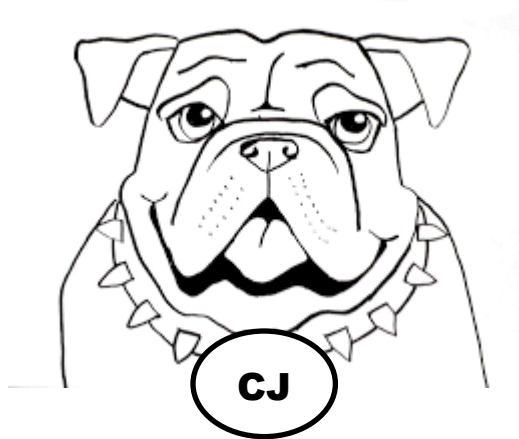


Carl Junction R-1 School District Gifted and Talented Information for Parents and Teachers

2020-2021



Deadline to Refer a Student for Gifted Screening: Friday, April 23, 2021

All referral forms and gifted scales (SIGS) and/or achievement test scores must be received by the screening deadline in order to determine qualification for June 2021 intelligence testing. New qualifiers from June 2021 intelligence testing will be placed in the gifted program beginning August 2021.

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Gifted Programming in Missouri Schools: State Law

By law and tradition, Missouri school districts are expected to provide programs of instruction suitable for the full range of student ability, from handicapped and disadvantaged learners through those who are academically advanced. In 1973, the General Assembly recognized that there are a limited number of academically advanced students whose mental capacity and learning potential are so advanced that they need services beyond the level of those ordinarily provided. As a result, in 1973, the General Assembly authorized the state program for gifted students. In so doing, the General Assembly did not intend to diminish in any way the regular program of instruction or to supplant existing programs for the academically advanced (superior) students. The intent was clearly to support special efforts to increase the educational opportunities available for students who are identified as gifted.

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 sections 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."

Section 162.720, RSMo, states that school districts may establish programs for gifted children "where a sufficient number of children are determined to be gifted and their development requires programs or services beyond the level of those ordinarily provided in regular public school programs . . ." and states that the State Board of Education "shall determine standards for such programs. Approval of such programs shall be made by the State Department of Education based upon project applications submitted each year."

In 2012 SENATE Bill 599 was passed:

Starting with the 2012-2013 School year this legislation requires districts to report: "whether the school district currently has a state-approved gifted education program, and the percentage and number of students who are currently being served in the district's state-approved gifted education program" on their annual report card.

In 2013 Senate Bill 17 was passed:

This act creates the Advisory Council on the Education of Gifted and Talented Children. The Council will have seven members appointed by the Commissioner of Education. Members will serve for a term of four years, with the initial appointments of shorter lengths to stagger the council's membership. Members must be Missouri residents and selected based on their knowledge and experience with the education of gifted and talented children. The Commissioner must seek the advice of the council regarding all rules and policies to be adopted by the State Board of Education relating to the education of gifted and talented children. The State Board must appoint a staff member to be a liaison to the council and must also provide necessary clerical support and assistance to the council.

In 2016 Senate Bill 638 was passed:

This act prohibits school districts from determining whether a child is gifted based on the child's participation in an advanced placement course or international baccalaureate course. Whether a child is gifted must be determined using the statutory definition of "gifted children." (Section 162.720)

Beginning with the 2017-2018 school year, this act also reduces a district's funding as described in the act when it experiences a decrease in its gifted program enrollment of 20% or more from the previous school year. This provision shall not apply to school districts with an average daily attendance of three hundred fifty or less. (Section 163.031)

In 2018 House Bill 1606 was passed and included two new requirements. The bill states:

Any district with a gifted education program under subsection 2 of this section shall have a policy, approved by the board of education of the district, that establishes a process that outlines the procedure and conditions under which parents or guardians may request a review of the decision that determined that their child did not qualify to receive services through the district's gifted education program. In addition, each school district shall establish a policy, approved by the board of education of the district that allows acceleration for students who demonstrate: advanced performance or potential for advanced performance; and the social and emotional readiness for acceleration. The policy shall allow, for students described in this section, at least the following types of acceleration: subject acceleration and whole grade acceleration.

Gifted Programming in Missouri Schools: Scope of Programs

In accordance with the definition of giftedness which is set forth in the law, the programs for the gifted will be in the general academic areas and/or in the fine arts. It should be recognized that gifted students are capable of outstanding performance in one or more academic areas and may also display outstanding ability in one or more of the fine arts. It is further recognized that outstanding intellectual, creative thinking and reasoning abilities contribute singly and in various combinations to such performance. Consequently, school districts will need to assess a variety of student abilities and to design appropriate program services that will challenge and develop these abilities.

It is important to note that differentiated educational programs for gifted students are not designed for the typical superior student who is frequently an excellent scholar, can earn "A" grades, and achieve academic honors. The educational needs of these students should be met by existing school programs.

Gifted programs are reserved for the students who are as far from the superior student in potential as the superior is from the average student. The task is to identify these students and to provide educational opportunities that will challenge and develop their abilities.

Gifted Programming in Missouri Schools: Guidelines for Gifted Programs

Districts should provide gifted students with an educational environment beyond that offered in the regular classroom setting for superior students and which is designed to meet the identified needs of gifted students. The educational needs of gifted students which are not met by the regular grade level program for superior students will require (1) a differentiated instructional program which accommodates higher cognitive processes and concepts, (2) teaching methods appropriate for their advanced abilities and individual styles of learning, and (3) flexible administrative arrangements needed to implement the program.

Teachers implementing the gifted program curriculum must hold appropriate certification for the gifted services they are providing.

All teacher positions in gifted education are designed to serve those students identified through the approved selection process as needing an academic environment beyond that offered by the standard grade level curriculum available to superior students.

Services Provided to Identified Gifted Students in the Carl Junction R-1 School District

The Carl Junction R-1 School District gifted program serves identified gifted students in grades 2-12. Students in grades 2-6 are served in a pullout program, and spend part of each school day in the gifted classroom. For identified gifted students in junior high and high school, students may enroll in a gifted class as an elective course.

Gifted programs must provide a minimum of 150 minutes per week of direct instructional time in which identified gifted students work exclusively with the teacher of gifted.

Carl Junction R-1 School District Gifted Program Rationale and Course Learning Outcomes

This program is designed to provide new and challenging learning experiences that are differentiated from the traditional classroom curriculum. The program is offered under the Missouri Department of Elementary and Secondary Education Guidelines for Gifted Programs. Students must meet eligibility requirements by scoring at or above the 95thile on either a norm-referenced achievement test or the *Scales for Identifying Gifted Students* and by scoring at or above the 95thile full scale or General Ability Index (GAI) on a norm-referenced individual intelligence test [WISC-IV (WISC-IV must be prior to June 1, 2016), WISC-V, or Stanford-Binet V]. Two nominations from parents and school personnel are required, as well.

Special curricular emphasis will be given to students in the areas of communication arts, math, science, social studies, and affective education for gifted students. Students in the gifted program will have learning experiences that differ in type, quality, level of mental ability, and expected results. The curriculum will provide opportunities for the student to develop abstract thinking skills, sharpen reasoning skills, participate in creative problem solving, and emphasize the high cognitive process.

Course Learning Outcomes:

- 1.) Students will acquire research skills through participation in major units of study by researching and creating a unit related project.
- 2.) Students will use technological tools and other resources to locate, select, organize, and exchange information and ideas.
- 3.) Students will acquire communication skills to facilitate learning to work in group situations.
- 4.) Students will participate in group discussions of literature readings.
- 5.) Students will plan and make written, oral, and visual presentations for a variety of purposes and audiences.
- 6.) Students will acquire problem solving skills to enhance critical and creative thinking.
- 7.) Students will acquire creative problem solving skills through an individual or group project.
- 8.) Students will participate in small group counseling sessions to discuss the unique issues of students with advanced abilities.
- 9.) Students will explore, prepare for, and seek educational and job opportunities.

Missouri State Guidelines for Student Selection

All state-approved gifted programs in Missouri follow the same guidelines, but each district is able to determine their identification criteria, as well as the types of services provided.

The student selection process must consist of at least the following two stages:

- A. Screening
- B. Individual Evaluation and Placement

Carl Junction R-1 School District Gifted Program Guidelines for Student Selection

- A. Screening (Data Considered):
 - a. Universal Screener: TABs Observation Screener
 - b. *Scales for Identifying Gifted Students* (School and Home Scales)
 - c. Norm-Referenced Group or Individual Achievement Test Scores
 - d. NWEA Reading and Math Scores (used only for screening)
 - e. Missouri Assessment Program (MAP) Scores (these are criterion referenced, and may be used only for screening)
 - f. Previous Grades
 - g. Recommendations from Parents, Teachers, and Other School Personnel
- B. Individual Evaluation and Placement
 - a. **Full Scale or General Ability Index (GAI) scores on a norm-referenced individual intelligence test [WISC-IV (WISC-IV must be prior to June 1, 2016), WISC-V, or Stanford-Binet V] at the 95thile or higher.**
 - b. **Academic Ability (if norm-referenced group or individual achievement test scores are available): Scores must be at the 95thile or higher (either a composite score or three subtest scores).**
 - c. **Creativity, Reasoning, and Problem-Solving Ability: *Scales for Identifying Gifted Students*: Scores must be at the 95thile or higher in one or more area(s).**
 - d. **Other: Two or more Nomination Forms Including a Rating of Student Characteristics (from teachers, other school personnel, and parents); Prior Gifted Program Participation Documentation (if applicable).**

Transfer Student Policy

Students who transfer to a school with a gifted program shall be placed in the receiving district's program if **all** of the following conditions are met:

1. The student meets or exceeds the selection criteria established by the receiving school for placement in its gifted program.
2. The areas addressed by the two programs must be similar: i.e., both are general academic programs.
3. The student and parents agree to such placement.

In addition, foster children and students of military families that transfer into a school having been enrolled in a gifted program in their previous schools will be accepted into the current school's gifted program until subsequent evaluations are conducted to ensure appropriate placement.

Retesting Procedure for Determination of Gifted Program Qualification

A student may be retested a second and final time by a qualified test administrator in the Carl Junction R-1 School District on an intelligence test if the following conditions are met:

1. The student's full scale and/or General Ability Index score on the initial intelligence test administered by a qualified test administrator in the Carl Junction R-1 School District falls within the 90-94th%ile.
2. The test administrator determines a retest is warranted due to circumstances that may have adversely affected test validity (if the student's full scale and General Ability Index scores on the initial intelligence test administered by that qualified test administrator in the Carl Junction R-1 School District fall below the 94th%ile). *Note: Making sure students arrive on the day of testing well-rested and having eaten a good meal before their testing appointment will help them to fully focus and do their best, thereby achieving accurate and valid test results. If the parent believes there to be any issues that could negatively impact their child's test performance, then they should contact the counselor prior to the testing appointment to reschedule testing.*
3. The retest on the same measure occurs no earlier than a full year after the initial intelligence test was administered by a qualified test administrator in the Carl Junction R-1 School District. 4. The retest on a different measure occurs no earlier than six months after the initial intelligence test was administered by a qualified test administrator in the Carl Junction R-1 School District.

If a parent chooses to have their child retested by an outside testing agency (following two non-qualifying intelligence tests administered by qualified test administrators in the Carl Junction R-1 School District):

1. The intelligence test must meet the Carl Junction R-1 School District's gifted identification criteria.
2. The intelligence test must be administered by a certified, licensed psychological examiner.
3. A full interpretive report for the intelligence test signed by the test administrator, along with their credentials, must be faxed or mailed to the Carl Junction R-1 School District (ATTN: Kristin Riley, Primary 2/3 Building) from the office of the test administrator.
4. Financial responsibility for the testing by the outside agency will be that of the parent.

Referral Process for the Carl Junction R-1 School District Gifted Program: Who May Refer a Student and When May a Referral Be Made?

Parents, teachers, administrators, or counselors may refer a student for testing during the referral window (August 24, 2020-April 23, 2021).

Students may be referred for screening during the referral window (August 24, 2020-April 23, 2021). Although kindergarten students may be referred, individual intelligence testing for students meeting screening criteria does not occur until students have completed first grade.

Information about the gifted program is made available to teachers and parents at parent/teacher conferences in October letting parents and teachers know when the referral window is. Information regarding the referral window deadline is posted at the school district web site on the district calendar and on the Gifted (Grades 2-5) Web Page, and districtwide e-mail reminders regarding the referral window deadline are emailed to teachers each semester.

The chart on the following page, "High Achiever, Gifted Learner, Creative Thinker," lists characteristics of gifted learners, and compares them to high achievers and creative thinkers. This chart may be useful when considering whether or not to refer a student for gifted program screening. Please know that the columns are not intended to be mutually exclusive. Students may exhibit behaviors from one, two, or all three columns. Also keep in mind that gifted children might also exhibit behaviors such as dislike for routine and drill, a critical attitude toward others and/or self, occasional resistance to direction, stubbornness, frustration with activity (boredom), and a tendency to dominate others. There is a considerable amount of difference found within the gifted population, and student profiles are likely to vary a great deal.

High Achiever, Gifted Learner, Creative Thinker

A High Achiever...	A Gifted Learner...	A Creative Thinker...
Remembers the answers.	Poses unforeseen questions.	Sees exceptions.
Is interested.	Is curious.	Wonders.
Is attentive.	Is selectively mentally engaged.	Daydreams; may seem off task.
Generates advanced ideas.	Generates complex, abstract ideas.	Overflows with ideas, many of which will never be developed.
Works hard to achieve.	Knows without working hard.	Plays with ideas and concepts.
Answer the questions in detail.	Ponders with depth and multiple perspectives.	Injects new possibilities.
Performs at the top of the group.	Is beyond the group.	Is in own group.
Responds with interest and opinions.	Exhibits feelings and opinions from multiple perspectives.	Shares bizarre, sometimes conflicting opinions.
Learns with ease.	Already knows.	Questions: What if...
Needs 6 to 8 repetitions to master.	Needs 1 to 3 repetitions to master.	Questions the need for mastery.
Comprehends at a high level.	Comprehends in-depth, complex ideas.	Overflows with ideas--many of which will never be developed.
Enjoys the company of age peers.	Prefers the company of intellectual peers.	Prefers the company of creative peers but often works alone.
Understands complex, abstract humor.	Creates complex, abstract humor.	Relishes wild, off-the-wall humor.
Grasps the meaning.	Infers and connects concepts.	Makes mental leaps: Aha!
Completes assignments on time.	Initiates projects and extensions of assignments.	Initiates more projects than will ever be completed.
Is receptive.	Is intense.	Is independent and unconventional.
Is accurate and complete.	Is original and continually developing.	Is original and continually developing.
Enjoys school often.	Enjoys self-directed learning.	Enjoys creating.
Absorbs information.	Manipulates information.	Improvises.
Is a technician with expertise in a field.	Is an expert who abstracts beyond the field.	Is an inventor and idea generator.
Memorizes well.	Guesses and infers well.	Creates and brainstorms well.
Is highly alert and observant.	Anticipates and relates observations.	Is intuitive.
Is pleased with own learning.	Is self-critical.	Is never finished with possibilities.
Gets A's.	May not be motivated by grades.	May not be motivated by grades.
Is able.	Is intellectual.	Is idiosyncratic.

Kingore, B. (2004). High Achiever, Gifted Learner, Creative Thinker. *Understanding Our Gifted*.

Referral Process for the Carl Junction R-1 School District Gifted Program: A Timeline of the Referral, Screening, and Identification Process

Referral Process Step and Dates	Description of Step	Additional Notes About Step
Step 1 (August 24, 2020-April 23, 2021)	A parent, teacher, or other school personnel refers a student for gifted program screening.	Contact Kristin Riley, Gifted Program Teacher (Grades 2-5) at kriley@cjr1.org , and a referral packet will be sent to parent and/or teacher. A referral packet consists of: A Nomination Form and a <i>Scales for Identifying Gifted Students</i> . These forms are to be completed and returned to Kristin Riley, Primary 2/3 Building.
Step 2 (August 24, 2020-April 23, 2021)	Referral packet forms are completed and returned by parents and teachers.	All referral packet forms must be completed and returned to Kristin Riley, Primary 2/3 Building, by April 23, 2021. The referral window closes on April 23, 2021 and no referrals will be accepted after that date.
Step 3 (August 24, 2020-May 2021)	Completed referral packet forms are reviewed (Nomination Forms and <i>Scales for Identifying Gifted Students</i>). In addition, students' norm-referenced achievement test scores are reviewed (if available), along with other documented evidence. Students that meet screening criteria will be administered an individual intelligence test in June 2021.	In order to meet screening criteria and qualify for individual intelligence testing in June 2021, a student must have two 'yes' Nomination Forms (one from a teacher and one from a parent), as well as one or more scores at or above the 95 th ile on the <i>Scales for Identifying Gifted Students</i> . If norm-referenced achievement test scores are available, they must be at or above the 95 th ile to meet achievement criteria (either a composite score or three subtest scores).
Step 4 (August 24, 2020-May 2021)	Permission to Test Forms will be sent home with students that meet screening criteria. The Permission to Test Forms must be returned as soon as possible. Students that do not meet screening criteria will not qualify for testing, and letters will be sent to their parents informing them of this.	Permission to Test Forms must be signed and returned as soon as possible so that counselors may have permission to test.
Step 5 (May 2021)	Counselors will contact parents of students to be tested to set up testing appointments for June 2021.	Contact will be made by phone or email.
Step 6 (June 2021)	Students are administered an individual intelligence test during their appointment with a counselor.	Students should arrive for their testing appointment well-rested and having eaten a good meal so they will be able to fully focus and do their best. If a parent believes there to be any issues that could negatively impact their child's test performance, then they should contact the counselor prior to the appointment to reschedule testing.
Step 7 (June 2021)	Test results are mailed to parents as soon as they are made available by the counselors. Included in each mailing is a letter and test score report informing the parent if their child did or did not qualify for gifted program services.	
August 2021	Students that have qualified for gifted program services in June 2021 will begin receiving services in August 2021.	A Permission to Place Form must be signed and returned by both parent and child. This form will be mailed with the test results in June 2021.

If you have questions about gifted referral, the screening and identification process, or gifted programming in general, then contact Kristin Riley, Gifted Program Teacher (Grades 2-5), kriley@cjr1.org.

Common Myths and Truths About Gifted Students

Common Myths About Gifted Students

- Gifted students are a homogeneous group, all high achievers.
- Gifted students do not need help. If they are really gifted, they can manage on their own.
- Gifted students have fewer problems than others because their intelligence and abilities somehow exempt them from the hassles of daily life.
- The future of a gifted student is assured: a world of opportunities lies before the student.
- Gifted students are self-directed; they know where they are heading.
- The social and emotional development of the gifted student is at the same level as his or her intellectual development.
- Gifted students are nerds and social isolates.
- The primary value of the gifted student lies in his or her brain power.
- The gifted student's family always prizes his or her abilities.
- Gifted students need to serve as examples to others and they should always assume extra responsibility.
- Gifted students make everyone else smarter.
- Gifted students can accomplish anything they put their minds to. All they have to do is apply themselves.
- Gifted students are naturally creative and do not need encouragement.
- Gifted children are easy to raise and a welcome addition to any classroom.

Truths About Gifted Students

- Gifted students are often perfectionistic and idealistic. They may equate achievement and grades with self-esteem and self-worth, which sometimes leads to fear of failure and interferes with achievement.
- Gifted students may experience heightened sensitivity to their own expectations and those of others, resulting in guilt over achievements or grades perceived to be low.
- Gifted students are asynchronous. Their chronological age, social, physical, emotional, and intellectual development may all be at different levels. For example, a 5-year-old may be able to read and comprehend a third-grade book but may not be able to write legibly.
- Some gifted children are "mappers" (sequential learners), while others are "leapers" (spatial learners). Leapers may not know how they got a "right answer." Mappers may get lost in the steps leading to the right answer.
- Gifted students may be so far ahead of their chronological age mates that they know more than half the curriculum before the school year begins! Their boredom can result in low achievement and grades.
- Gifted children are problem solvers. They benefit from working on open-ended, interdisciplinary problems; for example, how to solve a shortage of community resources. Gifted students often refuse to work for grades alone.
- Gifted students often think abstractly and with such complexity that they may need help with concrete study- and test-taking skills. They may not be able to select one answer in a multiple choice question because they see how all the answers might be correct.
- Gifted students who do well in school may define success as getting an "A" and failure as any grade less than an "A." By early adolescence they may be unwilling to try anything where they are not certain of guaranteed success.

Adapted from [College Planning for Gifted Students](#), 2nd edition, by Sandra Berger.