



Ritenour School District

Center for Gifted Education

Ritenour Gifted Program Handbook Parents/Guardians & Staff

Revised August 2025

Elementary Gifted Program - Hahn Center for Gifted Learners, located at the
Ritenour Center for Educational Excellence (RCEE)

Middle School Gifted Program - located at Ritenour and Hoech Middle Schools

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Ritenour Mission, Vision & Core Values

Mission

The mission of the Ritenour School District Gifted Education Program is to ensure learning occurs in a supportive environment that enables every student to think critically, solve problems, and develop the knowledge and skills necessary for success in our diverse, global society.

Vision

The Ritenour School District Gifted Education Program, in partnership with parents and the community, will develop leaders who seek continued academic growth and become productive citizens leading lives of personal integrity and fulfillment.

Core Values

We expect our words and actions to be determined by

- Focusing on students first
- Having high expectations for ALL students and staff
- Caring about and respecting students, parents, and staff
- Treating each other with dignity and respect
- Working together and supporting each other
- Being open and honest
- Mastering the details
- Being leaders in our field
- Striving for excellence in all that we do
- Acting and speaking with pride as members of the Ritenour family

The Mission of the Gifted Education Program

The mission of the Ritenour School District Gifted Education Program is to maximize the potential of its gifted students by providing highly challenging curriculum and instruction in the context of real-world problems and provide resources and supports for parents and teachers.

Core Values of Ritenour Gifted Education

- In accordance with the state of Missouri’s Department of Elementary and Secondary Education, “gifted children” mean those 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.”
- Giftedness exists in all cultural groups, at all economic levels as well as in populations with other special needs, and may exhibit different characteristics depending on individual backgrounds.
- Gifted students have high potential for learning with the ability to think abstractly. They have unique social emotional needs and benefit from interactions with their intellectual peers as well as support from teachers who understand their unique needs.
- Curriculum for gifted students must be rigorous, inquiry based, student driven, and broaden students’ understanding of the world around them while addressing the unique needs of the gifted learner.

Foreword

These Parent/Guardian guidelines contain the procedures that apply to the parents/guardians of Ritenour gifted students with regard to the daily operations of the Gifted Center and the Ritenour Gifted Education Program at the middle school level. Nothing herein shall be construed as conflicting with School Board Policy. These guidelines are operational in focus and do not contain, nor refer to, all applicable school policies and procedures. Complete *Board of Education Policies and Regulations* manuals are kept up to date and may be found on the district website.

We hope that these guidelines can provide a common framework within which Ritenour staff and parents/guardians can work together to best meet the needs of Ritenour gifted students.

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Guidelines for Students at the Hahn Center for Gifted Learners

Located at the Ritenour Center for Educational Excellence

First Week for Students at the Hahn Center for Gifted Learners

Attendance at the Hahn Center for Gifted Learners will begin one week after the first day of school. This is planned to allow students to experience an entire five-day rotation of procedures and classes in their home school.

Weekly Schedule for Students at the Gifted Center

Weekday	Grade
Monday	3 rd
Tuesday	4 th
Wednesday	5 th
Friday	2 nd

It should be noted that the weekly schedule for the Gifted Center **does not change** throughout the year, regardless of holidays or school cancellations due to inclement weather.

Arrival & Dismissal Times

9:00 a.m. - 1:45 p.m.

What Can I Bring to the Gifted Center?

- Lunch (please put in a bag or lunchbox clearly labeled with your child's name)
- Water bottle
- Book
- Coat/jacket

Please leave the following at home or your home school:

- Backpack
- Cell phone
- Chromebook
- Toys/fidgets
- Money

Hahn Center for Gifted Learners

Home School Procedures

It is anticipated that the majority of students attending the Gifted Center will first report to their home elementary school. Home schools will follow the following procedures in the mornings and afternoons.

Morning Procedures

Students in grades 2-5 will follow their home school morning procedures for eating breakfast and reporting to their classrooms. Classroom teachers will take attendance for those students attending the Gifted Center.

Students who receive medication in the mornings should receive this from their home school nurse before departing for the Gifted Center. Students requiring mid-day medication or medical care must have that information on file with the Ritenour Center for Educational Excellence (RCEE) office before the first day of school. For more information, see the section on medications on page 14.

Depending upon the day of the week and according to the above schedule, the office will call for the appropriate grade level of gifted students to report to a common entrance for bus transportation to the Gifted Center. Buses should leave their home schools no later than 8:45 a.m.

Gifted students who arrive at their home school after the bus departs for the RCEE will remain at their home school that day or may be brought to the Gifted Center by a guardian. This will be counted as an unexcused absence for the student at the Gifted Center. For more information on unexcused absences, see page 10.

Parents may also transport their children directly to RCEE in the mornings. Students should arrive no earlier than 9:00 a.m. Students will need to be signed in at the office. Please do not drop off children at the door.

Afternoon Procedures

Buses will depart from RCEE by 1:45 p.m. Students will board buses to return to their home schools. Upon arrival at their home school, students should check in with their office before reporting to their classrooms.

Students should be given copies of any materials distributed to their classmates, but should not be held responsible for making up work done during their time at the Gifted Center. The work being done by students at the Gifted Center will complement that which is done in the home classrooms. Should a student begin to fall behind in their classroom work, a Gifted Student Support Team meeting should be called as soon as possible. See the section on Gifted Student Support Teams on page 15 for more information.

Parents needing to pick up a student before 1:40 pm will need to report to the main office at RCEE to sign their child out. The RCEE office must be notified no later than 1 pm for early dismissal. Students will only be released to adults listed on the student's approved pick-up list.

Inclement Weather Policy: Students in attendance at the Gifted Center when the district cancels school due to inclement weather will be transported back to his/her home school and will follow their home school's regular dismissal procedures. Efforts will be made to contact parents/guardians of any student who is to be picked up by car. Should contact be unable to be made, those students will be transported back to their home school by school bus.

Missing Specials

Students attending the Gifted Center will miss one day per week of their specials schedule. These students should be given the option of choosing which special they will miss and, when appropriate, allowed to attend a desired special with another class. Gifted students should limit this choice to once per semester so as not to create unnecessary confusion for the specials teachers. Specials teachers who do not see a gifted student due to this conflict should enter "N/A" on their report card.

Home School Special Events (Assemblies, Field Trips, Testing, Celebrations, etc.)

When home schools are planning field trips or other grade-level extracurricular activities, they must take into consideration the days gifted students are to attend the Gifted Center. It is against district policy to schedule field trips, assemblies, parties, or other extracurricular activities for a grade during the time that they are attending the Gifted Center.

When conflicts arise between special events and a grade-level day at the Gifted Center, the building principal should notify the Gifted Center at least two weeks prior to the date in question. Building principals will work with gifted specialists to determine whether that building's grade level should not attend the Gifted Center on that date. Should a conflict arise with a special event that does not allow for two weeks' notice, building principals should notify the Gifted Center as soon as possible to determine what will be in the best interest of the gifted students.

Bus Expectations

Students are expected to follow the Gifted Center's Behavior Plan as well as the district plan when riding the bus.:

- Be Respectful
- Be Responsible
- Be Safe

Students are expected to stay in their seats when the bus is moving and follow all directions from the bus driver. If there are any problems on the bus, students should report them to a teacher as soon as possible.

Per district policy, cell phones, tablets, and smart watches are **not** allowed at the Gifted Center. Backpacks and other personal belongings should also stay at their home schools.

Student Attendance/Absences

Students who arrive by any means other than the bus will have their attendance taken by the RCEE office professional. Any students arriving at the Gifted Center by a means other than the Ritenour bus must not arrive before 9:00 a.m..

Students who receive two unexcused absences will receive a Gifted Student Support Team (Gifted SST) meeting to review whether their continued attendance at the Gifted Center is appropriate. Illness and home school building-wide special events will be considered excused absences from the Gifted Center.

Positive Behavior Intervention Support

Discipline is an ongoing process that grows out of a positive learning environment. Good school discipline is a part of the teaching and learning process and is a significant part of the school climate, helping students to develop self-discipline and responsibility for their behavior. While striving to reduce the causes of misbehavior, discipline at the Gifted Center focuses upon the use of preventive and proactive teaching strategies.

Teachers should document all disciplinary actions and inform parents of any repeated behavioral issues in a timely manner. The building administration at the student's home school shall be notified of all incidents of severe misconduct, or that the teacher judges to be of major consequence. When appropriate, a Discipline Referral Form will be completed and copied to the office of the student's home school. Discipline Referral Forms will be followed by a conference with the student and their parents. Students who are identified as gifted, but for whom attendance at the Gifted Center is not in their best interests, will receive gifted services in the Tier 2 format. See the section on Gifted Services as a Response to Intervention (RtI) for more information.

Students at the Gifted Center agree to abide by the Gifted Center Honor Code, created by students and reviewed annually.

Honor Code

As a student in the Ritenour Gifted Center, I promise, on my honor, that I will act according to the following code:

1. I will be honest and accept responsibility for my actions.
2. I will keep a growth mindset, even when things are difficult.
3. I will never be a bystander, but will be proactive and look for ways to help my classmates and my Center.
4. I will treat my classmates and teachers with kindness and respect.
5. I will be tolerant towards those with whom I disagree.
6. I will be open to compromise and to sharing responsibilities with my team.
7. I will show respect to presenters and give them my full attention.
8. I will help care for my Gifted Center by organizing the materials (even when it's not my mess).
9. I will ask permission before taking home any materials from my Center.
10. I will participate in all activities to the best of my ability.
11. I will ask for help from both peers and teachers.
12. I will give feedback kindly, and receive it with an open mind.
13. I will follow this code at all times, even when nobody's watching.

I agree that the following consequences will apply for honor code violations:

1. First, I will have an opportunity to explain the situation to a gifted specialist to see if I have violated the honor code or if there was only a misunderstanding.
2. If I have violated the honor code, we will make a phone call to my parents/guardians to discuss the incident.
3. If I violate the honor code twice in a semester, a gifted specialist will meet with my parents/guardians before I return to the Gifted Center.

Gifted Student Rights

The Ritenour Gifted Specialists believe that, as gifted students have unique needs, they should also be empowered with unique rights.

As such, Ritenour gifted students have the right to:

- know about their giftedness.
- learn something new every day.
- be passionate about their talent area(s) without apologies.
- have an identity beyond their talent area(s).
- feel good about their accomplishments.
- make mistakes.
- seek guidance in the development of their talent(s).
- have multiple peer groups and a variety of friends.
- Choose which of their talent areas they wish to pursue.
- not to be gifted at everything.

Curriculum at the Hahn Center for Gifted Learners

Identified gifted students in grades second through fifth participate in hands-on, project-based learning with a high degree of rigor. All students in a grade level will participate in a core project-based learning class in the mornings when they are at the Gifted Center. Each grade level will participate in two project-based learning core courses per year.

Project-based courses are highly engaging and hands-on, with an emphasis on solving real-world problems. Students will also have the opportunity to choose from elective courses, which will cover a variety of high-interest topics.

Gifted Center Recess Guidelines

Recess Policies:

- All students will have at least one recess at the Gifted Center for 20 minutes.
- Students will go outside daily, except in case of inclement weather
- Recess will not be taken from students as a form of punishment

Student Expectations:

- Be respectful
 - Be kind
 - Include everyone
 - Settle disputes quickly (rock, paper, scissors, etc.)
- Be responsible
 - Treat equipment well
 - Pick up equipment at the end of recess
 - Line up quickly when the signal is given
- Be active
 - Move in some way

Teacher Expectations:

- At least two teachers will be on duty at all times
- Teachers will be actively engaged with students during recess
- Teachers will regularly teach and reteach recess expectations to minimize problems on the playground

Recess Protocols (to be taught 1st day and as needed):

- Line up when the signal is given
- Putting equipment away
- How to share equipment
- Settling disputes quickly (rock, paper, scissors, etc.)
- Boundaries of designated areas of play
- The student agreed upon rules for activities

Outside Recess Choices:

- Soccer
- Kickball
- Jumprope

- Sidewalk chalk
- Creative play

Indoor Recess Choices:

- Yoga
- Board games/ brain games
- Drawing
- Creative play

Medications & Health Services

Students who require medications or medical care from a school nurse must provide copies of medical orders and medications to the RCEE office professional before the first day of school. Should a student's medical needs change during the school year, the office must be notified in writing before the next time the student will attend the Gifted Center. All medication shall be kept in the office and dispensed by authorized staff. RCEE does not have a nurse on site. The district lead nurse, Debra Schwer (Buder Elementary), will act as the building nurse in case of emergencies.

Students who receive medication in the mornings should receive this from their home school nurse before departing for the Gifted Center. Mid-day medication will be dispensed by authorized staff at RCEE.

In case of illness or injury, an authorized member of the school staff will care for students. Parents will be contacted should a student need to go home due to illness.

Teachers and administrators will receive a list of students with medical concerns that may cause difficulty for the student in the classroom. This information will be distributed and updated by the lead nurse annually and is strictly confidential. The nurse will submit this information to staff by the end of the first full week of school each year.

For questions regarding medical needs, please contact:

Debra Schwer (lead nurse) - (314) 493-6312

Carolyn Navarro (RCEE office professional) - 314-493-6213

Gifted Student Support Team (Gifted SST)

The Gifted Student Support Team meets after all screening and testing sessions to review student information collected for potential admittance into Ritenour School District's state-approved gifted program. The Gifted SST consists of certified gifted education specialists from multiple grade levels. It may also include classroom teachers, building administrators, parents, and students as appropriate.

The team meets to examine the evidence and makes one of the following determinations:

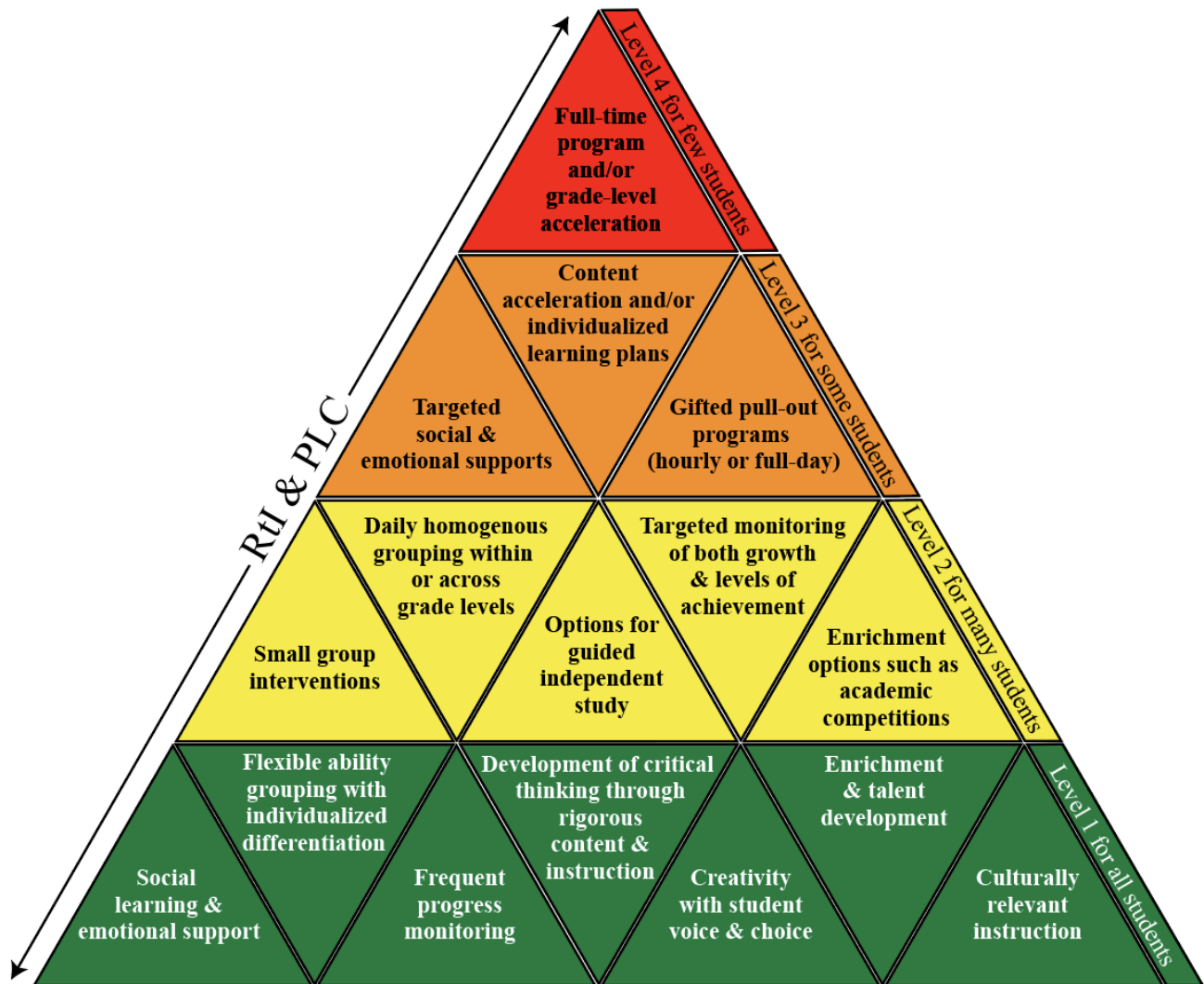
- Formal placement in gifted programming
- Determination that the collected data does not support placement at this time
- Determination that additional tools/data collection is needed
- The student needs a furlough from the program

The Gifted Student Support Team can also be called to address a variety of student concerns, including, but not limited to: academic performance, behavior, and family support.

Gifted Services as a Response to Intervention (RtI) / Levels of Services

The Ritenour School District provides services to identified gifted students through a response to intervention (RtI) approach. For gifted education, a system of four-tiered interventions is used to determine the necessary level of services for students. This is based upon the recommendations of the Missouri Department of Education Advisory Council on Gifted Education Recommendations to Districts for Providing a Continuum of Services to Gifted and Advanced Students, 2018. This model combines RtI with recommended Levels of Gifted Educational Services. Levels of Gifted Educational Services are recommendations to districts to determine the degree of interventions and resources necessary for students to make significant academic progress. Under this system, students receive services based upon individual need, with each tier becoming more intensive and specialized. These tiers are as follows:

Levels of Gifted Educational Services within an RtI Framework



*Students identified for an RtI level are entitled to the services of that level as well as all services at lower levels.

- Tier/Level 1 – These are students whose needs can be met in the general classroom. All students will be universally screened for giftedness in 1st and 6th grades, or following a nomination for gifted.
- Tier/Level 2 – These students are identified as having high potential, but whose needs can be best met in the general classroom. Gifted specialists will work with classroom teachers to ensure best practices for differentiated instruction of rigorous content. Gifted specialists will progress monitor these students for growth opportunities

and possibilities for further testing. The parents/guardians of these students will receive information on enrichment opportunities.

- Tier/Level 3 – These are students whose individual needs require specialized services. These students will have qualified for full gifted services by meeting the three required categories under the MODESE policies.
- Tier/Level 4 – These are students whose individual needs are highly specialized and meet the minimum requirements for the Missouri Program for Exceptionally Gifted Students (PEGS). Less than 1% of the student population qualifies for PEGS services. As such, it is difficult for most districts to have a large enough concentration of these students to make it possible to have such a program. Ritenour recommends qualifying students for the PEGS program. The PEGS program establishes its final selection criteria for acceptance into its program. For further information on the PEGS program, contact your building's gifted specialist.

Students who are identified as gifted, but for whom attendance at the Center for Gifted Identification is not in their best interests, will receive gifted services in the Tier 2 format.

Withdrawal from Gifted Services

Identified gifted students may only be removed from gifted services by parent request, and following a Gifted Student Support Team (Gifted SST) meeting. Determinations as to the tiered level of gifted services most appropriate for students will be made based on individual student need, and following a Gifted SST meeting.

Gifted Specialist Responsibilities in Elementary Buildings

Each elementary building will have an assigned gifted specialist. The gifted specialist will be available in the buildings on Thursdays, when no students are attending the Gifted Center. Depending on student and building needs, the gifted specialist may either opt to work in their assigned buildings for one half-day every Thursday or a full day every other Thursday.

While in the elementary buildings, the gifted specialist will have duties appropriate to their core job responsibilities. Only in an emergency should the gifted specialist be asked to cover a duty or fill in for another teacher. The responsibilities of the gifted specialists include:

- Pushing into classrooms that contain identified gifted students to offer support and differentiation strategies for the classroom teacher.
- Proctoring screening assessments will be conducted for any student in grades 2–5 who is nominated for the gifted program, as well as for all 1st-grade students as part of a whole-group screening. Gifted specialists will then work in small groups with 1st-grade students identified through the screening as having gifted potential.
- Serving as an advocate for gifted and high-achieving students. This includes presenting information on the gifted program and clarifying any questions as to what giftedness is, as well as the needs of gifted students. Also, this includes holding Gifted Student Support Team meetings as needed in each building.

Middle School Gifted Program

Guidelines for Gifted Students at the Middle Schools

Previously listed guidelines for Gifted Education Values, Gifted Student Support Teams, Gifted Services as a Response to Intervention (RtI), and Gifted Screening will also apply to Ritenour Gifted Middle School students.

Gifted Curriculum at the Middle Schools

Identified gifted students in grades sixth through eighth receive gifted services through their participation in the gifted social studies classes. These classes cover all the required middle school social studies curriculum, but do so through hands-on, project-based learning at an accelerated pace.

Gifted Services Delivery

- Each middle school will have at least one full-time gifted specialist to focus on the students of that building.
- Middle school gifted programming is offered primarily through the students' social studies class and is therefore considered a core class.
- Gifted Specialists at the middle school will typically not be part of any one grade level team since they serve students on all grade levels. As such, gifted specialists should be informed of all plans and decisions that may impact them, their class time, or their students.
- Curriculum is designed to cover all grade-level social studies priority standards, with opportunities to participate in project-based learning.
- When it is determined that a student needs services in lieu of or in addition to the social studies class, the gifted specialist should be involved in discussions and decision-making and, if appropriate, alternate service delivery, including but not limited to independent study arrangements and the use of online classroom platforms such as Edgenuity.

Middle School Gifted Specialist Responsibilities

- Design a unique curriculum to meet gifted students' needs and cover all grade-level social studies priority standards, with opportunities to participate in project-based learning.
- Review building schedules to ensure there is no overlap among class meeting times and that there is adequate time between classes. This includes days when alternate schedules are used and when individual teams and grade levels make adjustments for special events.
- Encourage nomination of students for gifted program screening/evaluation and provide the means ([Google Form Link](#)) to teachers and staff at least once each semester.
- Facilitate the gifted screening process and communicate with parents as noted in the Identification process above.
- Notify school personnel responsible for updating students' GT identification and class scheduling in Tyler SIS.
- Advocate with building administration, teachers, and staff for the needs of the gifted program and individual students.
- Visit the Gifted Center near the end of the school year to introduce themselves to the 5th Graders and explain how the middle school program works.

Scheduling & Logistics

- Because the middle school gifted specialist works with students on all teams and all grade levels, it is necessary for the building administrators to pay special attention to gifted class scheduling.
 - Attention must be paid to class sizes and groupings. The recommended class size limit for gifted programs is 15 students.
 - Gifted students should be distributed among multiple teams.
 - Gifted Specialists should be scheduled to have as much planning and lunch time as other core subject teachers.
- Gifted Specialists should be included in IEP, 504, and other meetings about individual students.
- Gifted Specialists will meet together or with the larger gifted program staff for PD on early release days and any time that building core teachers are meeting as teams or subject area groups.
- Gifted Specialists should be invited to all building staff meetings (after school and on teacher work days) and should attend whenever the subject matter is applicable.

Gifted Field Trips - Middle School

- All middle school building field trip procedures should be followed. Check with building office professionals for details. These will likely include:
 - A signed permission slip must be received for each student participating in the field trip.
 - Field trip dates/times should be communicated with building principals and staff.
 - Lunches
 - Inform the cafe of the field trip at least three weeks before the day, as well as the approximate number of lunches needed for the trip.
 - Update the cafe with the names of those who ordered lunch.
 - Transportation
 - Notify the building office as soon as the field trip has been approved by the district admin. (The building office professional will follow up with transportation details as the date gets closer.)
 - Medical
 - Inform the building nurse of the dates of trips.
 - Check for students who need medications.
 - Medications must be picked up from the building nurse in the morning on a field trip and returned after the trip.
 - Specialists must take a first aid kit on all trips
 - Students who choose not to go on the field trip should stay on their teams.
 - Notify teams of those going/not going and determine which teacher they will stay with.
 - If other PC classes are affected, those students will also remain on teams. Determine which teachers they will stay with.
 - Make sure all students remaining in the building have work to complete while remaining on teams.
- Emergencies
 - Specialists must contact the following:
 - Call 911 for an emergency - a broken bone, etc
 - Call the parent/guardians/school for a sick child

Frequently Asked Questions

What is “gifted”?

- In Ritenour, we believe that giftedness exists in all cultural groups, at all economic levels, as well as in populations with other special needs, and may exhibit different characteristics depending on individual backgrounds. Gifted students have high learning potential, with the ability to think abstractly. They have unique social-emotional needs and benefit from interactions with their intellectual peers as well as support from teachers who understand their unique needs.

What is the difference between Project Challenge and the Gifted Center?

- Project Challenge is the name of the Ritenour Gifted Program for all grades. The Gifted Center is where elementary gifted students primarily receive services.

Will my student be reevaluated each year for gifted?

- Once a student is admitted to the gifted program, they should not be reevaluated for giftedness while in the Ritenour school district.
- Ritenour students not identified for gifted services may be reevaluated for admittance into gifted education throughout K-8th grades. All students have the opportunity to be screened until completion of their 8th-grade year. Based upon the screening results, students may then be tested with an IQ instrument. For test reliability, there must be one year between tests.

How many students receive gifted services in the Ritenour School District?

- The state of Missouri has established the 95th percentile ranking and above as the rule for demonstration of exceptionality on a norm-referenced standardized test. This means that the gifted students in a school are those who score in the top 5% of an IQ assessment. Therefore, the number of gifted students in any given building should be approximately 5% of its total population.

Why won't you test my child before the age of 6?

- While experts have differing opinions on whether to test young children, researchers generally agree that it is difficult to make accurate IQ determinations at an early age (under 6). In rare cases, the Gifted Student Support Team may opt to test students at earlier ages, based upon the recommendation of the Gifted Student Support Team. If you feel your child should be tested before the age of 6, please contact the principal of your school building.

Do gifted students really need a separate program?

- Although teachers try to challenge all students, many are unfamiliar with the needs of gifted children and do not know how to best serve them in the classroom. A national study conducted by the Fordham Institute found that 58% of teachers have received no professional development focused on teaching academically advanced students in the past few years, and 73% of teachers agreed that “Too often, the brightest students are bored and under-challenged in school”. This report confirms what many families have known: not all teachers can recognize and support gifted learners.

Why do the gifted students need to be sent to a separate location each week?

- While we aim to identify 5% of our students as gifted in each building, this is often not equally distributed amongst grade levels. Some grades have had as few as 3 gifted students in a grade level. We believe that gifted students need extended time working and learning with their peers. By bringing grade levels of students to a central location once per week, they can develop friendships with larger numbers of other gifted students.
- Also, by having students work and learn together for an entire day instead of a couple of hours spread over a week, students will have a richer and more rigorous learning experience.

What if a student is enrolled in the gifted program and struggles there?

- The Gifted Student Support Team can be called to address a variety of student concerns, including, but not limited to: academic performance, behavior, and family support.

My child receives poor grades...how can they still be gifted?

- Underachievement describes a discrepancy between a student’s performance and his actual ability. The roots of this problem differ based on each child’s experiences. Gifted students may become bored or frustrated in an unchallenging classroom situation, causing them to lose interest, learn bad study habits, or distrust the school environment. Other students may mask their abilities to try to fit in socially with their same-age peers, and still others may have a learning disability that masks their giftedness. No matter the cause, it is imperative that a caring and perceptive adult help gifted learners break the cycle of underachievement in order to achieve their full potential.

What about students who are identified as gifted in another district and then transfer to Ritenour?

- Each district sets its policies and requirements for admittance to gifted programming. An incoming transfer student who was previously identified as gifted in another district will have their records reviewed by a Gifted Student Support Team to determine whether placement in gifted is appropriate.

What about Ritenour students who are identified as gifted and then transfer to a different district?

- As stated above, each district sets its policies and requirements for admittance to gifted programming. A student who was identified as gifted in the Ritenour school district has no guarantee of being placed in the gifted program of another district.

What is “exceptionally gifted”?

- As gifted students have unique needs, students identified as “exceptionally gifted” have their own unique needs. In recognition of this, the Missouri Department of Elementary and Secondary Education authorized the St. Louis Regional Program for Exceptionally Gifted Students (PEGS) in 1991 in the Lindbergh School District. PEGS now has programs located in both the Lindbergh and Pattonville School Districts.
- The PEGS program establishes its final selection criteria for acceptance into its program. They begin screening with the criteria that students score at the 138 or above level on an IQ test for consideration for further assessment.
- For further information on the PEGS program, contact your building’s gifted specialist.

How are gifted services provided in the middle schools?

- Each middle school has a gifted specialist who teaches the social studies class attended by all gifted students. This specialist serves as teacher, mentor, and advisor for the middle school gifted students.

How are gifted services provided in the high schools?

- Most gifted students attend Advanced Placement courses in high school. Counselors and academic advisors are also available to meet the needs of gifted students. Also, the middle school gifted specialists regularly check in with the gifted students and remain available to serve as an advocate for them in the high school.

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