

MINDGLO



GIFTED PROGRAM MANUAL

2022-2023

Mission Statement

The Bayless School District will provide a safe and enriching environment where ALL children will learn to become responsible and empowered citizens, where diversity builds character and strength, knowledge enhances freedom and opportunity, and commitment leads to success.

Vision Statement

Every student will be Smart, Good and Strong.

Gifted Vision

Our vision is to provide a challenging, safe and nurturing school experience that fosters academic achievement and serves a diverse population of gifted and talented students.

Gifted Mission

Our mission is to meet the unique academic and affective needs of the gifted and talented students.

Program Rationale Title VI of the Civil Rights Act of 1964

Title VI prohibits discrimination on the grounds of race, color, or national origin by recipients of federal financial assistance. The Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a language minority student's limited proficiency in English.

<http://www.usdoj.gov/crt/cor/coord/titlevistat.htm> (full text)

Definition and State Law

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 the ir 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 2022 Senate Bill 681 was passed:

GIFTED CHILDREN (Section 162.720)

Under current law, when 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, school districts may establish special programs for such gifted children. Approval of such programs shall be made by the Department of Elementary and Secondary Education based upon project applications submitted by July 15th of each year.

Under this act, if 3% or more of students enrolled in a school district are identified as gifted, the district is required to establish a state-approved gifted program for gifted children. If a school district has an average daily attendance of 350 students or fewer, the district's gifted program shall not be required to provide services by a teacher certified to teach gifted education. Any teacher who provides gifted services through the program, and is not certified, shall annually participate in at least 6 hours of professional development focused on gifted development. These provisions shall apply starting in the 2024-2025 school year.

Approval of such programs shall be made by the Department based upon project applications submitted at a time and in a form determined by the Department.

This provision is identical to the perfected HB 2366 (2022), a provision in SCS/HCS/HB 2304 (2022), a provision in the perfected HCS/HB 1750 (2022), and substantially similar to SB 806 (2022).

Bayless School District Notice of Nondiscrimination

Bayless School District does not discriminate on the basis of race, color, religion, age, sex, gender identity, sexual orientation, national origin, disability, genetic information, or any other characteristic protected by applicable law in employment or in the administration of its educational policies, admission policies, educational programs, scholarship and loan programs, or athletic and other programs and activities. Furthermore, Bayless School District prohibits retaliation against anyone who either opposes unlawful discrimination, assists or participates in an investigation of a complaint of discrimination, or exercises that person's rights under any law that forbids discrimination.

Program Description

Since 1987, the Bayless School District has provided a program for gifted students. MINDGLO, an acronym for Meeting Individual Needs by Developing Gifted Learning Opportunities, serves students in grades 1-5. First through fifth grade students attend weekly pullout classes provided by a certified gifted teacher.

The program is funded through the Missouri foundation funding and local revenue sources. It is staffed with a teacher, trained and certified in the area of gifted education. The district is committed to continuous program improvement based on research developments in gifted education.

The primary focus of the Bayless Schools is the development of children as unique and productive individuals. We believe that all children are entitled to an education commensurate with their abilities. Much research has shown that gifted students need differentiated educational opportunities, which will challenge and encourage them to fully develop their abilities. Although gifted students possess exceptional capabilities, most cannot actualize their potential without special program options and the assistance, understanding, acceptance, and support of the entire professional staff.

The Bayless Gifted Education Program provides a specialized learning environment in which the unique needs and capabilities of gifted students can be expressed and nurtured. The program challenges and expands the students' realms of academic knowledge, interest, and understanding through exposure to concepts, content, and processes not typically addressed in the regular classroom.

In addition, the students' are challenged to develop their cognitive and creative abilities, and given the opportunity to interact with intellectual peers in a supportive environment, which meets their particular affective needs. The ultimate goal of the program is to help gifted students become autonomous learners with a lifelong desire to achieve their potential and become creative producers in our society.

Program Goals

In keeping with the Bayless School District Mission and Vision Statement, the goals of the MINDGLO program are:

- To provide a safe, enriching and challenging environment where students are offered learning experiences not ordinarily included in the regular classroom curriculum.
- To develop students' ability to gather and apply information creatively, communicate effectively, to solve problems and make responsible decisions.
- To guide the gifted student in emotional growth and social development; providing experiences through which learners may recognize and respond to personal strengths and needs and understand the needs of others.
- To provide opportunities that encourage students to interact with intellectual peers, learn from others and to engage in friendly competition and discourse.
- To provide experiences for individuals to become more independent and self-directed in continuing their own educational progress.

Guidelines for Student Selection, Identification and Evaluation

In considering the pool of candidates for identification as gifted learners, it is important to note gifted students exist in all cultures, all races, all ethnicities, and all socio-economic groups. If a student exhibits gifted characteristics, please notify the Gifted Program Facilitator, so that testing may be arranged and administered.

The student selection process must consist of at least the following two (2) stages:

- (A) screening or recommendation for testing
- (B) individual evaluation and placement.

Student Search and Screening

All Bayless Kindergarten students are screened by administration of the NNAT for non-verbal ability in April of each school year. Furthermore, any student K-5 may be referred by a teacher (classroom or specialist, i.e., reading or ELL) or parent for gifted testing. These students are tested first with an administration of the WASI II. If the WASI score is 125 or higher, the KTEA (abbreviated version) is administered in order to obtain at least two academic scores of 95% or higher. For some ELL students, the TONI3 (a nonverbal IQ test) may be administered if the WASI seems inappropriate. Other measures considered are students' reading levels and district assessment scores.

Characteristics of Gifted Students

Because gifted children are so diverse, not all exhibit all characteristics all of the time. However, according to the *National Association for Gifted Children* there are common characteristics that many gifted individuals share:

- Unusual alertness, even in infancy
- Rapid learner; puts thoughts together quickly
- Excellent memory
- Unusually large vocabulary and complex sentence structure for age
- Advanced comprehension of word nuances, metaphors and abstract ideas
- Enjoys solving problems, especially with numbers and puzzles
- Often self-taught reading and writing skills as preschooler
- Deep, intense feelings and reactions
- Highly sensitive
- Thinking is abstract, complex, logical, and insightful
- Idealism and sense of justice at early age
- Concern with social and political issues and injustices

- Longer attention span and intense concentration
- Preoccupied with own thoughts—daydreamer
- Learn basic skills quickly and with little practice
- Asks probing questions
- Wide range of interests (or extreme focus in one area)
- Highly developed curiosity
- Interest in experimenting and doing things differently
- Puts idea or things together that are not typical
- Keen and/or unusual sense of humor
- Desire to organize people/things through games or complex schemas
- Vivid imaginations (and imaginary playmates when in preschool)

Alternate Identification

Identifying gifted children is a complex one, especially the task of finding children who are gifted and also have other exceptionalities. Passow and Frazier identified the following groups as being under-identified and under-served, and in need of alternate assessment strategies.

1. Children who are characterized by racial/ethnic cultural group membership (e.g., African Americans, Hispanics, and Native Americans);
2. Children with language differences or limitations (e.g., mother tongue other than English or limited English speaking);
3. Children from families of low socioeconomic status (e.g., qualifying for free or reduced price meals); and
4. Children of varied geographic locations (rural or inner city areas, barrios, or reservations). Passow and Frasier indicate the need for "new models or paradigms" that "respond to these [issues] by focusing on gifted behaviors in a cultural context, designing dynamic approaches to assessing gifted behaviors within the students' socio-cultural context, and integrating identification processes with learning opportunities." (Passow and Frasier, 1996)

Other children who may need to be identified by alternate means include children with learning disabilities, visual or hearing impairments, physical challenges, or behavioral difficulties. The various, and possibly negative, manifestations of giftedness can make it difficult to recognize a child's high abilities in a regular academic setting, causing some gifted children to remain unidentified and unserved.

Examples of alternate selection include: using alternate tests, such as non-verbal IQ or achievement tests for children with language differences or alternate types of tests for fine arts programs or subject-specific classes.

Gifted Education and English Language Learners (ELs)

Characteristics appear in varying degrees in ELs who are identified as gifted. The following list was compiled by the Iowa Department of Education provides the following gifted indicators:

- Acquires a second language rapidly,
- Shows a high ability in mathematics,
- Displays a mature sense of diverse cultures and languages,
- Code switches easily (think in both languages),
- Demonstrates an advanced awareness of American expressions,
- Translates at an advanced level,
- Navigates appropriate behaviors successfully within both cultures

Identifying ELs for gifted programming begins with collaboration among classroom teachers, gifted/talented educators, and EL specialists. In identifying EL students for gifted identification, educators need to be especially sensitive to cultural bias in testing instruments and in the gifted nomination processes for students who are essentially caught between two languages.

Gifted Education Students with Disabilities

Students who are gifted/LO display cognitive strengths and challenges as well as distinct behavioral and emotional outgrowths of both giftedness and LO (Nielsen, Higgins, Wilkinson, & Webb, 1994).

Cognitive Strengths

- Superior vocabulary
- Uninhibited expression of opinions
- Uncanny sense of humor (e.g., sophisticated use of metaphor)
- Highly imaginative
- Extreme creativity
- Extreme sensitivity and intensity
- Penetrating insights

High levels of problem solving and reasoning

- Interest in the "big" picture
- Specific talent in a consuming interest area for which students have exceptional memory and knowledge
- Wide range of interests that are not related to school learning

Cognitive Challenges

- Discrepant verbal and nonverbal performance abilities
- Deficient or extremely uneven academic skills
- Auditory, perceptual, or visual perception problems
- Problems with long- and/or short-term memory
- Perceptual-motor difficulties evidenced by clumsiness, poor handwriting, or problems completing fine-motor tasks
- Slow responses; students may appear to work slowly and think slowly
- Lack of organizational and study skills; often messy
- Difficulty following directions; nonlinear thinking
- Easily frustrated: students give up quickly on tasks; will not risk being wrong or making mistakes
- Lack of academic initiative; appear academically unmotivated; avoid school tasks; frequently fail to complete assignments
- Difficulty expressing ideas and getting to the point; difficulty expressing feelings
- Blaming others for their problems
- Distractibility; difficulty maintaining attention for long periods of time
- Difficulty controlling impulses
- Poor social skills: students may demonstrate antisocial behaviors
- Over-sensitivity to criticism

Considerations: Twice Exceptional: Gifted Student with Learning Disabilities T/TAC W&M Updated 6/19/14

Gifted Students with Poverty

Economically Disadvantaged gifted students are faced with challenges that hinder their development. Many populations of gifted students are hindered in their development because of poverty, rural living, lack of resources, support, and lack of experiences.

Poverty impedes the development of language and perception skills. Poverty also interferes with children being able to build good attitudes about school and learning. These factors cause economically disadvantaged students to not do well on standardized test of ability and achievement. Even if these students are identified as gifted, lack of resources and support by the family hinder the development of the gifts and talents of these children. The greatest risk that economically disadvantaged students face is the failure to complete school and develop their potential. Schools need to provide enriched opportunities, counseling services, and communication with the

guardians of the economically disadvantaged students.

Cognitive Strengths

- Learning performance shows weakness in school knowledge and vocabulary.
- Interest in, and enjoyment of, a range of reading material may not be evident.
- Problem solving activities may indicate a preference for a different learning style.
- Self-motivation is less evident.
- Students may demonstrate a special talent instead of a general talent.
- Outstanding creativity.
- Curiosity, an ability to generate new ideas or the provision of clever solutions to problems.
- Observation and outstanding memory.
- A sense of humor and flexibility in thinking.
- Ability to think systematically and logically.
- Leaders among their low socioeconomic peers outside the classroom and school

Individual Evaluation and Placement

Following screening and referral, the school determines criteria, which would be appropriate for the academic or fine arts service(s) provided, the grade levels to be served, and the background and needs of students in the district.

Some of these measures include:

- NNAT3
- WASI-II
- KTEA
- TONI 3

Criterion

Criteria for selection of gifted students:

Criterion 1 - Administration of an Individual IQ test by the gifted program teacher or transferring school district personnel to nominated students, age six years and up, who score 96% (full-scale IQ128) or higher are then tested using criterion two.

Criterion 2 - A standardized , nationally normed measure of academic achievement from the last two years with 95th percentile or higher ranking in one of the following areas: total battery, total mathematics, total reading, or total language.

Gifted Testing Placement Process

1. NNAT scores of at least 90% or Referrals:
 - Teacher request (classroom or specialist)
 - Parent request
 - Gifted Teacher observations
2. Review Achievement scores:
 - Missouri Assessment Program (MAP)
 - District academic assessments such as iReady and Fastbridge
3. Submit parental permission to assess form

4. Student/Child is individually evaluated by the certified gifted teacher only
5. Parent is given results of evaluation

Transfer Student Policy

Students who transfer to a school with a gifted program will 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; both are fine arts programs; or both are specific academic programs.
3. The student and parents agree to such placement.

Non-Public School Student Participation

Any student may be enrolled in and attend a public, private, parochial or home school or a combination of schools during the school day. No artificial barriers can be placed in the way of the non-public school student's participation in the program. The student **MUST** reside in the district where they wish to attend the gifted program. The student **MUST** meet or exceed the placement criteria of the public school district. The student or their parent/guardians are responsible for transportation to and from the non-public school to the gifted program. 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.