

Gifted and Talented Education Program

Philosophy/ Mission Statement:

Crystal City School District recognizes students who have qualified as possessing gifted or talented traits. With this recognition, the school will continue to foster their development intellectually and socially within the gifted program. With their education, we hope to foster a love of learning and discovery, as well as those students to use their gifts to lead in the future.

Definition:

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.”

A gifted child is a child who performs or has the ability to perform above the norm for their age. A child who qualifies for our gifted program, must qualify with the full-scale intelligence test, norm-referenced test, and creative/problem solving assessment. These students do not necessarily fit one mold of a gifted child, but may have many traits that are exhibited to show giftedness or talent.

The Crystal City School District gifted and talented education program, known as GATE, will help qualifying children grow in their critical thinking skills, problem solving skills, creativity, and social skills.

Goals and Objectives:

The specific goals of the GATE program are integrated into all curriculum areas and are as follows:

- Information Processing-ability to gather, organize, analyze and apply information;
- Problem solving-ability to identify, define, analyze, develop, and assess possible solutions;
- Critical Thinking-ability to use critical/reflective thinking focused on deciding what to do or believe; including supporting ideas with facts and logic with the capability to explain relationships;

- Communication-ability to plan, create, and present verbal visual, and written information to share thoughts and ideas with others in order to cultivate the leadership potential in students;
- Responsibility-ability to work productively, independently, as well as, in a group, to demonstrate leadership skills
- Affective education- ability to understand themselves and others socially and emotionally and alter behavior accordingly.

The GATE program is designed to introduce students to topics linked to real-world themes that require higher level thinking, analysis of information, critical thinking and problem solving. Learning is enhanced through differentiated instruction, team activities, research, developing projects, and sharing ideas.

Description of services:

Who is in charge of making sure services are rendered?

The Director of Special Services and the Gifted Education teacher.

Roles and Responsibilities of individuals and groups for gifted students:

- Superintendent of Schools:
- Director of Special Services:
- Principal at Building Level:
 - Elementary:
 - High School:
- Counselor:
- Gifted Education Teacher: Provide education to intellectually, socially, and emotionally educate gifted and high-achieving children.
- Classroom Teacher: Provide differentiated instruction to challenge or aid a gifted student when needed.

Stakeholder groups:

The GATE program will be reviewed annually to determine the level of effectiveness for our students and the district. The stakeholders and their professional judgement would be used in the revisions and modifications recommended.

Students who are also nominated for testing and have results that question their qualifications, for any reason, may be presented to this group for placement.

Level of Professional Development:

The educator(s) of the GATE program will follow the professional development guidelines put forth by the state of Missouri. For more information, see <https://dese.mo.gov/educator-quality/certification/required-professional-development-hours>

The gifted teacher will also aid the Professional Development committee in selecting information to be included on professional development day(s) that focuses on gifted education.

Licensure of educators of Gifted Education:

The educator(s) of the GATE program will follow the licensure qualifications put forth by the state of Missouri. For more information, see <https://dese.mo.gov/sites/default/files/QS-gifted-2017GiftedCertificationRequirements.pdf>

General Identification (K-12):

The Crystal City School District uses a systematic process for the identification of gifted students that is composed of multiple criteria, including objective measures and a competent, professional evaluation. Students selected for the Gifted Program are not selected as a reward for either good performance or model behavior but because they have special needs. Therefore, the goal of the identification process is to apply comprehensive and unbiased procedures to find students who possess superior abilities and/or potential in the areas of general intellectual ability. The critical decision to be made is whether the student's ability is at a level that warrants special educational provisions. Students identified as most in need of services are invited to participate in the program.

District Wide Screening: The district will provide screening for all students to ensure that all potentially gifted students have an opportunity for consideration. All available data, including information contained in the permanent record, will be considered during the screening process. The district will use a variety of screening methods that reduce the chance of bias and provide an opportunity to identify the strengths of all students, including those students difficult to identify and traditionally under-represented, such as students with limited English proficiency, students from culturally diverse backgrounds and students with learning disabilities.

All students who score advanced on the beginning of the year assessment for reading and/or math, will be screened for the gifted program when entering Kindergarten, Second Grade and Junior High.

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District Wide Screenings:

1. Nationally normed achievement test scores.
2. SAGES 2- Screening Assessment for Gifted Elementary School Students
3. Demonstrates creativity and problem solving.
4. Recommendations from teachers and administrators.

General Mental Ability- Including a minimum full-scale intelligence quotient (IQ) score **at or above 125**. The district uses the following tests of general mental ability:

1. Wechsler Intelligence Scales
2. Stanford-Binet Intelligence Tests
3. Kaufman Assessment Battery of Children

Academic Ability- Including a norm-referenced test with a cut-off score at the 95th percentile or above on the composite score or on majority of subtests. The district uses the following tests of academic ability:

1. Wechsler Individual Achievement Test (WIAT-III)
2. Gray Oral Reading Test (GORT-V)
3. KTEA

Creativity, Reasoning and Problem Solving Ability- Including results of instruments indicating outstanding ability in one of the following areas related to the design of the district's gifted program:

1. Creative and productive thinking
2. Advanced insights

3. Outstanding imagination
4. Innovative or creative reasoning ability
5. Advanced perception of cause and effect relationships
6. Problem solving
7. Abstract concepts

The district may use the following creativity/problem solving assessments:

1. Torrance Tests of Creativity Thinking
2. Frank Williams Creativity and Reasoning Assessment

Students are eligible for placement in the gifted program if they meet the general mental ability requirement, academic ability requirement, and the creativity/problem solving ability assessment.

Placement:

The Crystal City School District offers the following placement options:

- K-6 Resource Room Teacher (RRT) model: Pull-out program where the teacher of gifted students spends his or her time (150 minimum minutes per week) in the gifted resource classroom.
- K-6 Push-in Program- The teacher of gifted students will push into the classroom of gifted students and provide differentiated instruction specifically for higher level learners in the regular education setting. (50 minimum minutes per week.)
- 7-8 Resource Room Teacher model- Pull-out program where the teacher of gifted students spends all of his or her time (150 minimum minutes per week) in the gifted resource classroom. This will be handled as an elective option for students.
- 9-12 Gifted Resource Teacher- The teacher will be available for office times to assist gifted students in any resources that they would need.

Kindergarten students will not be placed until the second semester so the first semester can be used for identification. Evaluations and services begin the second semester.

Learning Enrichment Activities Program (LEAP): Students who are recommended by the teacher and are performing at or above grade level on district assessments can be placed in a pull-out enrichment class. These students would meet a minimum of 50 minutes per week.

Acceleration:

In some cases, students may qualify for acceleration either by subject or whole grade. Students must be able to demonstrate knowledge, at least a semester ahead of their

same aged peers. When this is demonstrated, students will then be required to pass a maturity test that shows that they can socially handle being in an older student setting. The maturity test will be conducted by an observation of the student in their classroom and/or the classroom of the grade/subject that they would move to. This would be conducted by the Director of Special Services or Gifted Education teacher. Then it will be determined if that student is eligible for subject or whole grade acceleration:

- a. Subject Acceleration: This would be for students who demonstrate talent or advancement in one subject area, but would still benefit placement with their same-aged peers for most of the school day. This would be demonstrated through the beginning of the year reading assessment, beginning of the year math assessment and a teacher recommendation.
- b. Whole grade Acceleration: This would be for students who demonstrate maturity and advancement in most subject areas higher than their same-aged peers. This will be demonstrated through the beginning of the year reading assessment, beginning of the year math assessment, class observations, or a maturity rating scale.

Nominations:

Students may be referred to the Gifted Program for screening by a teacher or administrator. Nomination forms may be submitted any time during the year. Nomination forms must be completed and returned to the Special Services Office.

Nominated students require parent/guardian permission for testing. Parents/guardians receive written notification of the referral and approval of testing is secured.

Outside Testing:

Families may not seek outside testing at their own expense. This is so that all students have equitable rights in regards to testing and qualifying.

Transfer Students:

The transfer student will be placed in the district's gifted program if all the following are met:

1. The student was previously placed in a gifted program in a Missouri school district.
2. The program in which the student was placed is similar to that offered by the district.

3. The student meets or exceeds the district's placement criteria.
4. The student and parent/guardian agree to the placement.

Transfer students will be eligible if they otherwise qualify in subsequent years. Any student who qualifies, leaves the program and then wishes to return to the program must requalify under program guidelines.

Reassessment:

Students previously tested for the Gate program can be reassessed no sooner than one calendar year the date of the previous test.

School Requirements:

Once students are identified for the Gifted Program, the Crystal City School District staff makes a commitment to work with them for success. However, students may, occasionally, not be performing in accordance with the standards established for the Gifted Program. Students must maintain a 3.5 G.P.A. If that is not attained, these students are placed on probation. At this time, they will still be allowed to attend GATE classes.

If a student has not improved his/her grades, he/she will be placed on academic suspension at that time. Academic suspension will allow the student an additional reporting period to improve; however, he/she will not attend GATE classes/activities to ensure classroom instruction is not missed during this time. Students who are unable to improve grades at the end of the academic suspension period will be formally withdrawn from the program.

The behavior of the students in the program is imperative to be excellent due to the competitions and nature of the activities in the classroom. Students in the gifted program are also required to follow school rules, exhibit appropriate behaviors and will abide by the disciplinary code set forth by the school district. In addition, students that obtain any ISS or OSS for behavior incidents, will be placed on probation from the GATE program immediately.

Failure to correct behavior with documentation of additional write-ups for in or out of school behavior incidents, will be dismissed from the program.

Parent/Guardian Request to Withdraw from Program:

The parent/guardian of a gifted student may request that his or her child be withdrawn from the Gifted Program at any time. This request should come in writing to the Director of

Special Services. While parents/guardians may withdraw a student from the program at any time, withdrawals are considered formal exits from the program. Re-entry will be allowed for students who requalify under the program guidelines.

Withdrawal from the program will also require the stakeholders of the gifted program to be notified.

Participation of Non-Public Students:

Gifted education and related services are available to students enrolled in non-public schools or are currently being home schooled. These students must reside or attend a school in the Crystal City School District and follow the same identification procedures as district students.

Non-public students who take part in the Gifted Program must:

- Be a resident or attend school in the Crystal City School District
- Meet or exceed selection criteria as defined by the district.
- Provide their own transportation to screening/testing and classes.
- Register at the school where they will be receiving services prior to participating in the Gifted Program.

Appeals:

If the parent or guardian feels that the assessments were biased or an error occurred, they must submit a letter of appeal to the Director of Special Services in no longer than 15 days of the assessment in question.

Curriculum and Instructional Items:

With any program, students in the gifted program will be given a pre-assessment at the beginning of the unit to determine the level of knowledge on the topic. This assessment will be used to modify the curriculum as set forth by the school district. The students will also be given a post-assessment at the end of the unit to determine the level of growth on that specific topic. This will not occur for every unit, but should be expected for at least one unit per year. Other units will require students to complete a performance task or project to showcase their acquired knowledge.

College or Career experiences for Gifted students:

Students that are interested in career or college guidance can visit the counselor at their school or the GATE teacher at the high school during the resource time.

Parental Updates:

Parents/guardians will be notified monthly about the topics that their child will be learning about. This newsletter may also include information on how to address issues that arise at home with their gifted child. Gifted children can have different social needs than their non-gifted peers. This information may be useful if problems arise.

In addition to the newsletter, the GATE program also has a webpage with a link on the school website. This will have various resources that may be useful in challenging your child or as information for you to use.

As always, parents/guardians are encouraged to email or call the gifted teacher when any issues or concerns arise. This allows both parents and educators to become a team to aid or guide a gifted student in their education.