

Gifted Academically Talented Education Handbook



ST. JOSEPH

SCHOOL DISTRICT

2022-2023

Gifted and Talented Innovation Center

Hillyard Technical Center
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GATE Mission

The mission of the St. Joseph School District Gifted Program is to provide a learning community that maximizes the potential of gifted students with unique cognitive, social, and emotional needs through highly challenging curriculum and specialized instruction that enable students to contribute to the demands of an ever-changing society.

GATE Vision

Our vision is to be an exemplary gifted program, to advocate for, inspire, and meet the needs of all students in the St. Joseph School District Gifted Program.

GATE Core Beliefs

Gifted students are unique and are as different from one another as they are from the population as a whole.

- Gifted children may evidence uneven development in intellectual, emotional and physical domains.
- Gifted children have potential that is extraordinary and idiosyncratic.
- Gifted students are generally not gifted in all areas and may not be “straight-A” students.

Gifted students exist in all cultural groups, within all economic levels, among populations with other special needs, and in all areas of human endeavor.

- Gifted students may be twice exceptional, having gifts as well as disabilities.
- Gifted students evidence different characteristics depending on their cultural, educational and economic backgrounds.

Gifted students learn differently and require special educational experiences in order to grow academically and achieve their highest potential.

- Gifted students need instruction tailored to their unique abilities, interests and learning styles.
- Gifted students need an academically challenging curriculum that is both accelerated and enriched.
- Gifted students need to explore many fields of study, to “fall in love” with ideas, and to study subjects in depth.
- Gifted students need to engage in learning that requires persistence and task commitment.
- Gifted students need the opportunity to use and develop their creativity.

Gifted students, because of heightened intellectual and social-emotional intensities, need support and encouragement from individuals who recognize, validate and nurture their giftedness.

- Gifted students are a special needs population and can be “at risk.”
- Gifted students benefit from the expertise of both classroom teachers and specially trained gifted education teachers.
- Gifted students benefit from contact with intellectual peers and mentors.
- Gifted students benefit from parents who help them achieve meaningful social, emotional and academic goals.
- Gifted students are children first and need to be valued for who they are.

What is the definition of [Giftedness](#) according to the [National Association for Gifted Children](#)?

Gifted individuals are those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to reason and learn) or competence (documented performance or achievement in top 10% or rarer) in one or more domains. The development of ability or talent is a lifelong process. It can be evident in young children as exceptional performance on tests and/or other measures of ability or as a rapid rate of learning, compared to other students of the same age, or in actual achievement in a domain. As individuals mature through childhood to adolescence, however, achievement and high levels of motivation in the domain become the primary characteristics of their giftedness. Various factors can either enhance or inhibit the development and expression of abilities.

What is the definition of Giftedness according to Missouri statutes?

Gifted students are defined in Section 162.675, RSMo as "students 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."

In identifying students for the gifted program, the St. Joseph School District follows the requirements set by the Missouri Department of Elementary and Secondary Education. The [gifted education for the state of Missouri](#) page explains policy and procedures for gifted education.

What are the implications for educators?

Exceptionally capable learners are children who progress in learning at a significantly faster pace than do other children of the same age, often resulting in high levels of achievement. Such children are found in all segments of society. Beginning in early childhood, their optimal development requires differentiated educational experiences, both of a general nature and, increasingly over time, targeting those domains in which they demonstrate the capacity for high levels of performance. Such differentiated educational

experiences consist of adjustments in the level, depth, and pacing of curriculum and outside-of-school programs to match their current levels of achievement and learning rates. Marked differences among gifted learners sometimes require additional and unusual interventions. Additional support services include more comprehensive assessment, counseling, parent education, and specially designed programs, including those typically afforded older students.

What is the St. Joseph School District's Philosophy?

We, the staff of the St. Joseph School District's GATE Program, want to do everything possible to provide a safe and respectful learning environment for all students. Likewise, we believe that all students deserve to be treated with the utmost respect and dignity at all times; especially when they are experiencing difficulty within the school setting. Our goal, therefore, is to approach each situation with fairness and consistency, with the ultimate goal being to positively assist the student with his/her personal development.

- All SJSD GATE students should have access to a high quality education and this includes access to fair, reliable, and valid assessment tools used to determine ALL SJSD students' potential gifted needs.
- All SJSD GATE students deserve access to a curriculum that extends and enhances their grade-level curriculum that are both accelerated and function to strengthen deeper learning.
- All SJSD GATE students deserve high-quality instruction, high-quality curriculum written for gifted student needs and highly qualified and certificated staff.

2022-23 Elementary GATE Curriculum Offerings

Grades 3 and 4 Social Emotional Learning

Students will participate in lessons on giftedness, such as perfectionism, risk-taking, feelings and emotions, valuing yourself, goal-setting, learning styles, time management, dealing with stress, etc. These lessons will be through conversations and creative writing in order to foster their uniqueness and help them to understand why they think the way that they do.

Grades 3 and 4 Year Long Awesome Algebra Gifted Math

Students study patterns and determine how they change, how they can be extended or repeated, and how they grow. They develop generalizations about mathematical relationships in the patterns. Students will create an Awesome Algebra board game.

Grades 3 and 4 Think Like an Engineer (2-hour class)

Students will explore design challenges and investigate real-world problems to plan feasible engineering solutions through a variety of hands-on activities. This investigation course will take the entire afternoon class time. Therefore, you will only have one afternoon course (not two).

Grades 3 and 4 Survivor (1-hour class)

This course will mirror the Survivor course offered two years ago. We will be learning how to survive in different environments, build shelters, create water filters, etc. We will focus on the wilderness/woods, desert, mountains, islands/oceans, city, and natural disasters.

Grades 3 and 4 Robotics and Coding (1-hour class)

We will be digging into the Sphero robotics including the ball and the drivable RVR, Tynker programming, and maybe even some LEGO EV3 robotics to understand programming language. We will have activities to complete and fun tasks to get creative! Every day will certainly be a different challenge to accomplish.

Grades 3 and 4 Tessellations and Fab Lab (1-hour class)

Students will explore principles of art and mathematics through geometry and patterns. Students will create a variety of 2D and 3D artistic representations starting with hand-drawn models and moving to computer aided drawings.

Grades 3 and 4 Environmental Book Project Based Learning (1-hour class)

Students will evaluate the style and effectiveness of a variety of children's books written to raise awareness about environmental topics, such as the Lorax. A guest from the Missouri Conservation Department will serve as our expert resource for learning about environmental issues in Northwest Missouri. Students will then write, illustrate, and publish their own children's book to raise awareness about an environmental issue affecting Northwest Missouri.

Grades 5 and 6 Social Emotional Learning

Students will participate in lessons on giftedness, such as perfectionism, risk-taking, feelings and emotions, valuing yourself, goal-setting, learning styles, time management, dealing with stress, etc. These lessons will be through conversations and creative writing in order to foster their uniqueness and help them to understand why they think the way that they do.

Grades 5 and 6 Math Unit: What Are Your Chances? Probability in Action

Students begin their exploration of probability as a measurement of the likelihood of events. They move beyond performing simple probability experiments to an understanding of experimental and theoretical probability and the Law of Large Numbers. Students also experience what it means for a game to be fair as they create their own games.

Grades 5 and 6 Robotics and Survivor (Fall 50/50 Split)

Survivor: This course will go deeper into survival techniques and include information about building eco-friendly homes, windmills, dig into ethics and civics, as well as outdoor activities such as animal tracking and plant identification. Students do not need to have taken the 3/4 course to take this course so there is no prerequisite.

Robotics: We will work on coding using LittleBits and Sphero, as well as look into text coding and other robotic elements. Those elements may include circuits, pneumatics, etc. that will better help students to understand the whole robot and what it can accomplish. This will lead to discussions in Artificial Intelligence and creating autonomous robots!

Grades 5 and 6 Kitchen Chemistry (Fall)

In this course you will learn about the ways that different ingredients in foods affect the human body. You will investigate chemical reactions that take place when various foods are combined and learn about the principles of chemistry involved in cooking and eating.

Grades 5 and 6 Engineering CTE (All Year)

Using the engineering design process, you will collaborate and meet engineers as they tackle hands-on projects sparked by the National Academy of Engineering's 14 Grand Challenges. Through the Engineering & Production Course, you will earn a certification in engineering and production. This course is a year-long course and will not end after 2nd quarter like the other courses. It will require time and effort outside of GATE class days.

Grades 5 and 6 Intro to Animation-ish (Spring)

Developed by professional animation studio FableVision Studios and founder Peter H Reynolds, the online curriculum incorporates 20 lessons based on using Animation-ish software. Students will be introduced to the Principles of Animation and explore a range of topics from character design, to sound editing, to storyboarding.

Grades 5 and 6 Design an Olympic Games (Spring)

Students work to research and design a bid to hold the next Olympic Games in a city of their choice! They will make decisions about location, city needs, development, map, and budget. They will plan a logo, mascot, medal design, torch, and torch relay plan to uniquely brand their Olympic Games. They will write a speech to convince local citizens to support their bid to be the next Olympic Games host city. Finally, they will compile these features into a digital presentation to the board to win the title of host city of the next Olympic Games!

Grades 5 and 6 No Quick Fix (Spring)

No Quick Fix uses systems as the fundamental concept to help students in grades 6-8 understand cell and tuberculosis biology. In a series of widening concentric circles, students learn that cells are elements in larger systems, such as the immune system and the even larger system of the human body. Students also interact with the human social systems: health care and public education. They will take on the role of physician and begin to search for the cause and resolution of the problem. While unraveling the interactions among various systems, students can appreciate the complexities of staying healthy in the modern world.

Characteristics of Gifted Children

A young child who has many of the following characteristics is likely to be gifted, but other children will show some of these characteristics, and a gifted child will not show all. Many of these characteristics also apply to older gifted children.

Advanced development

Developmentally, the young gifted child frequently reaches the 'milestones' such as walking and first speech earlier than average. They tend to have a more sophisticated vocabulary than their peers, may love to define words, usually love books and may be self-taught readers at preschool and kindergarten ages.

Early intellectual ability

Young gifted children often have a very good memory and may be able and eager to learn simple math, science and social studies concepts. They may develop an all-consuming interest in one particular topic - e.g., dinosaurs and have an awe-inspiring understanding and knowledge about the subject, or seem interested in almost everything, sometimes moving rapidly from one topic to another.

Thirst for knowledge

Many gifted children have a real thirst for knowledge, like the true scientist or philosopher who wants to 'find out' about the world, just for the sake of it. Sometimes, there seems to be a strong drive to explore, learn about and master the environment. Often, the contents of cupboards, etc. need to be investigated, and toys and activities may be mastered at a rapid rate and discarded.

Very high level of activity

The young gifted child can be extremely active and frequently have a reduced need for sleep. Although still very exhausting for parents, unlike hyperactivity, it is an activity with a purpose and a remarkably long concentration span may be shown when something is of particular interest.

Note: Due to their ability to see far more into what is for most a simple situation, and possibly due to their fear of failure, the young gifted child may hold back in a new situation, as if to check out all the implications. They may speak late, but then in complete sentences, possibly walk late, initially appear very shy in new social settings, and may require full details before offering help or answering questions.

Sensitivity

Some young gifted children can be very sensitive, general anger or criticism is taken personally; they suffer along with the starving children on TV, the injured animal, etc. When overloaded with impressions, they may become introverted and withdrawn.

Asynchronous development

Children may be gifted in a very narrow field, or may have "all round" high ability, but often there is a large discrepancy between their intellectual, physical and emotional development. Capable of abstract thought before being able to emotionally deal with these concepts, they may become over-concerned with death, the future, sex, etc., Manual dexterity usually lags behind their intellectual expectations, resulting in frustration at the inability to complete envisaged tasks. Ten minutes after a near-adult conversation they may come whining about some small hurt, needing to be comforted like the four-year-old they really are.

Early ability to distinguish between fantasy and reality

This may lead to discussions on the inevitability of death; the frequent need to analyze stories to see which parts "really could happen" and awkward questions about Santa and the tooth fairy!

Early insight into social/moral issues

Some young gifted children have a well-developed social conscience and may become very concerned about wars, pollution and other kinds of injustice and violence. They often see through adult hypocrisy and cover-up and may display fear and anger to discover that adults can be inconsistent and unreasonable.

Greater reasoning power and manipulation

Young gifted children tend to use their verbal ability rather than actions for communication. Generally, it is possible to reason with them from a very early age. At times, their verbal ability, combined with their greater reasoning powers and understanding of human relationships, may be put to use arguing with and trying to outsmart parents and teachers, and their abilities may lead them to discover the advantages of dishonest behavior such as lying and stealing, at an early age. Although credit needs to be given for convincing, logical arguments, it is very important that normal discipline applies to the gifted child, as it is a very insecure feeling for someone so young to realize they are able to manipulate adults.

Social skills

Most gifted children are also socially very able and get along well with others, frequently showing strong leadership abilities. However, even from an early age, they may see themselves as 'different'. Other children may not understand their more sophisticated vocabulary and advanced sense of humor and this may lead to feelings of inferiority and rejection. For this reason, gifted children may associate more with older children and adults. It can be very important for some gifted children to find other gifted children with whom to communicate. Although it is important for them to have someone who truly understands them, this may be difficult to achieve.

Individuality

Many gifted children may be seen as "weird" or unconventional, they may have great fantasy and creativity and develop their own, unique style of learning. It is important that these children are not

constantly organized, but have a chance to do their "own thing"; a time for solitude, reflection, and creativity.

Importance of adults

Gifted children may not be interested in very structured activities or meeting other's standards, often preferring to develop their own projects. Despite this, adult guidance is very important -to help them determine in which situation it is necessary to conform and when it is okay to be "different," to put realistic limits on an often overambitious project, to lend a hand when manual dexterity doesn't meet mental visions and to avoid self-criticism becoming destructive. Help may be needed to set realistic standards.

Perfectionism

Often the gifted children set very high standards for themselves, getting frustrated and angry when they discover they may not have the manual dexterity to complete envisaged projects. Sometimes, knowing they are unable to complete the task to their own standards, they may refuse to do it at all.

GATE Eligibility Process

The St. Joseph School District's program for gifted children is an extension of the school curriculum.

Screening

To ensure equitable screening, the SJSD administers the Naglieri General Abilities Test and the Renzulli Teacher Rating Scales to all second-grade students in the spring. Based upon the results of this test in combination with their iReady Diagnostic scores, further testing may be needed for qualification. Local norms are used to improve identification for all segments of the SJSD student population.

Once Testing Is Completed

Students must meet the minimum eligibility criteria as set by the Missouri Department of Elementary and Secondary Education.

Three of the four criteria for placement into GATE must be present:

- **General Mental Ability** – 95th percentile or higher General Ability Index (GAI) or Full-Scale IQ
 - Scores can come from a Full-Scale IQ, NNAT3, or CoGAT testing
- **Academic Ability** - 95th percentile or higher on specific subtests of national achievement tests (composite total Reading or total Math from iReady, MAP, or equivalent testing)
- **Creativity/Critical Thinking Assessment** - Torrance Test of Creativity
- **Teacher Rating Scales** - Renzulli Teacher Rating Scales

*Alternative Identification Procedures are in place for students in our Title I buildings.

The Student Meets the Criteria for Placement

If the child **meets** the GATE criteria for placement, a letter is distributed to the parents and families. The sending school building principal is notified as are GATE teachers. The district does not provide transportation from a private school to a GATE site. The GATE teacher will also speak with the parent/guardian about orientation, if applicable.

The Student Doesn't Meet the Criteria for Placement

For a child that does **not** meet the criteria, a letter is sent to parents and families stating such along with the testing results and recommendations. This same information is sent to the home school. At this point the parent/guardian may contact the test administrator or gifted department chair for further explanation of test results.

Appealing the Testing Outcome

The school or parents may request an appeal after a one calendar year waiting period from the *initial testing date*. Any additional documentation considered pertinent should be included in the appeal. GATE Policy requires that a minimum of 4 student work samples and/or teacher observations be included. Once the appeal is received by the St. Joseph School District Academic Services Department, the file will be reviewed for any additional pertinent information. A letter will be sent to the individual making the appeal indicating the action and/or further steps.

Variations of the Typical GATE Referral Process

Gifted Program Student from Another District

A student who was in a gifted program in another district must be pre-screened to determine if the student qualifies based upon the St. Joseph School District's criteria. The student's previous school records (including all information pertaining to the gifted evaluation process, gifted placement, gifted progress, etc.) must be sent to the St. Joseph School District Academic Services Department for review. In the event that the student meets qualifications, the parents/families will be notified. If the student does not meet initial eligibility criteria, the student will not be admitted to the program.

Returning SJSD Schools GATE Student

Once a student has qualified for the gifted program in SJSD, the student maintains eligibility status. If a student has withdrawn from the program and the parent desires the student to return, the student does not need to be rescreened. Instead, the parent needs to give written notification of the student's desire to return to GATE to the child's school and to the Academic Services Department.

Student Who Did Not Previously Qualify

A student who has previously been referred to the gifted program but did not qualify must have an Appeal filed in order to be reconsidered. Unless there was some type of problem (child was sick, death in the family) during the testing, the student must wait one year from the previous testing before appealing his/her results.

Private/Parochial/Homeschooled

Students who reside in the St. Joseph School District boundaries but attend a private or parochial school, or who are homeschooled, may be referred by a parent or teacher to determine if a student is eligible for gifted education services. For any student referrals, contact the Academic Services Department. Referred students will follow the regular screening process. Those who qualify for further testing, will follow the testing process as indicated in the "Testing" paragraph.

GATE Policies and Procedures

Arrival and Dismissal Procedures:

- Students ride the bus to GATE from their homeschool and bussed back to their homeschool after GATE.
- All car riders should be dropped off at Hillyard Technical Center using the loop in front of the building. We ask that you respect the **8:45 a.m. drop off time** if you are dropping off your child by car instead of using the district busses. The morning time allows the teachers time to plan and be prepared for the day.
- **Dismissal time will be 2:25 p.m.**

Change in Student Dismissal Plans

- All students' welfare and safety is our primary concern.
- If there is a change in a child's dismissal plans, *a parent or guardian must notify the school office no later than 1:00 p.m.* on the day of the dismissal change.

Movement at Hillyard Technical Center

- All students' welfare and safety is our primary concern. We understand that there are high school and adult students in our building, and we do everything that we can to ensure our students' safety.
- Each time a class is moved to our satellite classroom they are accompanied by a GATE teacher in the hallways and are not left unattended.
- Our double doors to our Center will remain closed throughout the day for security and safety purposes.
- Students who need to use the restroom while in our remote classroom will have a teacher or member of our building staff come to escort them to our GATE restroom. They will not be allowed to use the restrooms with the high school students.

Attendance

There is no required attendance; however, this class fosters a significant amount of community and autonomous learning where student contribution is vital.

This is advanced and demanding work, which is discussion based each class period, it is very important to arrive on time and not to leave early as much as possible to develop strong time management and independent mastery of skill and participating within a higher-level context.

Birthdays

Birthday parties are allowed at the Gifted and Talented Innovation Center. Birthday treats can be sent in and shared with all students within the GATE classroom, but they must be store purchased.

- Balloons, flowers, and gifts ***should not*** be brought or delivered to the GATE Center. Transportation does not allow balloons or other items that cannot fit on a child's lap to be brought on the bus.
- We appreciate the judgment of all parents in making decisions that have a positive impact on all students at the GATE Program.

Communication Between Home and School

It is our belief at the GATE Program that the best education for our children occurs when parents and teachers work together. Open communication is a vital link between home and school. Each elementary student will have a student device issued from the Saint Joseph School District that is required for GATE, an iPad, and a CANVAS online platform sign in for the completion of their course work. Please check your child's inbox on CANVAS or Microsoft Teams for any messages from the teachers between classes or see the newsletters that are sent home via email for information on assignments, upcoming events, due dates, etc. You can assist in the communication process by:

- Reading all notices sent home from the GATE Program.
- Calling the teacher, sending a note, or e-mailing when questions or problems arise.
- Attending conferences, programs, open houses, curriculum nights.
- Reading the weekly teacher newsletter closely each week.
- Checking the district and school websites on a regular basis.
- Following social media accounts (Facebook, Twitter, etc.) for the latest updates.

The GATE teachers are available for a conference with parents by appointment. Conferences will be arranged whenever the parent or the teacher perceives a need as well as during parent / teacher conferences. To protect instructional time, a parent may request to visit the classroom or to have a conference by contacting the teacher in advance by note, a phone call, or email.

Early Dismissal

The GATE Program adheres to the St. Joseph School District's early dismissal schedule. Students will be transported back to their home school approximately 30 minutes early on respective early dismissals.

Field Trips

Field trips are educational experiences that relate to the curriculum and require travel from the building. Parent permission is required before a student may participate in a field trip.

Parents will receive written information as the purpose, time, cost, and location of each trip. At times, parental assistance is appropriate for support. Parents who volunteer to supervise small groups of children during field trips will be expected to adhere to all volunteer guidelines.

To ensure appropriate supervision of GATE program students during school field trips, *siblings not of school age (preschoolers and/or younger siblings)* **may not** attend school trips.

Traditional Classroom GATE Homework Policy

While students are at the GATE Program, he/she is not required to make up work missed from the regular classroom. However, he/she must demonstrate an understanding of the concepts presented. Long-term assignments and projects that are due to the regular classroom on a GATE day are still required to be turned in. Students should work with the classroom teacher to determine when the project will be turned in for the appropriate grade. A student having difficulty keeping up with his/her regular classes while attending GATE Program is encouraged to discuss the concerns with his/her classroom teacher and GATE/Oak Grove Resource Room teacher.

Virtual Academy GATE Homework Policy

Students in Virtual Academy will complete assignments that are given on the day they are attending the SJSJ Gifted Program. This is due to the extended time frame given to Virtual Academy students. The Virtual Academy teachers will work with the Gifted Program teachers to make sure that assignments are streamlined to avoid “busy work.” For example, only top priority, teacher assigned i-Ready lessons will be required to be made up for students in Virtual Academy. A student having difficulty keeping up with his/her regular classes while attending GATE Program is encouraged to discuss the concerns with his/her classroom teacher and GATE/Oak Grove Resource Room teacher.

Inclement Weather or School Closures

In the event of inclement weather or instances when the building is closed, the GATE Program will be closed when the St. Joseph School District is closed. If schools have an early dismissal due to inclement weather, GATE Program students will be transported to their home school for dismissal. On these days, students will be expected to log on to their CANVAS portal to check for assignments and participate in activities and classroom discussions. Parents will be notified of student work on school closure dates including any possible Zoom or Teams calls during the day.

Lost and Found

Students should have their name written in individual jackets, sweaters, coats, hats, gloves, scarves, bags, backpacks, lunchboxes, and other personal belongings. A container of lost and found items is maintained at the GATE Program. Please have your child check the lost and found for items on a regular basis. Items remaining in the lost and found at the end of each semester will be donated.

Lunch

Lunch times at the Gifted and Talented Innovation Center will be provided at the beginning of each school year via the GATE Program newsletter and on the school's website.

- Due to current restrictions, parents **will not be able to** join their students for lunch at the Gifted and Talented Innovation Center. We will notify parents if a change occurs allowing for parents to join us in the building.
- Lunches will be brought over to the Gifted and Talented Innovation Center each GATE day **by the students**. We do not have a food service available at Hillyard Technical Center, so students will need to have their lunch when they enter the building.
- If they get a sack lunch from their home school, it will be a cold sack lunch. It needs to be ordered one week before their GATE day to ensure the lunches are packed and ready for the students to grab before leaving their home schools.
- If your student is a virtual learner attending GATE in person, they will need to bring their own lunch from home.

Medications/ Illness

There will be a school nurse on staff at Hillyard Technical Center to assist with student medications, including epipens and inhalers. Please contact our nurse Stacy Kovac (stacykovac@sjsd.k12.mo.us) with any questions or concerns about your child's health and safety at the Gifted and Talented Innovation Center.

Progress Reports

The GATE program completes Progress Report that will go home with students twice a year. They will also have regularly evaluated assignments within their student CANVAS portal.

Behavior

We, the staff of the GATE Program, want to do everything possible to provide a safe and respectful learning environment for all students. Likewise, we believe that all students deserve to be treated with the utmost respect and dignity at all times; especially when they are experiencing difficulty within the school setting. Our goal, therefore, is to approach each situation with fairness and consistency, with the ultimate goal being to positively assist the student with his/her personal development.

Behavior Support Process

The expectation is that all students will follow the GATE Program *Expectations*: be **Professional**, be **Respectful**, be **Responsible**.

- If a student chooses not to comply with the expectations, he/she will be redirected in an effort to correct the behavior. The student will then review the procedure for the situation, which will include re-teaching (teacher) and practice (student).

- If the student continues to need assistance, he/she will be directed to a safe seat and a *Processing Sheet* may be used to assist in re-teaching. The teacher will discuss the problem and help the students brainstorm some alternative choices with more practice of the expected behavior.
- If the student is disruptive to the class he/she will be escorted to a Buddy Space. While in the Buddy Space, the student may need to complete the *Processing Sheet* and/or any unfinished assignments.
- If the disruptive behavior continues, it may be necessary for the student to be removed. When the student has regained composure and demonstrated that he/she is able to successfully return to the classroom, he/she will be allowed to do so. However, if attempts to de-escalate the behaviors are not successful, appropriate disciplinary action will be taken and parents will be notified.

If the student continues to have difficulties in learning/exhibiting appropriate behaviors and following the GATE Program Expectations, interventions and/or an individual behavior plan will be implemented.

The goal at the GATE Center is for each student to be SUCCESSFUL - both behaviorally and academically!

Student Family Information

Please notify the GATE Center and/or the home school office when student contact information changes, including but not limited to: home address, home phone number, cell phone number, work phone number, email address, name and place of parents' employment, or those numbers listed as emergency contacts. It is important for your child's safety that school personnel are aware of all changes. Parents/guardians may also be notified via district calling system in the event of emergencies, early dismissals, etc.

Transportation

Transportation is provided to and from the GATE Center by the St. Joseph School District for students enrolled in St. Joseph School District. Home schooled, virtual academy, or private school students who are residents of the St. Joseph School District will provide their own.

Virtual Learning vs. Remote Learning

Virtual Academy is learning completely online, with no face-to-face component. Currently, SJSD is offering a Virtual Academy. Hillyard Technical Center is not part of the Virtual Academy.

Remote Learning is temporary. Remote learning is online learning when the shift from face-to-face needs to happen. Some remote learning examples would be: inclement weather days, or mandated quarantine days.

The time expectations for Remote Learning (referring to their regular education):

- 2nd-3rd - 60 to 75 minutes daily, 10 to 15 minute increments

- 4th-5th – 90 minutes to 2 hours daily, 20 minute increments
- 6th-8th – 3 hours daily, 30 minutes per class, with built in breaks

Remote Learning may include Microsoft Teams sessions as a whole group. GATE will be utilizing Microsoft Teams instead of Zoom this year. The online MSTeams session may be recorded.

Visitor Information and Security

Visitors include any people who are not staff or current students. All visitors must sign in at the front office, go through the RAPTOR system, have an ID ready, and sign out when leaving. Visitors are being discouraged at this time because of COVID 19.

All Visitors to the GATE Center should enter / exit through the **main doors of Hillyard Technical Center**. Visitors will be required to show proper ID and receive a Visitor's badge before entering the classroom spaces.