



**Gifted/Enrichment Handbook
Rock Island-Milan
School District #41**

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Philosophy Statement

Rock Island/Milan School District #41 believes that education is an opportunity for each student to develop toward maximum potential as an individual and as a member of society and is committed to providing appropriate and equal education for students so that they can develop their full potential.

Gifted and Talented Students have the following programming needs:

1. To be challenged in an environment that allows children of similar abilities to be stimulated by and interact with their intellectual and/or talented peers.
2. A differentiated curriculum and teaching process by teachers trained in gifted education sensitive to students' needs.
3. To develop self-esteem and emotional well-being in order to realize their contributions to self and to be prepared as high achieving college and career ready global citizens.

Illinois School Code Definition of Gifted

The Illinois School Code (105 ILCS 5/14A-10 and 20) definition of gifted states:

For purposes of this Article, "gifted and talented children" means children and youth with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with other children and youth of their age, experience, and environment.

Gifted and Talented children:

- a. Exhibit high performance capabilities in intellectual, creative, and artistic areas
- b. Possess an exceptional leadership potential
- c. Excel in specific academic fields
- d. Have potential to be influential in business, government, healthcare, the arts, and other critical sectors or our economic and cultural environment.

Overview of Program

It is the intent of the District to be guided by the following principles in designing programs for meeting the needs of gifted/enrichment students:

1. Multifaceted identification system (e.g., review performance on achievement measures, ability measures, and qualitative data).

2. Program is aligned with Illinois gifted legislation (i.e., School Code: Public Act 094-0151, Rules and Regulations – Requirements: ISBE Part 227, Twice Exceptional : Public Act 096-0382, and Funding and Grants Amendment: Public Act 096-1152).
3. Curriculum is aligned with the New Illinois Learning Standards.
4. Differentiated learning experiences are provided utilizing evidence-based practices.
5. Emphasis on language arts and mathematics.
6. Emphasis on higher-level depth of knowledge, including problem-solving, critical thinking, creative thinking, and research skills.
7. Student academic growth measured on an ongoing basis.
8. Program effectiveness evaluated, at least annually, by reviewing outcome data and soliciting feedback from staff, parents, and students.
9. Social and emotional needs of gifted/enrichment students are addressed throughout the school day.
10. Provide guidance and resources to classroom teachers on appropriate instructional strategies/materials to differentiate curriculum and extend learning opportunities to all students.

District Goals

Goal I - Affective Support

All students in the Rock Island Schools will have a safe learning environment where students are encouraged to actively participate in individual and group activities to enhance independence, interdependence, leadership, and lifelong learning. All staff members will provide academic, social, and emotional support for gifted/talented children.

Goal II - Appropriate Pacing of Curriculum and Instruction

Appropriate Pacing of Curriculum and Instruction will be match to students' learning readiness level, pace or rate of learning, and style of learning (differentiation of curriculum acceleration, and instruction). Students will receive instruction that promotes both challenging and enjoyable high-end learning by blending standard curriculum activities with meaningful enrichment opportunities that encourage students to develop personal relevance in their learning to create original products with their learning, and to offer possible solutions to real world problems.

Goal III - Schoolwide Enrichment

Schoolwide enrichment will be provided to all students learning opportunities to allow students to pursue interests and to work in-depth to create products that exhibit authentic learning. Curriculum will be supplemented purposeful planning that takes into account the needs, interest, and capabilities of particular students.

Terminology and Definitions

Differentiated Curriculum/Instruction – for students in K-8. The enrichment staff assists the classroom teacher in grades K-6 in designing and implementing curriculum to match the needs of the learner by differentiating what is learned and how it is taught. Advanced courses and acceleration are available options at the junior high level.

Enrichment Teacher - teacher of first and second grade enrichment pull-out groups and differentiation specialist.

Gifted Resource Center – materials and resources available to parents and teachers. The Gifted Resource Center is housed on the second floor of Earl H. Hanson Elementary School. Earl Hanson is located at 4000 9th St, Rock Island, IL.

Gifted Teacher - teacher of identified gifted students in self-contained gifted classroom.

Honors, AP Courses, and Dual Credit/Enrollment – for students in grades 9-12. Higher level courses are designed to meet the needs of the academically talented high school student.

District Gifted/Enrichment Education Programing

Programing strategies are coordinated to guide the development of gifted/enrichment students through the identification process until graduation.

1. **Gifted Observation Model** – Lessons conducted by the enrichment teachers allow for observation of gifted characteristics that could potentially identify gifted students in grade 1.
2. **Enrichment Pull-Out** – Students, in grades 1/2, identified as potentially gifted will spend up to 1½ hours per week with the enrichment teacher. Sessions are held in a small group setting in their home school. The teacher provides instruction in the areas of critical thinking and reasoning abilities,

creative thinking, and problem solving applied to language arts and mathematics.

3. **Self-Contained Gifted Classrooms** – Identified students in grades 3-6 are invited to participate in the District's self-contained program housed at Earl Hanson School. Instructional/organizational strategies which match the student's learning readiness level, rate of learning, and affective support are utilized.
4. **Gifted/Enrichment Committee**- This committee will consist of the a representative from the T&L Dept., the district enrichment teachers, the district gifted teachers, junior high teacher/ administrator, high school administrator, representative for PPS staff, and parent representatives.

Program Description Identification Procedures

Elementary

Kindergarten students will be considered "on watch" which means that individual referrals for support services will be considered. There is an opportunity for a highly gifted child in kindergarten to participate in a pull-out enrichment. (See Appendix A for Teacher Recommendation Form)

During the first nine weeks of school, at the first grade level, students will be identified to participate in enrichment classes for a minimum of 1 hour in length per week. Previously identified second grade students begin their enrichment classes the second week of school and meet for a minimum of 1 ½ hours per week. These classes focus on developing logical thinking skills, creative thinking skills, skills of search and advanced mathematical process skills.

Identified gifted third, fourth, fifth, and sixth graders are invited to enroll in a multi-age self-contained gifted class housed at Earl Hanson Elementary. These students are self-contained for core curriculum and heterogeneously grouped with other classes for physical education, music, lunch and recess. The curriculum for these students is advanced in both content and rigor.

Other identified students not attending the self-contained gifted program are provided enrichment and acceleration of content activities by the classroom teacher. The district enrichment teachers provide support for these classroom teachers by offering staff development opportunities and providing appropriate instructional materials for their use.

Junior High School

Students at the junior high level are encouraged and able to sign up for honors classes. Initial identification is based on MAP scores, teacher recommendation, student interest, and parent request. Both junior highs offer an AVID elective, a course designed to be taken concurrently with honors courses to provide the students the necessary supports to be successful in honors classes. Curriculum in honors courses covers the same academic standards but goes more in depth and at a faster pace. Opportunities to participate in an accelerated math curriculum continue from the elementary program. Students also have opportunities to participate in extra-curricular activities and competitions.

High School

Rock Island-Milan School District 41's mission is to provide all students with a quality education. Every student entering Rock Island High School will complete a four year academic plan. Parents/guardians and/or students are encouraged to meet with high school counselors in the development of these plans.

Students at the Rock Island High School are encouraged and able to sign up for honors and AP classes. The high school offers an AVID elective, a course designed to be taken concurrently with honors/AP course to provide the students the necessary supports to be successful in these classes. Curriculum in honors courses covers the same academic standards but goes more in depth and at a faster pace. AP courses are courses coordinated through the College Board and provide students the opportunity to earn college credit while still in high school. These courses challenge students to higher levels of achievement and further develop skills and study habits that are beneficial in postsecondary coursework. Students enrolled in AP classes are encouraged and expected to take the AP exam in May. EdOptions Academy, a virtual school, provides our students extended learning opportunities to take enrichment courses not currently offered at Rock Island High School. In addition, students in high school have the opportunity to take college courses through Dual Enrollment (classes taken on college campus) or Dual Credit (classes taken at the high school or online). Contact Rock Island High School counseling department for additional information on these classes.

The following is a list of Honors and Advanced Placement courses:

Honors and Advanced Placement:

AP Studio Art -- 2D and 3D

Honors English 9

Honors English 10

AP English Language & Composition 11

AP English Literature & Composition 12

Honors Integrated Math II
Honors Integrated Math III
AP Statistics
AP Computer Science
AP Calculus

Honors Chemistry
AP Biology
AP Environmental Science
AP Physics
Engineering Design and Development (PLTW)

AP US History
AP US Government
AP Psychology
AP European History

French IV
German IV
Spanish IV

EdOptions Academy - Enrichment Classes Not Currently Offered at RIHS

- A. Student meets with counselor to register for a course as enrichment, for special circumstances that require an adjusted schedule, or for other circumstances as approved by the Principal or designee.
- B. Counselor approves eligibility based on: student's academic, discipline, and attendance records.
- C. Upon completion of the course, the grade will be placed on the transcript as a transfer credit.
- D. There are no additional costs to the student for EdOptions Academy.

College Courses and Opportunities

Dual Enrollment - In partnership with Black Hawk College and Western Illinois University, Rock Island High School junior and senior students may take college credit courses on the college campus. Students receive college credit for the class upon successful completion of the class but do not receive credit toward high school graduation. Students will conference with a college representative who will contact the high school counselor and Principal/designee for approval. Registration and tuition fees are the responsibility of the student and his/her family.

Dual Credit - In partnership with Black Hawk College and Western Illinois University QC Campus, Rock Island High School junior and senior students have an opportunity to earn dual credit (high school and college credits). Principal/designee

and counselor approval is required prior to enrollment in any dual credit course. These courses are offered to our students on the high school, college campus, or online. To count for dual credit, the class must be taken during our regularly scheduled school day. A class taken outside of the regularly scheduled school day will count as dual enrollment but not dual credit. A student may enroll in the college level courses only after he/she has completed all the prerequisites and registration requirements needed for each class. Tuition and other fees are the responsibility of the student and his/her family. Students should check with their counselor at the time of registration for the latest information regarding dual credit classes.

Dual Credit Course Offerings

- Shielded Metal Arc Welding
- Occupational Welding
- Basic Precision Measurement
- Essentials of Technical Math
- Occupational Health
- Medical Terminology
- Music Appreciation
- English 101
- English 102
- Principles of Speech Communication

Program Design Model

Grades K-2

Student Needs	Differentiation
Critical Thinking Skills	<ul style="list-style-type: none">● Using analogies, logic matrices, and inferences to evaluate data● Developing ability to draw logical conclusions● Developing, applying, and explaining strategies to solve a wide variety of problems
Math Enrichment	<ul style="list-style-type: none">● Recognizing patterns and predicting their continuation● Using inference and logic to organize data● Using mental math for computation and estimation● Learning strategies to solve mathematical problems● Finding multiple solutions
Reading Enrichment	<ul style="list-style-type: none">● Developing open-ended questioning techniques● Enriching vocabulary through word study● Fostering appreciation of literature● Using inference and logic to analyze and evaluate reading material
Spatial Visualization	<ul style="list-style-type: none">● Understanding geometric relationships including symmetry, congruence, and manipulation● Exploring representation of spatial visualization (artist's works, coordinate graphing, and figural analogies)

Grades 3-6

Student Needs	Differentiation
Acceleration in Language	<ul style="list-style-type: none"> ● Pacing ● Advanced materials ● Product choice ● In-depth study ● Questioning techniques ● Book choice ● Bibliotherapy ● Analysis of literary techniques ● Discussion with high level thinking ● Individualized spelling lists
Acceleration in Math	<ul style="list-style-type: none"> ● Advanced materials ● Faster pacing ● Compacting ● Contig competitions ● Extensive use of mathematics vocabulary ● Pattern and relationship extension ● Introduction to computer coding
Depth in Learning	<ul style="list-style-type: none"> ● In-depth research, skills, and methods ● Product choice
Creative Thinking and Problem Solving	<ul style="list-style-type: none"> ● Routine and non-routine problems ● Solution strategies ● Abstract thinking ● Multiple solutions ● Problem based/discovery learning
Global Awareness	<ul style="list-style-type: none"> ● Systems thinking ● Domain crossing ● Current Events
Socialization/Self-Awareness	<ul style="list-style-type: none"> ● Cooperative learning in heterogeneous groups ● Bibliotherapy ● Discussion groups ● Mentoring

Grades 7-12

Student Needs	Differentiation
Acceleration	<ul style="list-style-type: none">● Advanced classes● Product variety (selected from Multiple Intelligences product grid)
In-Depth Learning	<ul style="list-style-type: none">● Focus groups during Rock Time● Project Based Learning● Integration with another subject area● Literacy Design Collaborative● Entrepreneur classes● Lab classes● Experiential Learning Activities
Cultural Awareness	<ul style="list-style-type: none">● Multicultural events
Social/Emotional	<ul style="list-style-type: none">● Counseling● Peer counseling● Mentoring● Awareness of opportunities for enrichment● Career guidance

Identification and Assessment System

Identification of gifted students is an ongoing process extending from entry to school through grade twelve. Opportunities shall be provided for students to be nominated and considered for placement in gifted program options throughout their school experience. Procedures used in the identification process will be nondiscriminatory with respect to gender, race, ethnicity, economic background, national origin, or handicapping condition. The following principles provide information for the identification process of potentially gifted students in the District in compliance with Illinois gifted legislation (i.e., School Code: Public Act 094-0151, Rules and Regulations – Requirements: ISBE Part 227, Twice Exceptional: Public Act 096-0382, and Funding and Grants Amendment: Public Act 096-1152):

1. Identification is based upon the definition of gifted.
2. Identification reflects the educational goals for the students in the program.
3. Identification procedures are clearly outlined and available to all.
4. Identification is based on multiple and specific criteria.
5. Identification is conducted annually.
6. Identification procedures are inclusive; no single criterion excludes a student.

7. Identification is an ongoing process.

Procedures used in the identification process will be communicated to staff and parents/guardians in a variety of ways. Information about the gifted program and the identification process is made public through written and verbal communication and will be available on the District website. Gifted and Enrichment teachers annually sponsor parent meetings during second semester. The identification process is explained at these meetings.

The identification procedure for the District's gifted program has two components. There is a screening process and an identification process. Students in grade 1 are screened in the fall. Students in grade 2 are identified, for participation in the self-contained gifted program, in the spring of each year. Classroom teachers receiving students moving into Rock Island/Milan will review the records and make referrals as appropriate to Enrichment Services. See grade specific information below.

Rock Island-Milan School District #41 believes that education is an opportunity for each student to develop toward maximum potential as an individual and as a member of society and is committed to providing appropriate and equal education for students of all abilities. We also believe that we have children and youth whose potential for outstanding accomplishments require special provisions to meet their educational needs. The Rock Island-Milan School District's identification procedures find those individuals and programs them through its Enrichment Program.

A brief description of our identification procedures follows. A committee consisting of administrators, Enrichment teachers, Gifted teachers and other certified personnel will meet to review student records and nominations. After reviewing the criteria for Gifted identification and reviewing student nominations and records, the committee will make a decision regarding student placement in the Rock Island-Milan School District Gifted self-contained classroom. Confidentiality procedures are followed in regard to records of placement decisions and data on all nominated students. Records of placement decisions and data on all nominated students are kept on file for as long as needed for educational decisions. Additional information may be obtained by calling Earl Hanson School at 793-5930.

Kindergarten

Based on teacher and/or parent referral, individual students will be screened for inclusion in Challenge Group. Referrals may be made at any time during the school year. (See Appendix A for Recommendation Form)

Assessment Tools

- Planned observations by enrichment teacher
- Nationally standardized screening assessment
- Administration, teacher and/or parent/guardian recommendation

Grade 1

Rock Island-Milan School District 41 first graders will be screened for inclusion in Challenge Group.

Assessment Tools

- Fall MAP Math RIT score
- Processing abilities test
- Teacher observation checklist
- Administration, teacher and/or parent/guardian recommendation

Procedure:

During August, every first grade student in the district will complete the MAP Math Assessment. Students who score in the top ten percent of their building will be selected for further testing. A processing abilities test will be administered to this pool of children. Top performers in each building will be designated as the talent pool to receive services provided by the enrichment teacher once a week in the student's home school. At any time, administrators, teachers, and parents/guardians may request a child be assessed.

Grade 2

Assessment Tools

- Winter MAP Math RIT score
- Processing abilities test
- Teacher observation checklist
- Administration, teacher and/or parent/guardian recommendation

Procedure:

In 3rd quarter, the students identified in first grade that have participated in the Challenge Group and students whose MAP Math scores fall within the top performing range within their building, will be administered a processing abilities test to be used in the identification process. Based on the number of spaces available in the gifted self-contained classroom, a committee will complete the selection process. Students not selected to participate in the gifted self-contained classroom will be provided differentiation in the regular classroom at their home school. Enrichment teachers and a resource library are available to assist classroom teachers.

Students moving into the Rock Island-Milan School District from another district or school may be identified as gifted with previous processing abilities test scores and/or a processing abilities test administered by the district enrichment teachers.

The student's record will be reviewed and analyzed by the district gifted selection committee to recommend appropriate placement for the student. Recommendations may also be made at any time by an administrator, teacher and/or parent/guardian.

Annual Review—Student Data Collection

Identified students will have their scores reviewed annually. If there is a concern in regard to the student's score, achievement and/or classroom performance, a conference with his/her parent/guardian will be arranged. At this conference, parent/guardian will be informed of the results of the review and the needs of the student will be discussed. If both the gifted program teacher and the parent/guardian agree that the needs of the student are being met by the program, the student will continue to receive such services. If it is agreed that the needs of the student are not being met by the program, procedures will be initiated to provide services in other ways.

Late Entrance Procedures

Students that qualify for the self-contained classroom, but declined, may at any time request a transfer into the program. The request will be granted based on seat count availability.

Students moving into the Rock Island-Milan School District from another district or school may be identified as gifted with previous processing abilities test scores and/or a processing abilities test administered by the district enrichment teachers. The student's record will be reviewed and analyzed by the district gifted selection committee to recommend appropriate placement for the student. Recommendations may also be made at any time by an administrator, teacher and/or parent/guardian.

Parents/guardians of students who qualify in one of the above areas should contact the building principal.

Exit Procedures

The following exit guidelines and procedures have been developed:

1. An informal conference between the student and teacher is held to address any concerns.
2. A formal conference with the teacher, student, parent/guardian, and counselor or administrator is held to discuss the concerns. At this conference, a decision will be made as to how to best meet the student's individual needs and noted in the student's file.

3. If exiting is appropriate, the student will be placed into the level of instruction or service to best meet his/her needs. A written agreement will be signed by a school administrator, the parent/guardian and the student (when appropriate).

Parent/guardian with concerns or questions about the identification procedures or exit decisions should contact the Assistant Superintendent for Teaching & Learning (793-5900).

Gifted Education Program Staff

A. Qualifications of Staff

1. Teachers must hold a valid Illinois teaching certificate appropriate to the grade level(s) included in the program.
2. Teachers whose duties include direct involvement with gifted students shall participate each year in professional development designed to educate and assist them in the area of gifted education.
3. Enrichment teachers shall participate each year in professional development designed to educate and assist them in the area of gifted education.
4. Administrators responsible for gifted education programming will attend professional development related to educational needs of gifted student

B. Responsibilities of Gifted Education Program Staff

1. The District level administrator will be responsible for working with the District Gifted Education Programming Advisory Committee, overseeing the District Gifted program.
2. The principal of Earl Hanson will be responsible for overseeing and evaluating the four teachers assigned to the Gifted program (two itinerant and two self-contained gifted)
3. The District Gifted Advisory Committee will work with the gifted teachers to develop annual goals for the gifted program.
4. The Enrichment teachers will provides professional support through modeling, consultation, co-teaching, collaborative problem solving, inservice training, and assistance to classroom teachers in finding and securing resource materials and/or resource persons.
5. The Enrichment/Gifted Teachers are responsible for coordinating gifted student identification, monitoring student progress, and maintaining student profile records.
6. Classroom teachers will have and provide, upon request, documentation demonstrating that curriculum has been and continues to be modified in pace, breadth, and depth.
7. The counselor is responsible for guidance and counseling, monitoring student progress and maintenance of student records.
8. The Assistant Principal of Rock Island High School is responsible for providing students and teachers the assistance needed to implement

the gifted programming options. This includes, but is not limited to, Honors Classes, dual credit classes, AP classes)

Professional Development

Opportunities for professional development in gifted/talented education will be provided for all certified staff members. The professional development will assist teachers in understand the learning needs and characteristics of gifted/talented students and to develop strategies and options that assist gifted/talented students in reaching their maximum potential. Topics for professional development may include differentiated instructional strategies, modifications of curriculum and instruction, assessment of learning readiness, social/emotional needs of gifted/talented students, learning styles, twice-exceptional students, research on acceleration underachievement, and perfectionism.

Professional Development Opportunities may be obtained through:

1. Local, state and national conferences with a gifted/talented education focus
2. Professional development workshops or faculty meeting sessions provided by district or site personnel who are trained in gifted/talented education
3. Gifted Education Advisory Boards
4. College Board Advanced Placement Training and Conferences.

Program Evaluation

1. A systematic plan for ongoing evaluation is part of gifted programming planning and implementation. An ongoing evaluation process will be established by the District. Previous evaluations will be the basis for District planning. The ongoing evaluation will be completed by the District Gifted/Enrichment Programming Committee.
2. This committee will annually evaluate gifted educational programming in the District. Evaluation results will be analyzed and communicated in a timely and meaningful way to the Teaching and Learning department.
3. The evaluation process assesses each component of gifted educational programming. These include:
 - a. Identification
 - b. Curriculum and instruction
 - c. Professional development
 - d. Affective support for gifted/talented children
 - e. Community involvement
 - f. Program management
 - g. Evaluation process
 - h. Parent involvement and education
 - i. Programming options
4. The evaluation process will focus on the appropriateness of educational programming provided for gifted/enrichment students.

5. Data for evaluation will be obtained from a variety of instruments, procedure and information sources, including students, parents, teachers, and community resource persons.

6. Students' progress will be assessed with attention to mastery of content, higher level thinking skills, and creativity.

7. Advanced content courses will be noted on student transcripts.

Communications

- Grades 1st/2nd - quarterly newsletter
- Grades 3rd/4th - weekly newsletter
- Grades 5th/6th - classroom website
- Junior High - Parent Portal and midterm grades
- High School - Parent Portal and progress monitoring (every three weeks)
- District and school websites
- Brochures
- Resource flipchart and flyer
- Teaching and Learning website
- Parent meetings

Parent Involvement

Parent involvement will be a key component in the continuous improvement and success of the Rock Island/Milan School District 41's Gifted/Enrichment Program. Parent involvement roles may include the following:

1. District Gifted/Enrichment Programming Committee Member
2. Advocate and participant in own child's gifted education
3. Resource person
 - a. Guest speaker
 - b. Mentor
 - c. Group leader
 - d. Sponsor
 - e. Tutor
4. Participant in gifted/enrichment meetings

District-wide and site parent education will be provided to enhance the home/school collaboration in meeting the needs of students. Issues to be addressed will include

understanding giftedness; ways to help a gifted child with academic, emotional, and social needs; available district gifted/enrichment programming opportunities, courses, and services; preparation for after high school; resources available to parents; and community program opportunities and resources.

Budget

- A. The Gifted Talented committee will prepare a budget for gifted educational programming.**

Appendix A-Teacher Recommendation Form
Recommendation Form

Student: _____ Date: _____

School: _____ Age: _____

Teacher: _____

Put a check in the appropriate box to indicate to what degree you have observed each behavior in this student:

	Not Really	Little	Some	Great Deal
LEARNING CHARACTERISTICS				
Tries to reason things out, uses logic.				
Has advanced vocabulary.				
Is alert and observant beyond his/her years.				
Understands quickly and can make valid generalizations.				
Has a wide variety of interests and knows about many things.				
Reads a great deal, usually prefers books several years beyond grade level.				
CREATIVITY CHARACTERISTICS				
Shows a good sense of humor, a quick wit.				
Shows emotional sensitivity.				
Is a risk taker, adventurous.				
Is sensitive and enjoys things of beauty.				
Playful with ideas; adapts, and improves them.				
Has a great deal of curiosity.				
MOTIVATIONAL CHARACTERISTICS				
Is self assertive, stubborn in beliefs.				
Is persistent in task completion.				
Sets high standards for self.				
Prefers to work independently.				
Criticizes constructively.				

Please check the line expressing your professional opinion regarding whether this student can handle the challenge work given during enrichment pull-out sessions.

RECOMMENDATIONS:	<input checked="" type="checkbox"/>
Definitely Recommend	<input type="checkbox"/>
Recommend	<input type="checkbox"/>
Unsure	<input type="checkbox"/>
Do not recommend	<input type="checkbox"/>

