



Park Hill School District

Bridges Handbook

2020-2021

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Table of Contents

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

Bridges Staff and Schedules

Staff

Elementary Staff		
Building	Teacher	Position
Renner	Kelly Konrad	Gifted Teacher, 2 nd -5 th grade
Chinn	Jennifer Chase	Gifted Teacher, 2 nd -5 th grade
English Landing	Lisa Cross	Gifted Teacher, 2 nd -5 th grade
Elementary Bridges Online	Kelly Konrad	Online Gifted Teacher, 2 nd -5 th grade
Middle School Staff		
Building	Teacher	Position
Plaza, in-person and online	Jennifer Muchow	Gifted Teacher, 6 th -8 th grade
Congress, in-person and online	Linda Collins	Gifted Teacher, 6 th -8 th grade
Lakeview, in-person and online	Kurtis Werner	Gifted Teacher, 6 th -8 th grade
Walden, in-person and online	Stephanie Clippard	Gifted Teacher, 6 th -8 th grade

Elementary Attendance Locations

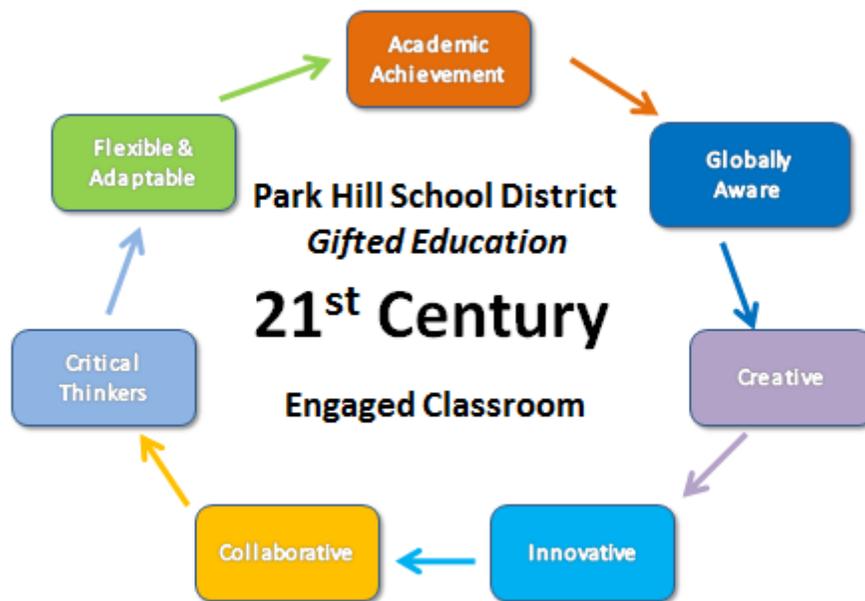
Renner	Chinn	English Landing
Line Creek	Hopewell	Southeast
Prairie Point	Hawthorn	Graden
	Tiffany Ridge	Union Chapel

Elementary Attendance Schedules

	Monday	Tuesday	Wednesday	Thursday	Friday
Renner	Fourth Grade	Fifth Grade	Online	Online	Second/Third Grade
Chinn	Fifth Grade	Fifth Grade	Second/Third Grade	Second/Third Grade	Fourth Grade
English Landing	Fourth Grade	Fifth Grade	Second Grade	Third Grade	Third Grade

Gifted Education

“Where Thinking is Critical”



The purpose of the Park Hill Gifted Program is to recognize and provide for the unique academic and affective needs of exceptional children, so they will become effective, creative producers in society and in their personal lives.

Characteristics of Gifted Learners

All children may exhibit special talents and/or traits; however, gifted learners possess characteristics that are developed to a much greater extent than other students of the same age, background, and experience. Gifted learners require instructional modifications in order to address their exceptionalities. Some common characteristics of gifted learners are:

- Learns easily
- Intellectual curiosity
- Advanced vocabulary
- Keen sense of humor
- High standards for self
- Curious and inquisitive
- Excellent memory
- Senses injustice
- Frequently uses similes, metaphors, and analogies in conversation
- Reads avidly and absorbs books well beyond his or her years
- Shows insight to problems that require careful reasoning and grasps mathematical concepts readily

Bright Children and Gifted Learners

BRIGHT CHILD

Knows the answers

Is interested

Is attentive

Has good ideas

Works hard

Answers the questions

Top group

Listens with interest

Learns with ease

6-8 repetitions for mastery

Understands ideas

Grasps the meaning

Completes assignments

Is receptive

Copies accurately

Enjoys school

Absorbs information

Technician

Good memorizer

Enjoys straight-forward, sequential presentations

Is alert

Is pleased with own learning

GIFTED LEARNER

Asks the questions

Is highly curious

Is mentally & physically involved

Has wild, silly ideas

Plays around, yet tests well

Discusses in detail

Beyond the group

Shows strong feelings/opinions

Already knows

1-2 repetitions for mastery

Constructs abstractions

Draws inferences

Initiates projects

Is intense

Creates a new design

Enjoys learning

Manipulates information

Inventor

Good guesser

Thrives on complexity

Is keenly observant

Is highly self-critical

Core Beliefs about Gifted Children

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

- Gifted children are not a homogeneous group.
- Gifted children may have strengths in one or more areas.
- Gifted children may not be “straight-A” students.
- Gifted children may evidence uneven development in intellectual, emotional, and physical domains.
- Gifted children have potential that is extraordinary and idiosyncratic.

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

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

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

- Gifted children need a firm foundation of knowledge and skills upon which to build content expertise.
- Gifted children need instruction tailored to their unique abilities, interests, and learning styles.
- Gifted children need academically challenging curriculum that is both accelerated and enriched.
- Gifted children need to explore many fields of study, to “fall in love” with ideas, and to study subjects in depth.
- Gifted children need to engage in learning that requires persistence and task commitment.
- Gifted children need the opportunity to use and develop their creativity and problem-solving skills.

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

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

Gifted Curriculum and Grading Practices

Gifted Curriculum

Curriculum in Park Hill's gifted program is developed to meet the specific learning needs of gifted students. These needs vary from student to student but generally include the ability to learn quickly and with fewer repetitions.

The conceptual model for designing this kind of curriculum, developed by gifted program staff, is based on research and best practice recommendations in the field of gifted education. Each unit of study is written to align goals and assessments to each other, to the district's Core Conceptual Objectives, to the Missouri Learning Standards and to the ISTE standards.

The development of differentiated curriculum answers these questions:

- (1) What content do you want the students to know?
- (2) What skills or processes should the students master?
- (3) How should the students demonstrate understanding of the content and mastery of the skills through the products they create?

Gifted Reporting Topics

- Problem Solving
- Critical Thinking Skills
- English Language Arts
- Quality Work
- Risk Taking
- Interpersonal Relationships
- Self-Discipline
- Motivation

Elementary School

Elementary students qualifying for gifted education services will attend classes one day a week in a pull-out program. At the elementary level, the Bridges program provides services to qualifying students in grades 2-5 at designated host sites with specific schools being assigned to each location.

Middle School

Middle school gifted students attend Bridges every other day in place of Social Studies. Social Studies standards and skills are infused within the gifted curriculum.

Elementary Bridges Day Best Practice Guidelines

In order to address the needs of students involved in the Park Hill Gifted program, and to maximize their educational experiences, we ask that the following guidelines be respected at the elementary school level.

Tests/Classroom Work

- When possible, please avoid administering tests on students' Bridges day.
- With regard to daily work and assignments, students should only be required to make up work that is necessary for an on-going project or to better understand a complex concept. Most classroom work should be waived.

Special Events

- When possible, please avoid scheduling special events on students' Bridges day. This may include field trips, assemblies, room parties, special instructional performance videos and guest speakers, etc. If a conflict is inevitable, the gifted classroom teacher should be notified as soon as possible.

New Content

- Instruction at the students' home schools continues as usual on Bridges day. However, any new concepts that are introduced in the gifted students' absence should be provided to them when they return to class. The students should not be expected to obtain the information on their own.

Gifted Identification Procedures

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

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

Universal Screening

All students in the Park Hill School District have the opportunity to be screened for gifted education services.

Academic Ability: The process begins with analysis of Fall or Winter Data from NWEA MAP Growth local school assessments in the areas of reading, math, science and language. Students scoring in the top 10% (e.g. 90th percentile) in at least two content areas will be screened for gifted. *During the 2020-2021 school year, Park Hill will only administer the areas of reading and math. Students who score in the top 10% (e.g. 90th percentile) in ONE of the two will be screened for gifted.

- Data analysis begins at the close of the winter NWEA window.
- Gifted referrals for the screening process can be made by school teams after evaluating academic data. Parents may request the school team make a gifted referral. However, it is the discretion of the team to pursue additional screenings. Please see the “Gifted Screening Referral Process” and Appendix A for more information on making a gifted referral.
- Home schooled students or students attending private school will take the NWEA MAP Growth assessment to qualify for academic ability.

Permission to assess letters will be sent to parents of students who have met screening criteria requesting permission to administer the CogAT 7 and WISC-V.

Individual Evaluation and Placement

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

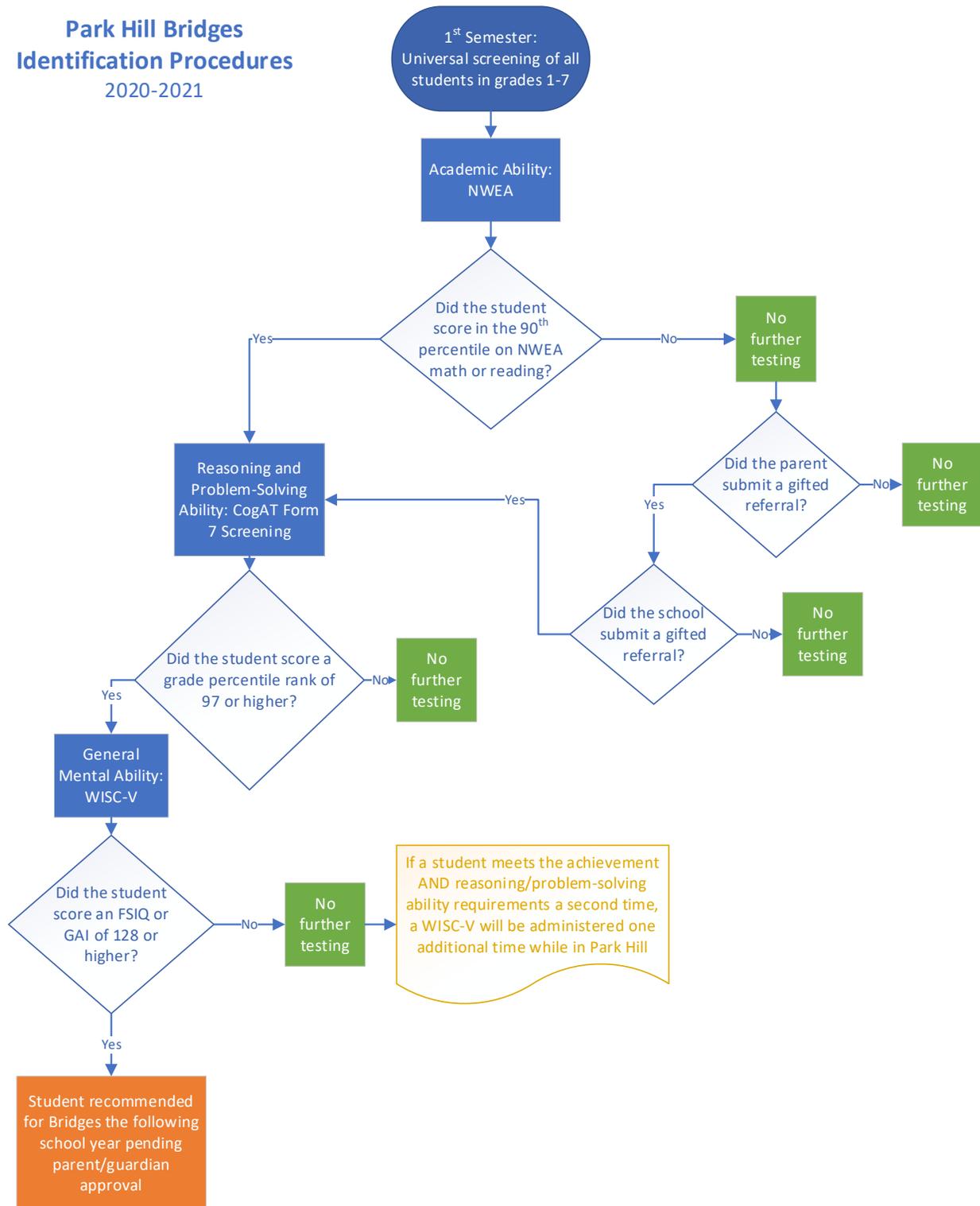
- Students with an Age Percentile Rank ≥ 97 or in the top 10% will move on in the gifted identification process.
- Results will be communicated to families by Academic Services.
- The CogAT 7 will be administered throughout January and February.

General Mental Ability: A WISC-V will be administered by a diagnostician or school psychologist.

- Students with a full-scale (FSIQ) or General Ability Index (GAI) score of 128 or above will be recommended for placement in the gifted program (Bridges) pending parental or guardian approval for the following school year.
- WISC-V assessments will be administered in March and April.

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

Park Hill Bridges Identification Procedures 2020-2021



Gifted Screening Referral Process

The gifted program in the Park Hill School District requires students to complete rigorous testing to ascertain the student's level of performance and ability. If a student does not meet qualifying screening criteria in elementary or middle school, the school team may recommend a student for the gifted referral process. The school's team will render a final determination after careful review of the evidence presented, other available data, and teacher input.

Given the rigor and the accuracy of the placement tests, a school team referral should be exercised with caution and only when specific evidence and classroom performance overwhelmingly indicate that the student is performing at superior levels of mastery on formative and summative assessments throughout the academic environment.

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

Process for making a gifted referral:

1. Student does not qualify for district screening criteria (meeting top 10% e.g. 90th percentile in two areas of NWEA: reading, language, science, mathematics)
2. Referral to enter the Gifted Identification Process is made.
 - a. Parents will present a parent referral to the school team for the school team to review using the Bridges Program Screening: Parent Referral Document (Appendix A).
3. The school team will determine if the child shall enter the identification process based on the school team's data and committee review.
 - a. Parent referrals will be reviewed by the school team
 - b. The school team will use multiple pieces of formative and summative data to complete the Bridges Program Screening: Building Referral Document (Appendix B).
4. The school team will send approved referrals to the Director of Assessment when determined that the overall picture of a student demonstrates superior levels of academic mastery.

Testing by Outside Vendors

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

Retesting Procedures

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

Appeals Process

Once a student has gone through the full identification process twice, the Park Hill School District may consider an appeal if there is a documented medical condition that impacts the student's cognition.

Steps in the Appeals Process

1. Contact the licensed Diagnostician or School Psychologist to discuss the testing results.
2. After the discussion, if a parent/guardian chooses to proceed with the appeal process, the parent or guardian completes the "Bridges Identification Appeal Form" (Appendix C).
3. The form is reviewed by the school's appeals committee. The committee will review the initial referral documents and any new documentation provided to support the appeal.
4. Parents or guardians will receive written notice of the appeal committee's decision within 10 days of the decision meeting. All decisions by the appeal committee are final.

Transferring into the District

A records review will be conducted for students transferring into the Park Hill School District that were identified as gifted in a previous district. A determination of comparability between former district identification process and the Park Hill identification process will be conducted. If the processes are comparable the student will be directly admitted into the Park Hill Bridges program.

Students who do not have comparable identification processes will be administered the CogAT 7 and/or WISC-V to determine eligibility.

Private School, Parochial School or Home School Students

Private, parochial and home school students who live in the Park Hill School District attendance area are eligible to participate in Bridges if they meet the same program qualifications as public school students. The referral process begins with the parents determining their public school attendance area based on their home address. The parent should then contact the building principal at that school, who will begin the referral process. The testing process will be conducted during the same identification windows for all Park Hill students.



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APPENDIX A

Bridges Program Screening: Parent Referral Document

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

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

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

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

Date: _____

Student Name: _____

Resident School: _____ Grade Level: _____

Parent Name: _____

Parent Address: _____

Parent Contact Information

(H) _____ (C) _____ Parent Email: _____

Brief Description of Referral Considerations:



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APPENDIX B

Bridges Program Screening: Building Referral Document

Student's Name: Ronald Connell Referral Date: 12/21/2020

Resident School/Grade: Chinn Elementary/3

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

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

Ability: Data provided by the Academic Services if available.

Previous WISC-V Score: 131 Date: 2018
Previous CogAT Score: 77%ile Date: 2020
Other: _____ Score: _____ Date: _____

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

NWEA Math Percentile: 99 Date: 2020
NWEA Reading Percentile: 85 Date: 2020
NWEA Language Arts Percentile: 96 Date: 2019
NWEA Science Percentile: _____ Date: _____
Fountas and Pinnell Percentile: _____ Date: _____
Other: _____ Percentile: _____ Date: _____
MAP Data: _____

Transition notes from previous year and other classroom data:

Qualitative Information:

Building Team Recommendation:

 Further testing for Bridges No further testing at this time



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APPENDIX C

Bridges Identification Appeal Form

Date: _____

Student Name: _____ Birthdate: _____

Resident School: _____ Grade Level: _____

Parent Name: _____

Parent Address: _____

Parent Contact Information

(H) _____ (C) _____ Parent Email: _____

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

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

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

Submit this form to your child’s principal.

Parent/ Guardian Signature: _____ Date: _____