

GIFTED PROGRAM HANDBOOK

TEACHERS AND PARENTS



Superintendent - Dr. Andy Kohl
Executive Director of Academic Services - Mrs. Susan D. Crooks

Board Approved -6/14/2022

GIFTED PROGRAMS IN THE WARRENSBURG R-VI SCHOOL DISTRICT

I. Philosophy

The gifted students in the Warrensburg R-VI School District represent an identified group of students whose learning styles and thinking dimensions require experiences and instruction beyond the standard curriculum. An educational program for gifted students shall identify their unique capabilities and provide enrichment that encourages them to explore those capabilities.

Educators bear the responsibility of knowing the total gifted child. The educator needs to understand personal needs and anxieties and achievement competencies to facilitate growth within that child. Teachers will create a warmly responsive, non-threatening climate in the classroom. They will help others who share these gifted children understand and utilize teaching strategies involving higher thought processes. It becomes our responsibility to prepare these future leaders for a rapidly changing world in which: facts become outdated before being printed; learning how to learn, adapt and change, and rely on process rather than static knowledge are significant factors in determining educational goals for the gifted.

II. Gifted Learner Outcomes

Development of

- Creativity
- Independence
- Individual research techniques
- Social awareness and individuality
- Oral and written communication skills
- Self-direction and commitment to tasks
- Thinking skills for orderly and analytical reasoning
- Awareness and interest beyond the classroom curriculum
- Higher-level thinking skills (Analysis, synthesis, evaluation)
- An understanding and appreciation of divergent thoughts, ideas, and solutions

2. Achievement:

KTEA	95th percentile on 75% of the subtests taken subtests pertaining to the area of disability will not be administered.
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3. Creativity:

Torrance Test of Creative Thinking	95th percentile or above
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4. Documented evidence of outstanding performance in the general academic areas except in areas of disability on IEP.

Grades 3-8	“B” Average
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IV. Curriculum

At the elementary level, students are served through a pullout program. Middle School students receive services during a regularly scheduled class block. The curriculum shall consist of educational opportunities to enhance creativity and develop thinking and research skills qualitatively different from those normally expected of superior students.

- Programming Standard 1: Learning and Development
 - Learning environment will encourage awareness and understanding of interests, strengths, and needs; cognitive growth; social and emotional, and psychosocial skill development in school, home, and community settings.

- Programming Standard 2: Assessment
 - The gifted classroom environment encourages students to express their gifts and talents and collect multiple types of assessment information so that all students have equal access to the identification process. Students with gifts and talents know their learning progress and demonstrate growth commensurate with their abilities.

- Programming Standard 3: Curriculum Planning and Instruction
 - Curriculum will emphasize advanced, conceptually challenging, in-depth, and complex content. The curriculum, instructional strategies, and materials and resources will engage a variety of gifted learners using practices that are responsive to diversity.

- Programming Standard 4: Learning Environments
 - Gifted students will participate in learning environments that foster academic achievement, emotional well-being, positive social interaction, creativity, leadership development, and understanding for success in a diverse society.

- Programming Standard 5: Programming
 - Gifted students will be exposed to a variety of programming options such as acceleration and enrichment (depth and complexity) in varied grouping arrangements (cluster grouping, resource rooms, special classes, special schools) to enhance students' performance in cognitive, psychosocial, and social-emotional areas and to assist them in identifying future post-secondary and career goals and talent development pathways.
- Programming Standard 6: Professional Learning
 - General education teachers should receive instruction and coaching that enables them to recognize the characteristics of giftedness in diverse populations, understand the school or district referral and identification process, and implement an array of high-quality, evidence-based practices that challenge all students including those with gifts and talents.

V. General Guidelines

- a. Entrance into Program
 - Second-grade students will be screened and, if eligible, tested in the spring semester. Students who qualify by meeting the criteria in the identification guidelines will enter the program at the beginning of their Third Grade year.
 - Students who meet the criteria to be tested at any other time will enter the Gifted program on the first day of the next quarter unless specified otherwise by the gifted teacher and/or school counselor.
- b. Evaluation of Student Progress
 - Elementary - Communication about student progress will be sent home periodically.
 - Middle School - Gifted Program grades will be included on the grade card each quarter.
- c. Regular Classroom Work (Elementary only)
 - When students are out of their regular classroom attending the gifted program class, they are responsible for the CONCEPTS presented in class but are not required to complete all written assignments. Students will read any assignments and complete work deemed necessary by the classroom teacher to demonstrate an understanding of concepts.
 - Students are responsible for long-term assignments.
 - Arrangements will be made with the classroom teacher to make up any test missed.
 - The teacher will provide a copy of notes given in class if topics are not provided in the textbook.

VI. Probation/Dismissal

Conferences may be scheduled with the classroom teacher, gifted teacher, parents, student, building administrator, and director of the gifted program if a student continually falls behind in the regular classroom. A decision to remain in the gifted program or a success plan for the student may be made at this time.

- a. Behavior: The discipline guidelines specified in the building handbook will be followed in the gifted classroom.

- b. Exiting the program: If a parent decides to remove a student from the gifted program, the parent will need to complete the appropriate form and communicate with the gifted teacher, building principal, and the Director of the Gifted Program, Mrs. Susan Crooks. The director may be reached at Warrensburg R-VI Central Office, 747-7823. The director will request the parent to complete an exit request form to discontinue the gifted program. A conference may also be requested. After a voluntary exit, a student may reenter the gifted program a maximum of once in Grades 3 - 8.

**GIFTED AND TALENTED TEACHER REFERRAL FORM
WARRENSBURG R-VI SCHOOL DISTRICT**

Student Name: _____ Grade: _____

School: _____ Average Grade: A B C

Teacher Completing This Form: _____

PERFORMANCE DATE: Group Standardized Test Data (MAP, etc.)

Name of Test	Grade	Reading %	Language %	Math %	Battery Total

Current Grades: Reading ____ Language ____ Math ____ Social Studies ____ Science ____

In the space below, please give a brief statement as to why you feel this student should be considered for the Gifted Program:

Referring Teacher's Signature

Date

SCALES FOR RATING THE BEHAVIORAL CHARACTERISTICS OF SUPERIOR STUDENTS

This checklist must be completed for a student to be considered for the Gifted Program. Failure to complete this checklist will result in an invalid teacher nomination.

Student Behavior	Never	Seldom	Sometime	Frequently
Displays a great deal of curiosity about many things; is consistently asking questions about anything and everything.				
Generates a large number of ideas or solutions to problems and questions; often offers unusual, unique, clever responses				
Nonconforming; accepts disorder, is not interested in details; is individualistic; does not fear being different.				
Is a high-risk taker; is adventurous and speculative				
Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion. (It is sometimes difficult to get him/her to move on to another topic)				
Strives toward perfection; is self-critical; is not easily satisfied with his/her own speed or products				
Needs little external motivation to follow through on work that initially excites him/her. Prefers to work independently; requires little direction from teachers.				
Often is self-assertive (sometimes even aggressive); stubborn in his/her beliefs.				
Likes to organize and bring structure to things, people and situations.				
Explains things precisely and clearly.				
Uses descriptive words to add color, emotion and beauty.				
Expresses thoughts and needs clearly and concisely.				
Determines what information or resources are necessary for accomplishing a task.				
Grasps the relationship of individual steps to the whole process.				
Carries responsibility well; can be counted on to do what he/she has promised and usually does it well.				
Recognizes the various alternative methods for accomplishing a goal				
Can provide details that contribute to the development of a plan or procedure				

Organizes his or her work well.				
Is self-confident with children his/her own age as well as adults; Seems comfortable when asked to show work to the class				
Is cooperative with teacher and classmates; tends to avoid bickering and is generally easy to get along with				
Adapts readily to new situations; is flexible in thought and action and does not seem disturbed when the normal routine is changed				
Learns rapidly and easily				
Retains what he/she has heard or read without much rote drill				
Able to do general academic work one to two years above class				
Has a variety of interests or may be intensely interested in a single area of study				
Seems to know many things that have not been taught				
Abstract thinker, recognizes relationships, takes pleasure in intellectual activity				
Has a large and/or rich vocabulary				
Writes more than other students and appears to enjoy the process of composition				
Can introduce, develop, and conclude a story interestingly				
Enjoys composing poems, original stories, plays, journaling				
Sensitive to social issues, concerned with moral and ethical questions				
Has a lot of up to date information on current events				
Reads or watches television programs dealing with global awareness				
Shows interest in learning a foreign language				
High interest level in global issues of environment, endangered species, etc.				
Enjoys learning about the past, present, and future				
Reasons effectively, likes logic problems and puzzles				
Grasps the abstract nature of mathematics easily				
Grasps concepts of spatial relationships. Enjoys trying to solve difficult problems				
Likes to solve problems through discovery				
Intuitive; has the ability to do deductive and inductive thinking				

Has science related hobbies, collections, likes gadgets				
Learns science concepts quickly				
Curious about natural relationships and wants to understand how things work				
Comes up with good questions or ideas for experiments				
Persistent, sticks with investigations in spite of difficulties				
Makes up original art products				
Spends a great deal of time drawing or doodling				
Seems to have a need or compulsion to create				
Resourceful, capable of finding or making art				
Able to influence others to work toward desirable/undesirable goal				
Looked to by others when something must be decided				
Willing to and does initiate activities that involve peers				
Able to figure out what is wrong with an activity and show others how to do it better				
Transmits his/her own enthusiasm for a task to others				
Can judge the abilities of others and find a place for them in group activities				
STUDENT BEHAVIOR TALLY				

Instructional Strategies: I am using the following strategies in my classroom in order to meet this student's needs:

_____ Curriculum Compacting

_____ Individual Contracts - Subjects: _____

_____ Acceleration _____

_____ Differentiated Curriculum _____

_____ Enrichment materials/activities - Describe: _____

_____ Independent Projects

_____ relating to curricular areas

_____ in student's interest area

Please attach any relevant work samples, portfolio items or professional recommendations.

Check the following items that best describe your child as you see him or her:

	A Little	Some	A Great Deal
7. Is alert beyond his/her years			
8. Enjoys learning			
9. Has a mature interest in games and reading			
10. Sticks to a project once it is started			
11. Is observant...			
12. Uses different ways to solve problems			
13. Sees problems others do not see			
14. Wants to know "how" and "why"			
15. Likes to pretend			
16. Is inquisitive			
17. Is able to plan and organize activities			
18. Makes up stories and has unique ideas			
19. Has a wide range of interests			
20. Enjoys the company of older children and adults			
21. Sets high standards for himself/herself			

22. Other information about your child you would like us to know.

Please return this to your child's school office.



Warrensburg R-VI School District

District Office
201 S. Holden St., P.O. Box 638
Warrensburg, MO 64093

Phone: (660) 747-7823
Fax: (660) 747-9615
Web Site: warrensburgr6.org

Dr. Andy Kohl, District Superintendent
Ms. Shebie Dalton, Executive Director of Special Programs
Mrs. Susan Crooks, Executive Director of Academic Services

Dr. Troy Marnholtz, Assistant Superintendent
Dr. John Finnane, Assistant Superintendent

PERMISSION FOR TESTING

Your child has been referred to test for the gifted program. If you would like to allow your child to be tested for the gifted program, please complete and return this form to the school counselor. You will be notified upon completion of testing regarding your child's eligibility into the program. If you have any questions throughout this process, please contact

Mrs. Susan Crooks at scrooks@warrensburgr6.org or at (660) 747-7823.

I give permission for my child, _____, to be tested in order to assist in determining eligibility for the Gifted Program in the Warrensburg R-VI School District.

Printed Name: _____

Signature: _____

Date: _____

School: _____

Teacher: _____ Grade: _____

**WARRENSBURG R-VI SCHOOLS
GIFTED PROGRAM
PARENT/STUDENT APPLICATION FOR CHANGE OF STATUS**

Student: _____ Grade: _____

DOB: _____ ID#: _____

Parent/Guardian: _____ Phone: _____

Address: _____

Reason(s) for exit from the Gifted Program:

Exit: Please be aware that if a student decides to exit the program voluntarily, the student may only re-enter the gifted program a maximum of one time from grades 3-8.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

To be completed by school district

Request is: _____ Approved _____ Denied _____ Date: _____

Director Signature: _____