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Park Hill School District

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# Bridges Handbook

**2022-2023**

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Programs

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# Table of Contents

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Bridges Staff and Schedules .....	Page 2
Purpose Statement.....	Page 3
Characteristics of Gifted Learners.....	Page 4
Bright Children and Gifted Learners	
Core Beliefs about Gifted Children	
Gifted Curriculum and Grading Practices.....	Page 7
Gifted Curriculum	
Elementary Bridges Day Best Practice Guidelines	
Gifted Identification Procedures.....	Page 9
Universal Screening	
Individual Evaluation and Placement	
Gifted Screening Referral Process	
Testing by Outside Vendors	
Retesting Procedures	
Appeals Process	
Transferring into the District	
Private School, Parochial School or Homeschool Students	
APPENDIX A: Bridges Program Screening: Parent Referral Document.....	Page 13
APPENDIX B: Bridges Program Screening: Building Referral Document.....	Page 14
APPENDIX C: Bridges Identification Appeal Form.....	Page 15

## Bridges Staff and Schedules

### Staff

Elementary Staff		
Building	Teacher	Position
Renner	Vonda Morris	Gifted Teacher, 2 <sup>nd</sup> -5 <sup>th</sup> grade
Chinn	Jana Holt	Gifted Teacher, 2 <sup>nd</sup> -5 <sup>th</sup> grade
English Landing	Ashley McWhinnie	Gifted Teacher, 2 <sup>nd</sup> -5 <sup>th</sup> grade
Hopewell	Kelly Konrad	Gifted Teacher, 2 <sup>nd</sup> -5 <sup>th</sup> grade
Middle School Staff		
Building	Teacher	Position
Plaza, in-person and online	Jennifer Muchow	Gifted Teacher, 6 <sup>th</sup> -8 <sup>th</sup> grade
Congress, in-person and online	Linda Collins	Gifted Teacher, 6 <sup>th</sup> -8 <sup>th</sup> grade
Lakeview, in-person and online	Kurtis Werner	Gifted Teacher, 6 <sup>th</sup> -8 <sup>th</sup> grade
Walden, in-person and online	Stephanie Clippard	Gifted Teacher, 6 <sup>th</sup> -8 <sup>th</sup> grade

### Elementary Attendance Locations

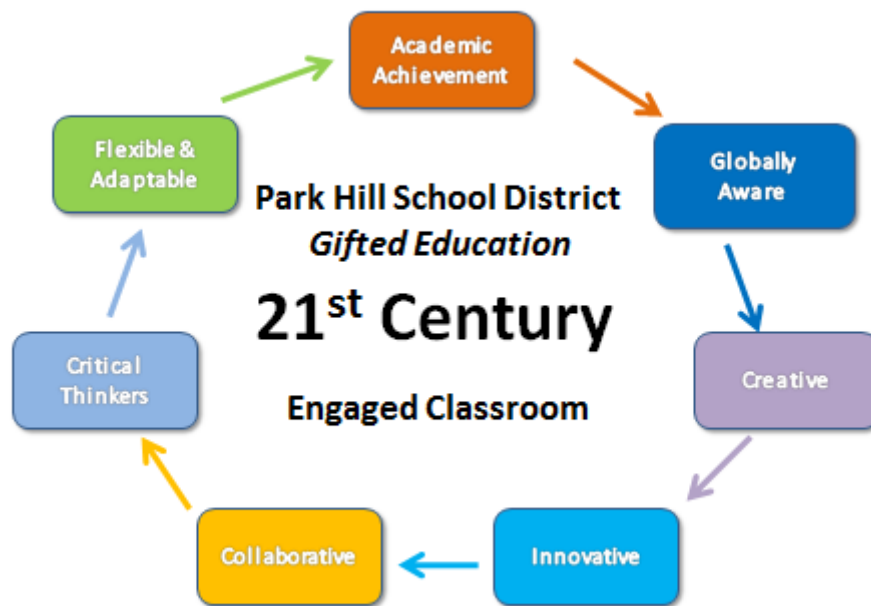
Renner	Chinn	English Landing	Hopewell
Hawthorn	Union Chapel	Prairie Point	Graden
Tiffany Ridge (2, 4, 5)	Southeast (2, 5)	Line Creek	Southeast (3, 4)
		Tiffany Ridge (3)	

### Elementary Attendance Schedules

	Monday	Tuesday	Wednesday	Thursday	Friday
Renner	Fifth Grade (HW)	Fifth Grade (RN, TR)	Second Grade (RN, HW, TR)	Fourth Grade (RN, HW, TR)	Third Grade (RN, HW)
Chinn	Fifth Grade (CH, SE)	Fifth Grade (UC)	Second Grade (CH, UC, SE)	Fourth Grade (CH, UC)	Third Grade (CH, UC)
English Landing	Fifth Grade (PP)	Fifth Grade (EL, LC)	Second Grade (EL, PP, LC)	Fourth Grade (EL, PP, LC)	Third Grade (EL, PP, LC, TR)
Hopewell	Fifth Grade (GR)	Fifth Grade (HP)	Second Grade (HP, GR)	Fourth Grade (HP, GR, SE)	Third Grade (HP, GR, SE)

## 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

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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  
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  
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 Curriculum and Grading Practices

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## **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 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 Social Studies. Social Studies standards and skills are infused within the gifted curriculum.



## **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.

# Gifted Identification Procedures

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Gifted identification in the Park Hill School District is a three-step process. Student academic achievement is evaluated via a universal screener. Qualifying students are administered a reasoning and problem-solving test. Those who meet qualification criteria are then administered a general mental ability test. Students must have qualifying reasoning/problem-solving and general mental ability scores to qualify for the Bridges program.

Students previously identified for gifted services by another school district should refer to the section of this document titled: “Transferring into the District.”

## Universal 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, science and language. Students in grades 1-5 scoring in the top 10% (e.g. 90<sup>th</sup> percentile) in reading, math, and/or science will be screened for gifted. Students in grades 6 and 7 scoring in the top 10% (e.g. 90<sup>th</sup> percentile) in two content areas (reading, math, and/or science) will be screened for gifted.

- Data analysis begins at the close of the winter NWEA window.
- 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. Please see the “Gifted Screening Referral Process” and Appendix A for more information on making a gifted referral.
- 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 requesting permission to administer the CogAT 7 and WISC-V.

## Individual Evaluation and Placement

**Reasoning and Problem-solving Ability:** Group administration of the CogAT 7 will be done in small groups in each school for students meeting the screener criteria.

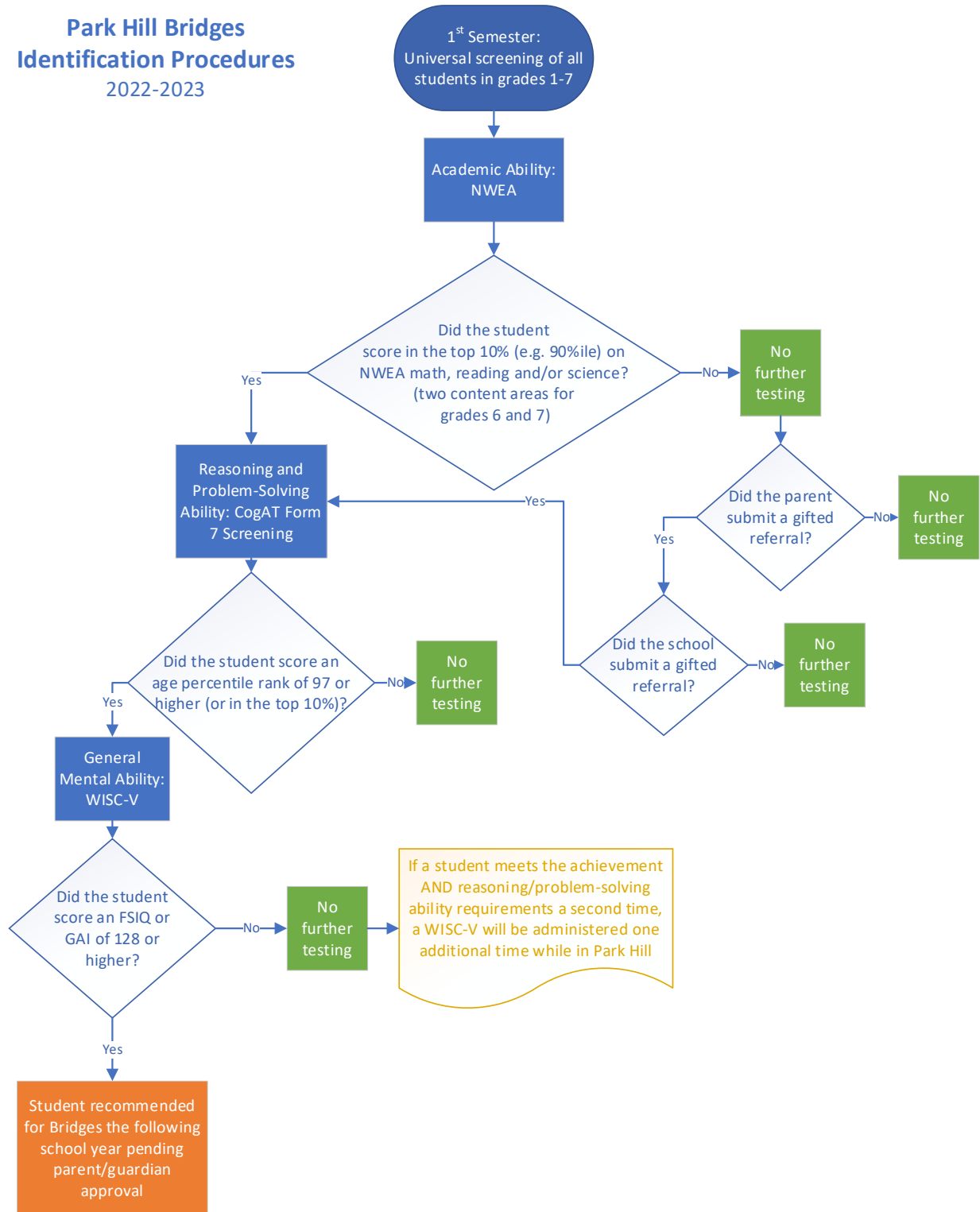
- Students with an Age Percentile Rank  $\geq 97$  or in the top 10% will move on in the gifted identification process.
- Results will be communicated to families by Academic Services.
- The CogAT 7 will be administered throughout January and February.

**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 March and April.

A student must earn a qualifying CogAT 7 score and a qualifying WISC-V score to be recommended for Bridges program participation.

**Park Hill Bridges  
Identification Procedures  
2022-2023**



## **Gifted Screening Referral 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.

Gifted referrals should only be accepted after screening notifications have been sent district-wide, as any student in the top 10% (e.g. 90<sup>th</sup> percentile) on screening criteria will already be selected. Gifted referrals from school teams or parents are due within 30 days of the CogAT 7 administration.

### Process for making a gifted referral:

1. Student does not qualify for district screening criteria (meeting top 10% e.g. 90<sup>th</sup> percentile on NWEA: reading, science, 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 using the Bridges Program Screening: Parent Referral Document (Appendix A).
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 Bridges Program Screening: Building Referral Document (Appendix B).
4. The school team will send approved referrals to the Director of Online and Educational Programs when determined that the overall picture of a student demonstrates superior levels of academic mastery.

## **Testing by Outside Vendors**

Park Hill School District will accept WISC-V test results from outside vendors when a student has met all other Bridges qualification criteria. In order for WISC-V test results from an outside vendor to be considered, a student must also have a qualifying CogAT 7 score as defined in the Individual Evaluation and Placement section of this document. Families may choose to have a student tested by an outside vendor in place of Park Hill WISC-V testing or following the receipt of Park Hill WISC-V testing results.

## **Retesting Procedures**

In total, a student shall only go through the full gifted identification process two times in their 2<sup>nd</sup> – 7<sup>th</sup> grade career. Park Hill will administer the WISC-V to qualifying students a maximum of two times within this given grade-span. Students may take the CogAT 7 up to seven times.

## **Appeals Process**

Once a student has gone through the full 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 "Bridges Identification Appeal Form" (Appendix C).
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/or WISC-V to determine eligibility.

## **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.



# Park Hill School District

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## APPENDIX A

### Bridges Program Screening: Parent Referral Document

Please submit this form to your child's building principal.

The school team will determine if the child shall enter the identification process based on the Parent Referral and the team review of formative and summative data. Approved referrals will be forwarded to the Director of Online and Educational Programs.

Gifted referrals should not be completed before screening notifications have been sent district wide as any student meeting the 90<sup>th</sup> percentile on screening criteria will already be selected.

Gifted Referrals from school teams or parents will not be accepted after January 31<sup>st</sup>.

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

Resident School: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Parent Name: \_\_\_\_\_

Parent Address: \_\_\_\_\_

\_\_\_\_\_

Parent Contact Information

(H) \_\_\_\_\_ (C) \_\_\_\_\_ Parent Email: \_\_\_\_\_

Brief Description of Referral Considerations:



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## APPENDIX B

### Bridges Program Screening: Building Referral Document

Student's Name: \_\_\_\_\_ Referral Date: \_\_\_\_\_

Resident School/Grade: \_\_\_\_\_

**Team Members Present or Consulted:** Principal, Counselor, Bridges/classroom teacher, others as necessary

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Quantitative Data:** All data pieces below may not be relevant to the student

**Ability:** Data provided by the Academic Services if available.

Previous WISC-V                      Score: \_\_\_\_\_ Date: \_\_\_\_\_  
Previous CogAT                      Score: \_\_\_\_\_ Date: \_\_\_\_\_  
Other: \_\_\_\_\_                      Score: \_\_\_\_\_ Date: \_\_\_\_\_

**Academic:** At least 2 data points must indicate a pattern of 90<sup>th</sup> %ile or higher achievement to continue referral to testing.

NWEA Math                              Percentile: \_\_\_\_\_ Date: \_\_\_\_\_  
NWEA Reading                          Percentile: \_\_\_\_\_ Date: \_\_\_\_\_  
NWEA Science                          Percentile: \_\_\_\_\_ Date: \_\_\_\_\_  
Fountas and Pinnell                      Percentile: \_\_\_\_\_ Date: \_\_\_\_\_  
Other: \_\_\_\_\_                          Percentile: \_\_\_\_\_ Date: \_\_\_\_\_  
MAP Data: \_\_\_\_\_

Transition notes from previous year and other classroom data:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Qualitative Information:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Building Team Recommendation:**

\_\_\_\_\_ Further testing for Bridges                      \_\_\_\_\_ No further testing at this time



# Park Hill School District

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## APPENDIX C

### Bridges Identification Appeal Form

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_ Birthdate: \_\_\_\_\_

Resident School: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Parent Name: \_\_\_\_\_

Parent Address: \_\_\_\_\_

\_\_\_\_\_

#### Parent Contact Information

(H) \_\_\_\_\_ (C) \_\_\_\_\_ Parent Email: \_\_\_\_\_

#### Reason for Appeal (Both items must apply in order to proceed with the appeals process):

- There is a documented medical condition that impacts the student’s cognition. (**Documentation** of circumstance or condition must be attached.)
- My child has been through the identification process two times.

Please provide details of the circumstances leading to the request. You should also attach documentation relevant to the appeal. If no details or documentation are provided, this appeal will not be processed. There is no need to resubmit items that were submitted as part of the original referral.

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Submit this form to your child’s principal.

Parent/ Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_