

Carl Junction R-1 School District Gifted Program Information For Parents and School Personnel 2023-2024



Deadline to Refer a Student for Gifted Screening: Friday, April 26, 2024

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 2024 intelligence (IQ) testing. New qualifiers from June 2024 IQ testing will be placed in the gifted program beginning August 2024.

Table of Contents

Topic	Page Number
Introduction: Who is the gifted learner? Why is gifted education important?	3
Gifted Programming in Missouri Schools: State Law	3
Gifted Programming in Missouri Schools: Scope of Programs	4
Gifted Programming in Missouri Schools: Guidelines for Gifted Programs	4
Carl Junction R-1 School District Board Policy IGBB: Programs for Gifted Students	5-6
Services Provided to Identified Gifted Students in the Carl Junction R-1 School District	7
Carl Junction R-1 School District Gifted Program Rationale and Course Learning Targets	7
Missouri State Guidelines for Student Selection	8
Carl Junction R-1 School District Gifted Program Guidelines for Student Selection	8
Transfer Student Policy	9
Nonpublic School and Virtual Student Participation	9
Outside Testing Agencies	9
Retesting Procedure for Determination of Gifted Program Qualification	10
Referral Process for the Carl Junction R-1 School District Gifted Program: Who may refer a student and when may a referral be made?	11
Chart, “High Achiever, Gifted Learner, Creative Thinker”	12
Referral Process for the Carl Junction R-1 School District Gifted Program: A Timeline of the Referral, Screening, and Identification Process	13
Common Myths and Truths About Gifted Students	14

Introduction

Who is the Gifted Learner?

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 learner is one who

- exhibits precocious capacity and learning potential;
- is identified by competent professionals; and
- needs an academic environment beyond standard grade level curriculum.

Why is Gifted Education Important?

Gifted and talented students need an academic environment to meet their learning needs so they can make continuous progress in school. They need

- challenging curriculum;
- meaningful enrichment;
- accelerated learning opportunities; and
- appropriate social and emotional support.

The myth that “gifted students will do fine on their own” is not supported by research. Gifted students need services provided by well-trained teachers, who challenge and support them, in order to fully develop their gifts and talents.

Gifted Programming in Missouri Schools: State Law

1973

The state special education law (House Bill 474) defined gifted children and authorized gifted programs: “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, districts **may** establish special programs for such gifted children.”

2022

The gifted mandate (Senate Bill 681) was signed on July 1, 2022: “For school year 2024-25 and all subsequent school years, if three percent or more of students enrolled in a school district are identified as gifted and their development requires programs or services beyond the level of those ordinarily provided in regular public school programs, the district **shall** establish a state-approved gifted program for gifted children.”

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, reasoning, and problem-solving abilities contribute singly and in various combinations to such performance. Consequently, school systems 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 state-approved gifted programs are designed for a continuum of gifted learners, regardless of academic achievement. While some gifted students achieve at a high level, there are gifted students who struggle academically, socially, and/or emotionally. State-approved gifted programs are intended for students whose needs are not met in existing school programs because of their precocious capacity and learning potential. 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

School systems should provide gifted students with an educational environment beyond that offered in the regular classroom setting and which is designed to meet the identified needs of gifted students. The educational needs of gifted students that are not met by the regular grade level program will require (1) a differentiated instructional program that 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.

Carl Junction R-1 School District Board Policy IGBB: Programs for Gifted Students

Original Adopted Date: 4/15/02; Last Revised Date: 2/25/19

The Board of Education is committed to improving student learning opportunities for all students in the district and authorizes a program for meeting the educational needs of identified gifted students in an educational environment beyond that offered in the regular classroom. The Board of Education will make every effort to provide the level of monetary support necessary to sustain the gifted program.

The program will:

1. Provide a minimum of 150 minutes per week of contact time in which gifted program personnel work exclusively with identified gifted students.
2. Include a systematic process for the identification and selection of gifted students at all grade levels. The identification process will include alternative identification plans designed to identify gifted students who are traditionally underidentified and underserved, such as students with language differences, cultural differences, special educational needs and those from families living in poverty.
3. Utilize instructional personnel with the appropriate certification for the gifted program services they are providing.
4. Have class sizes and caseloads in accordance with Missouri Department of Elementary and Secondary Education (DESE) guidelines.
5. Include activities beyond the level usually provided in regular school programs that particularly contribute toward meeting the identified unmet needs of participating students.

The superintendent will designate a member of the district's professional staff to serve as the coordinator of gifted education. The coordinator is responsible for:

1. Overseeing the gifted education program.
2. Facilitating the process by which parents/guardians may request a review of the decision that determined their student did not qualify to receive services through the district's gifted education program.
3. Completing and submitting the application for a gifted education program through Core Data in a timely manner.
4. Reporting instructional positions and assignments of gifted program personnel through Core Data in a timely manner.
5. Completing an annual evaluation report before June 30 of each year that will be available in the central office.
6. Maintaining in the central office a description of the program's goals, learner objectives and activities as well as the annual program evaluation report.

Carl Junction R-1 School District Board Policy IGBB: Programs for Gifted Students (Continued)

Parent/Guardian Request for Review

Parents/Guardians who receive notice that their student has not met the eligibility requirements to receive gifted services will be informed that they may request a review of that decision by contacting the district's coordinator for gifted education or an administrator in the school the student attends. If the request is made to an administrator, the administrator will forward the request to the coordinator.

The coordinator will arrange a conference with the parents/guardians to explain the identification process used by the district, including benchmarks and standards used by the district to identify the students eligible for services.

The coordinator will provide the parents/guardians with information specific to their student, including the results of any testing, assessment or evaluation of the student, and will assist the parents/guardians in interpreting the results.

The coordinator is not permitted to discuss any information about other identifiable students but may share aggregated information, such as how many students were considered for the program and how many were accepted.

The coordinator will share information with the parents/guardians regarding any enrichment activities, clubs and student groups available to all students that, based on the student's results, might be of interest to their student. The coordinator will also share information about the district options for student acceleration.

If, during the review, the coordinator identifies any error in the eligibility determination process that may have resulted in an incorrect determination, the coordinator will arrange to have the student re-evaluated for eligibility. Otherwise, the initial eligibility decision will stand.

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

The Carl Junction R-1 gifted program serves identified gifted students in grades 2-12. Students in grades 2-6 are served in a pullout program. Students in grades 2-3 attend gifted class 40 minutes a day for 4 days a week (the subject they are pulled from varies by classroom). Students in grades 4-6 are pulled from their regular classroom Social Studies time and attend gifted class 50 minutes a day for 5 days a week. 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 regular classroom curriculum. The program is offered under the Missouri Department of Elementary and Secondary Education Gifted Education Program Guidelines. 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 (SIGS)* 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, Stanford-Binet V, or Woodcock-Johnson IV Test of Cognitive Abilities (WJ-IV-COG)]. 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 social-emotional learning 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. Universal Screening
- B. Further Evaluation

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 (SIGS)* (School and Home Scales)
- c. Norm-Referenced Group or Individual Achievement Test Scores
- d. i-Ready Reading and Math Scores (used only for screening)
- e. NWEA Reading and Math Scores (used only for screening)
- f. Missouri Assessment Program (MAP) Scores (these are criterion referenced, and may be used only for screening)
- g. Previous Grades
- h. Recommendations from Parents and School Personnel

B. Individual Evaluation and Placement:

- a. Norm-Referenced Individual Intelligence (IQ) Test:
 - i. Wechsler Intelligence Scale for Children (WISC) [full scale IQ score or General Ability Index (GAI) score at or above 95th%ile]:
 - 1. WISC-IV (WISC-IV must be prior to June 1, 2016)
 - 2. WISC-V
 - ii. Stanford-Binet V (SB-V) (full scale IQ score at or above 95th%ile)
 - iii. Woodcock-Johnson Test of Cognitive Abilities, 4th Edition (WJ-IV-COG) [General Intellectual Ability (GIA) score at or above 95th%ile]
- b. Academic Ability (if norm-referenced group or individual achievement test scores are available): Scores must be at or above 95th%ile (either a composite score or three subtest scores).
- c. Creativity, Reasoning, and Problem-Solving Ability: *Scales for Identifying Gifted Students (SIGS)*: Scores must be at or above 95th%ile in one or more area(s).
- d. Other: Two or more Nomination Forms Including a Rating of Student Characteristics (from parents and school personnel); Prior Gifted Program Participation Documentation (if applicable).

Transfer Student Policy

Students who transfer from a school with a state-approved gifted program to Carl Junction shall be placed in Carl Junction's gifted program if **all** of the following conditions are met:

1. The student meets or exceeds the selection criteria established by Carl Junction for placement in its gifted program. Documentation showing this must be provided by the student's previous school.
2. The areas addressed by the two programs are 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 Carl Junction's gifted program until subsequent evaluations are conducted to ensure appropriate placement.

Nonpublic School and Virtual Student Participation

Any student may be enrolled in and attend a public, virtual, private, parochial, home school, or a combination of schools during the school day. No artificial barriers can be placed in the way of the nonpublic school student's participation in the state-approved gifted program. However, the following guidelines must be met:

- The student **MUST** meet or exceed the placement criteria of the program in the school district;
- The student or their parent/guardians are responsible for transportation to and from the nonpublic school to the gifted program; and
- If testing is required for placement, the public school policies, procedures, and timelines should be utilized as they would be for any transfer student to the district.

Outside Testing Agencies

If a parent chooses to have their child tested by an outside testing agency:

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 to 417-649-6566, mailed to the Carl Junction R-1 School District (ATTN: Kristin Riley, Primary 2/3 Building, 206 S. Roney, Carl Junction, MO 64834), or emailed to kriley@cjr1.org from the office of the test administrator.
4. Financial responsibility for the testing by the outside agency will be that of the parent.

Retesting Procedure for Determination of Gifted Program Qualification

Intelligence (IQ) tests are not pass/fail tests. IQ tests provide a standard score that indicates how far above, or how far below, his/her peer group an individual stands in mental ability. Careful consideration should be given to whether a child is retested. Unnecessary retesting may yield test results that are not representative of the child's ability, as well as cause undue stress for the child.

Students may be administered an IQ test a second time. Retesting must take place at least one year from the date of the first IQ test. Students must meet one of the following conditions to be evaluated twice for Carl Junction Gifted Services:

1. The student's full scale IQ 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 90th%ile).
3. *There is a circumstance or condition that was not shared by the parent that affected the initial testing results.

**Note: Making sure students arrive on the day of testing in good health and well-rested for their testing appointment will help them to fully focus and do their best, thereby achieving 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 test administrator prior to the testing appointment to reschedule testing.*

On rare occasions, a third and final IQ test may be recommended due to validity concerns. Retesting must take place at least one year from the date of the second IQ test.

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 or school personnel may refer a student for testing during the referral window (August 21, 2023-April 26, 2024). Although kindergarten students may be referred, intelligence (IQ) testing for students meeting screening criteria does not occur until students have completed first grade. IQ testing takes place in June. The referral process is described in detail on page 13.

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.
Answers 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.
Get's A's/3's or 4'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: Referral August 21, 2023-April 26, 2024	Parents and/or school personnel refer 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, <i>Scales for Identifying Gifted Students</i> , and a Permission to Test Form (for parents to sign and return). These forms are to be completed and returned to Kristin Riley, Primary 2/3 Building.
Step 2: Completion of Screening Forms August 21, 2023-April 26, 2024	Referral packet forms are completed and returned by parents and school personnel.	All referral packet forms must be completed and returned to Kristin Riley, Primary 2/3 Building, by April 26, 2024.
Step 3: Testing Appointments Scheduled May 2024	Qualified test administrators will contact parents of students to be tested to set up testing appointments for June 2024.	Contact will be made by phone, email, or through Blackboard Reach.
Step 4: Intelligence (IQ) Testing June 2024	Students are administered an individual intelligence (IQ) test during their appointment with a qualified test administrator.	<i>Note: Making sure students arrive on the day of testing in good health and well-rested for their testing appointment will help them to fully focus and do their best, thereby achieving 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 test administrator prior to the testing appointment to reschedule testing.</i>
Step 7: IQ Test Results Are Mailed To Parents June 2024	Test results are mailed by postal mail to parents once they are made available by the qualified test administrators.	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.
Step 8: Qualifying Students Begin Receiving Gifted Program Services August 2024	Students that have qualified for gifted program services in June 2024 will begin receiving services in August 2024.	A Permission to Place Form must be signed and returned. This form will be mailed with the test results in June 2024 for students qualifying for gifted program services.

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/3 or 4” and failure as any grade less than an “A/3 or 4.” 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.