The school team will send approved referrals to the Director of Elementary Education when determined that the overall picture of a student demonstrates superior levels of academic mastery.

Gifted referrals should be completed *after* screening notifications have been sent district wide, as any student meeting the 90th percentile on screening criteria will already be selected.

Gifted Referrals from school teams or parents are due within 30 days of the CogAT 7 being administered.

Retesting Procedures

In total, a student shall only go through the gifted identification process two times in their 2nd – 7th grade career.

Appeals Process

Once a student has gone through the identification process twice, the Park Hill School District may consider an appeal if there is a documented medical condition that impacts the student's cognition.

Steps in the Appeals Process

1. Contact the licensed Diagnostician or School Psychologist to discuss the testing results.
2. After the discussion, if a parent/guardian chooses to proceed with the appeal process, the parent or guardian completes the appeal form.
3. The form is reviewed by the school's appeals committee. The committee will review the initial referral documents and any new documentation provided to support the appeal.
4. Parents or guardians will receive written notice of the appeal committee's decision within 10 days of the decision meeting. All decisions by the appeal committee are final.

Transferring into the District

A records review will be conducted for students transferring into the Park Hill School District that were identified as gifted in a previous district. A determination of comparability between former district identification process and the Park Hill identification process will be conducted. If the processes are comparable the student will be directly admitted into the Park Hill Bridges program.

Students who do not have comparable identification processes will be administered the CogAT 7 and WISC-V with qualifying criteria.

Private School, Parochial School, or Home School Students

Private, parochial and home school students who live in the Park Hill School District attendance area are eligible to participate in Bridges if they meet the same program qualifications as public school students. The referral process begins with the parents determining their public school attendance area based on their home address. The parent should then contact the building principal at that school, who will begin the referral process. The testing process will be conducted during the same identification windows for all Park Hill students.