

**Mediapolis Community Schools
Gifted and Talented Programs Section**

**Parent Information Packet
Gifted and Talented (GT) Center
Screening, Testing, and Identification**

**Fall 2007
(For School Year 2007-08)**

This packet contains information regarding screening, testing, and identification procedures for Mediapolis Community Schools Gifted and Talented (GT) center programs. Parents/guardians who request GT center screening should follow the procedures and time lines enclosed. Screening information is also included for any Mediapolis Community School District resident whose child is NOT currently enrolled in and attending Mediapolis Community Schools. These students do not need to be registered in Mediapolis Community Schools in order to be screened.

Information may also be obtained about Mediapolis Community School's school-based gifted services by contacting the GT resource teacher, located in the high school building and/or the principal of elementary and/or the principal of grades 6-12, or the guidance counselor.

**Gifted and Talented Programs
Mediapolis Community Schools
725 N. Northfield
Mediapolis, IA 52637**

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Mediapolis Community School
Gifted and Talented Program

Definitions

Iowa definition:

“Gifted and talented children are those identified as possessing outstanding abilities who are capable of high performance. Gifted and talented children are children who require appropriate instruction and educational services commensurate with their abilities and needs beyond those provided by the regular school program.

Gifted and talented children include those children with demonstrated achievement or potential ability, or both, in any of the following areas or in combination:

- 1. General intellectual ability**
- 2. Creative thinking**
- 3. Leadership ability**
- 4. Visual and performing arts ability**
- 5. Specific ability aptitude”**

U. S. Definition:

“Children and youth with outstanding talent perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment.

These children and youth exhibit high performance capability in intellectual, creative, and/or artistic areas, possess an unusual leadership capacity, or excel in specific academic fields. They require services or activities not ordinarily provided by the schools.

Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor.”

National Excellence: A Case of Developing America’s Talent, Pat O’Connell Ross, 1993

Mediapolis Community School Gifted and Talented Program

Mission Statement

Our mission is to provide educational programming designed to maximize the unique cognitive abilities and enhance personal growth of identified students.

Philosophy

We believe that gifted students have unique affective and cognitive needs. These students have the right to receive instructional and educational services appropriate to their abilities and needs beyond those provided by the general school program.

Belief Statements

- ❖ Providing appropriate programming for gifted and talented students is a responsibility shared by classroom teachers, auxiliary teachers, gifted and talented specialists, guidance counselors, administrators, and parents.
- ❖ Gifted and talented students require varied services and program options to meet their individual affective and cognitive needs.
- ❖ All students have strengths, however, only a limited number of students require programming beyond the general classroom.
- ❖ Gifted and talented students appear in all populations, in all cultural groups, across all economic strata, and in all levels of achievement
- ❖ Standards for identification of students and programming should be consistent across the district, but responsive to individual student needs.

Mediapolis Community School Gifted and Talented Program

The following goals apply to the Mediapolis Community School Gifted and Talented Program, as do the Mission Statement, Student Learning Goals and Long Range District Goals found in the Mediapolis School Improvement Model.

Goals

The Mediapolis Community School Gifted and Talented Program goals are:

- ❖ To adopt and implement valid and systematic procedures, including multiple selection criteria for identifying gifted and talented students from the total student population
- ❖ To provide ongoing staff development in the nature and unique cognitive and affective needs of gifted learners
- ❖ To work collaboratively with the staff to learn and/or implement appropriate instructional strategies they can use to challenge gifted learners
- ❖ To establish gifted programming services that are specifically designed for the identified needs of the population including age and developmental levels as well as any needs identified within the family or community environment (NAGC)
- ❖ To communicate clearly and regularly with all stakeholders information relating to gifted students, services and research

**Mediapolis Community School
Gifted and Talented Program**

Program Goals for Students:

- ❖ To develop critical, creative, evaluative and higher order thinking skills so that students will be able to address complex issues with necessary tools of problem solving
- ❖ To challenge each individual to strive for excellence and to become a lifelong learner
- ❖ To provide opportunities to master new and difficult curriculum challenges with intellectual peers
- ❖ To develop and maintain positive self concepts, appreciation of self and others

Focus Areas of the Mediapolis School Gifted and Talented Program:

- ❖ Critical Thinking
- ❖ Affective Skills
- ❖ Creativity

Critical Thinking	<p>Demonstrates problem-solving techniques</p> <p>Analyzes and applies criteria to a variety of solutions for decision making</p>
Affective Skills	<p>Accepts, respects and values the unique individual differences students have to offer themselves and their classmates</p> <p>Taps into individual talents and/or interests</p> <p>Exhibits social skills necessary to work with others collaboratively</p> <p>Sets attainable short term goals</p>
Creativity	<p>Applies fluency, flexibility, originality, and elaboration</p>

Mediapolis Community School
Gifted and Talented Program

Board Policy
EDUCATIONAL PROGRAM
Series 600

Policy Title: Talented and Gifted Program

Code No.: 602.5

The board recognizes some students require qualitative, differentiated programming beyond the regular education program. Students with special abilities will be identified and provided educational programming.

It shall be the responsibility of the superintendent or designee to develop a talented and gifted program.

It shall also be the responsibility of the superintendent or designee to develop administrative regulations for identifying students for an evaluation and review, and for training of school district personnel.

Legal Reference: Iowa Code 257.42-.49 (1993).
281. I.A.C. 12.5 (12), 59.

Cross Reference: 602
603

Gifted and Talented
Glossary

Definition of Terms

From Gifted Resource Center, Institute for Educational Advancement

Acceleration

Any time a student is working ahead of grade level it is referred to as acceleration. There are actually many kinds of acceleration and can range from grade skipping to compacting in one subject area.

Achievement Test

A test that measures what students have learned or have been taught in a specific content area relative to the expected achievement of average student; does not gauge potential.

Advanced Placement (AP)

A formalized system that allows students to enroll in intense, high-level courses in high school and possibly gain college credit simultaneously.

Assessment

The process of evaluating student learning with standardized testing and a clearly defined portfolio of individual work samples. In gifted education, teachers attempt to evaluate student products or performance to tailor education to student needs and interests.

Cluster Grouping

Assigning students of the same grade level who have been identified as gifted to a small instructional group within a class of otherwise heterogeneously grouped students.

Content Acceleration

The faster presentations of curriculum to more closely match the speed at which a gifted student learns.

Critical Thinking

Cultivated analytical skills allowing students to logically comprehend and solve complex concepts or problems.

Curriculum Compacting

Streamlining basic curriculum in order to challenge students and free their regular school day time for the pursuit of accelerated and/or enriched work.

Differentiation

Adapting the pace, level, or kind of curriculum to meet each student's individual learning needs, styles, or interests.

Enrichment

Experiences and activities scheduled that are above and beyond the basic curriculum offered in the classroom or the school. The emphasis is on breadth of knowledge as opposed to worrying about speed or level.

ESL (English as a Second Language)

Students in this group are not native English speakers but are developing English language proficiency. Communication problems often mask these students' gifts and talents, causing them to be underrepresented in gifted programming.

Mentorship

The one-on-one learning relationship between a student and an expert in a specific topic or discipline. The mentor supports and guides the student to develop in that area of interest.

Multipotentiality

Concept that gifted children have the ability to succeed in several areas of work or study, making career selection difficult.

Perfectionism

A drive for excellence, an intrinsic motivation that through striving for perfection leads to outstanding accomplishments. This is healthy perfectionism. Perfectionism that tends to be disabling is extrinsically motivated by a belief that one is worthless in the eyes of others unless one can present oneself and one's work perfectly.

Portfolio Assessment

A collection of student products used to demonstrate and measure achievement, abilities, and talents, often toward the purpose of placing the student in a gifted program or evaluating work done in a gifted program.

Pull-Out Program

This a part-time program where gifted children leave the regular classroom for a limited time to attend specialized classes with a resource or GT teacher.

Characteristics Related to Potential Giftedness

There are certain student characteristics related to potential giftedness that can be more validly and reliably appraised by teachers, parents, and others who have extended opportunities to observe students than by tests or formal instruments. Some of the more important ones of these are:

1. Student's use of language. This includes such things as range of vocabulary, precision in the use of words, and complexity of sentence structure. Although these can be appraised in a test situation, one obtains a better appraisal of the level of habitual use of language through observation in a wide variety of everyday situations.
2. Quality of student's questions. Most children ask questions, and some children ask many questions. Although it is true that bright children typically ask many questions, it is the quality rather than the number of questions that discriminates most sharply between the potentially gifted child and other children. One wants to look at the unusualness of a question in relation to age or grade or the insightfulness of a question, i.e., indications that the individual has grasped the central nature of the phenomenon, or indications that the individual is relating the present task or situation to other experience.
3. Quality of examples, illustrations, or elaborations that a student used in explaining something or in describing events or in telling stories. Not only do exceptional students have a good command of language, but they also tend to use examples that are apt and original or to produce unusual analogies to illustrate points. Some students show unusual ability to translate verbal materials into pictorial modes or models or schematic diagrams. All these behaviors indicate a high level of understanding of the material that the students are using, ability to communicate ideas, and originality.
4. Student's use of quantitative expressions and quantitative reasoning. An example to illustrate this comes from the writer's experience in observing a kindergarten class where the students were playing a game in which each round resulted in the elimination of one child. After the game had progressed for several rounds, the teacher asked the children, "Are there more girls left in the game or more boys?" One child responded, "There are only one-half as many boys left as girls." Not only was the response correct, it was also a highly unusual quantitative response for a kindergarten child to make. Some children exhibit the ability to translate rather lengthy, sometimes complex, verbal material into quantitative terms. The ability to do this kind of translation requires a level of abstraction and facility with quantitative expression that is important to identify.
5. Student's ability to devise or adopt a systematic strategy for solving problems and to change the strategy if it is not working. This ability discriminates between excellent problem-solvers and average problem-solvers. Children who are exceptional in cognitive development tend to have mastery of a large number of strategies for attacking novel or difficult problems and tend to be able to evaluate the effectiveness of the strategy as they work on the problems and change strategies when the one they are using does not appear to be working. Other children either have no systematic strategy or only one strategy, which they persist in using, even though it should be apparent to them that it is not working.

6. Special skills students exhibit that are unusual for their age or grade. The first five categories listed relate primarily to verbal, quantitative, or problem-solving skills. However, an observant teacher, parent, or other adult may notice children doing other kinds of things that are quite unusual for their age or grade. For example, the writer saw a first-grade child during a free activity period drawing in perspective, which is quite unusual for a child that age. There are numerous opportunities to observe such things as skill in expressive movement, artistry in mimicry or dramatizations, and originality in design or model building or art.
7. Student's innovative use of common materials in the classroom or outside of it. Some student's show exceptional ingenuity in using everyday materials in new ways or adapting or combining common materials to serve quite different purposes from those for which the materials were originally designed. This type of ingenuity is a good indicator of creativity and originality as well as problem-solving.
8. Student's breadth of information. There are numerous opportunities both in and out of the classroom to observe the range of topics or areas in which a student appears to have some knowledge. The breadth of information that a student has is usually a good indicator of the variety of his or her interests. It is also a good indicator of effective long-term memory and the store of information a student has, both of which are strongly related to problem-solving ability.
9. Student's depth of information in a particular area. Some student's develop an extensive knowledge about some particular area such as space, birds, art, or music. A student who has gained such an extensive knowledge has probably done so on his or her own as a result of an extensive long-term interest. Like breadth of information, depth of information is a good indicator of effective long-term memory and store of information, both related to problem-solving ability.
10. Student's collections of materials or hobbies. Exceptional children tend to have hobbies or to make collections of materials that are quite different from those of typical children of their age or grade group. For example, a potentially gifted fourth grade boy may have a collection of photographs of spiders' webs, whereas other fourth grade boys collect pictures of baseball players. Sometimes the content of the collections may be the same, but the potentially gifted child organizes his or her collection in a more systematic or novel way than does the typical child. Parents are particularly good sources of information about these kinds of things.
11. Student's persistence on uncompleted tasks. Potentially gifted students tend to have a high level of desire to reach closure on a task or problem. They want to continue to work on uncompleted tasks and resist interruptions. They will use play time or miss meals or delay going to bed to complete something if they are permitted to do so. Other children do not seem to be bothered by leaving a task or problem before it is solved. They may work on the task during the allotted time but do not come back to the task or spend extra time of their own to complete it.

12. Student's absorption in intellectual tasks. Gifted students tend to focus intensively on intellectual task and become so absorbed in them that they are completely unaware of everything else that is going on around them or of the passing of time. When they are working on intellectual problems, they are highly resistant to distraction.
13. Extensiveness of student's exploratory behavior. Gifted students tend to be curious. As a result, they tend to engage in intensive exploratory activities when they see new materials or devices or face novel situations. Their exploratory activities are not only intensive; they are also purposeful, i.e., directed toward eliciting information about the materials, devices, or situations.
14. Student's criticalness of his or her own performance. Recent research on problem-solving indicates that one of the characteristics that discriminates excellent problem-solvers from average or poor problem-solvers is the ability of the former to evaluate their solutions objectively and realistically. Excellent problem-solvers appear to have an inner set of standards to judge the quality of their performance, which they constantly use and constantly refine. This type of self-criticism is not a reflection of false self-modesty but rather indicator of the ability to look at oneself and the performance in an objective, analytical way.
15. Student's preferences for complexity, difficulty, and novelty in tasks. Potentially gifted students tend to prefer to work at tasks that are complex and difficult. When permitted to choose the tasks or problems on which they work, they most frequently choose the most complex or difficult ones or ones that present new challenges to them.

Hagen, Elizabeth. (1980) Identification of the gifted. Teachers College, Columbia University, pp.23-26.

**IDENTIFICATION for:
Students attending Mediapolis Community Schools**

How Children are Identified for GT Center Placement

❖ **Step 1**

Children are selected to be screened for GT Center placement in the following manner:

Kindergarten Testing	OR	Referral
<p>All children entering kindergarten at MCSD are screened by</p> <ul style="list-style-type: none"> ❖ Phelps Kindergarten Readiness Scale (PKRS) ❖ Title I Screening: Dynamic Indicators of Basic Early Literacy Skills 6th Ed. University of Oregon ❖ Optional: Iowa Acceleration Scale 		<p>Teachers, counselors, administrators, parents or guardians, may refer children to the screening pool.</p> <p>MCSD teachers, counselors and administrators may refer a child by completing the Gifted Evaluation Scale. The GES may be obtained from the GT Coordinator.</p> <p>Parents may add their child to the screening pool by submitting Parent/Guardian Questionnaire to the MCSD Gifted and Talented Coordinator.</p> <p>Parents may pick up this form from the Gifted and Talented Coordinator at MCSD.</p>

1st –2nd Testing	OR	Referral
<p>All children in the 1st through 2nd grades will take</p> <ul style="list-style-type: none"> ❖ Ekwall Shanker 2 times a year (reading) ❖ STAR Math 2 times a year (math) ❖ Note: the Cognitive Abilities Test (CogAt) is being considered but has not been implemented as of Fall 2007 ❖ Optional: Iowa Acceleration Scale 		<p>Teachers, counselors, administrators, parents or guardians, may refer children to the screening pool.</p> <p>MCSD teachers, counselors and administrators may refer a child by completing the Gifted Evaluation Scale. The GES may be obtained from the GT Coordinator.</p> <p>Parents may add their child to the screening pool by submitting Parent/Guardian Questionnaire to the</p>

		MCS D Gifted and Talented Coordinator. Parents may pick up this form from the Gifted and Talented Coordinator at MCS D.
3rd-4th Testing	OR	Referral
<p>All children in the 3rd through 4th grades will take</p> <ul style="list-style-type: none"> ❖ Ekwall Shanker 2 times a year (reading) ❖ STAR Math 2 times a year (math) ❖ ITBS ❖ Optional: Iowa Acceleration Scale 		<p>Teachers, counselors, administrators, parents or guardians, may refer children to the screening pool.</p> <p>MCS D teachers, counselors and administrators may refer a child by completing the Gifted Evaluation Scale. The GES may be obtained from the GT Coordinator.</p> <p>Parents may add their child to the screening pool by submitting Parent/Guardian Questionnaire to the MCS D Gifted and Talented Coordinator. Parents may pick up this form from the Gifted and Talented Coordinator at MCS D.</p>

5th Testing	OR	Referral
<p>All children in the 3rd through 4th grades will take</p> <ul style="list-style-type: none"> ❖ Ekwall Shanker 2 times a year (reading) ❖ STAR Math 2 times a year ❖ ITBS ❖ ALEKS: ALEKS is a web-based, artificially intelligent assessment and learning system of mathematics ❖ Grades ❖ Optional: EXPLORE (out of level 8th grade exam for 4th-6th grade students who score at or above 95% on ITBS) ❖ Optional: Iowa Acceleration Scale 		<p>Teachers, counselors, administrators, parents or guardians, may refer children to the screening pool. Students may self nominate or be nominated by a peer(s) to the screening pool.</p> <p>MCS D teachers, counselors and administrators may refer a child by completing the Gifted Evaluation Scale. The GES may be obtained from the GT Coordinator.</p> <p>Parents may add their child to the screening pool by submitting Parent/Guardian Questionnaire to the MCS D Gifted and Talented Coordinator. Parents may pick up this form from the Gifted and Talented Coordinator at MCS D.</p> <p>Students may obtain peer nomination form or Interest Inventory by letting their interest be known to their regular classroom teacher. (The classroom teacher</p>

		will obtain the proper form(s) from the GT Coordinator)
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6th – 8th Testing	OR	Referral
<p>All children in the 6th-8th grades will take</p> <ul style="list-style-type: none"> ❖ ITBS ❖ Grades/GPA ❖ 5th grade ALEKS will be reviewed: ALEKS is a web-based, artificially intelligent assessment and learning system of mathematics ❖ Optional: EXPLORE (out of level 8th grade exam for 4th-6th grade students who score at or above 95% on ITBS) ❖ Optional: ACT (out of level for qualifying 7th/8th grade students) ❖ Optional: Iowa Acceleration Scale ❖ Optional: Algebra I Screening 		<p>Teachers, counselors, administrators, parents or guardians, may refer children to the screening pool. Students may self nominate or be nominated by a peer(s) to the screening pool.</p> <p>MCSD teachers, counselors and administrators may refer a child by completing the Gifted Evaluation Scale. The GES may be obtained from the GT Coordinator.</p> <p>Parents may add their child to the screening pool by submitting Parent/Guardian Questionnaire to the MCSD Gifted and Talented Coordinator. Parents may pick up this form from the Gifted and Talented Coordinator at MCSD.</p> <p>Students may obtain peer nomination form(s) or Interest Inventory by letting their interest be known to their regular classroom teacher. (The classroom teacher will obtain the proper form(s) from the GT Coordinator)</p>

9th – 11th Testing	OR	Referral
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<p>All children in the 9th – 11th grades will take</p> <ul style="list-style-type: none"> ❖ ITEDs ❖ Grades/GPA ❖ Optional: ACT/SAT ❖ Optional: PSAT ❖ Optional: Iowa Acceleration Scale 	<p>Teachers, counselors, administrators, parents or guardians, may refer children to the screening pool. Students may self nominate or be nominated by a peer(s) to the screening pool.</p> <p>MCS D teachers, counselors and administrators may refer a child by completing the Gifted Evaluation Scale. The GES may be obtained from the GT Coordinator.</p> <p>Students may complete an interest inventory. Student will submit an application requesting consideration. The application may be obtained from the GT Coordinator.</p>
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12th Grade Testing	OR	Referral
<ul style="list-style-type: none"> ❖ 9th-12th grade ITEDS ❖ Grades/GPA ❖ Optional: ACT/SAT ❖ Optional: PSAT 		<p>Teachers, counselors, administrators, parents or guardians, may refer children to the screening pool. Students may self nominate or be nominated by a peer(s) to the screening pool.</p> <p>MCS D teachers, counselors and administrators may refer a child by completing the Gifted Evaluation Scale. The GES may be obtained from the GT Coordinator.</p> <p>Students may complete an interest inventory. Student will submit an application requesting consideration. The application may be obtained from the GT Coordinator.</p>

❖ **Step 2**

The MCS GT Coordinator prepares a screening file of academic information for each GT center candidate.

The file includes the following:

Required Information	Where It Comes From
Progress reports and comments/subject matter assessments	Child's classroom Teacher(s)
The Gifted Evaluation Scale	Child's former and Present Teachers of regular and special classes
Ability test results include one or more of the following: <ul style="list-style-type: none"> ❖ CogAT ❖ ITBS ❖ ITED ❖ ALEKS ❖ EXPLORE ❖ ACT ❖ SAT ❖ PSAT ❖ Intelligence Testing 	MCS D administrator(s)/counselors AEA/UI testing clinic * Other school districts *Parents may have their child tested through Great Prairie Area Education Association (319.753.1527) or through the <u>Belin & Blank International Center for Gifted Education & Talent Development</u> at the University of Iowa (319.335.6148)
Optional Information	Where It Comes From
Parent/Guardian Questionnaire	Parents or guardians complete and return to school. Form is available from the MCS D GT Coordinator.
Other test results to include achievement tests if available and the results of individual intelligence tests.	Parents may submit additional testing results by following guidelines listed in the Parent Information packet.
Iowa Acceleration Scale	MCS D GT Coordinator
Examples of student work	Parents, students, staff may submit up to five pages (single-sided 8.5x11"); recording(s)
Academic certificates and awards	Parents, students, staff may submit up to five pages (single-sided 8.5x11")

- ❖ **Step 3**
- ❖ **March and April**

Review of the files

Who reviews the files?	What do they do?
The MCS GT Coordinator heads the review at each grade level. Representative(s) from each appropriate grade level(s) review the screening information. Appropriate support staff, including counselor(s) is consulted.	Reviewers discuss each child. Reviewers look for evidence that a child needs direct services from the GT resource teacher. All eligible children are offered GT center placement (PROJECT STRETCH K-8) Parents are notified by mail or email of

placement opportunity.

❖ **Step 4**

❖ **May: Parents are notified of child's selection by mail or email.**

(optional) June: Parents may appeal decision.

How does a parent appeal the selection decision?

- ❖ **Parents may submit the GT Appeal Form (obtained from the GT Coordinator)**
- ❖ **Parents include new data not included in screening file.**
- ❖ **Appeals reviewer(s) reconsiders eligibility decision based on combination of child's screening file and new data.**
- ❖ **The decision of the appeals committee is final.**

(optional) July: Parents are notified of the decision by mail or email.

Identification for School-Based GT Services

Questions regarding student eligibility or placement in the school-based program should be directed to the MCS GT Coordinator and/or school principal. All pertinent information will be reviewed and the parents/guardians will be provided with the information requested.

Student Application for Admission to the
9th-12th Grade Gifted Program

DIRECTIONS: You are making application to the gifted program as a high school student. Please complete this form and make an appointment for an interview with the gifted and talented coordinator.

Date: _____

Student Name:

Phone: _____

Mailing Address: _____

Email Address: _____

Student Signature (verifies accuracy of information provided)

SCHOLARSHIP:

Grade Point Average

Class Rank: _____

ITED Scores: Attach Copy of latest scores

ACT/SAT Scores: _____

Additional Optional Test Results: _____

Counselor's Signature of Verification _____ Date: _____

Please note: If more room is required to complete the following, please feel free to attach a separate page of documentation.

Academic Recognition/Awards:

_____	Grade _____
_____	Grade _____
_____	Grade _____
_____	Grade _____

WORK EXPERIENCE, RECOGNITION/AWARDS:

List any job experiences, paid or unpaid, and honors or recognitions that are job related.

Work Place & Address	Employment Dates Mo/Yr to Mo/Yr	Supervisor's Name

LEADERSHIP:

List all activities in which you have participated in middle or high school. Include clubs, teams, music groups/presentations, organizations, committees, publications, speech, drama, Boy/Girl Scouts, church, volunteer work, etc.

_____	Grade _____
_____	Grade _____
_____	Grade _____

COMMUNITY ACTIVITIES/ORGANIZATIONS:

Name of Activity/ Organization	Years (Grades) Responsibilities of Membership	Offices/Leadership Committee Chairs
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ESSAY:

Prepare a brief word-processed essay, double spaced, 12-point font, one-inch margins, one to two pages in length, in which you recount your short and long term academic goals.

Mediapolis Community School District
725 N. Northfield
Mediapolis, IA 52637
(319)394-3101

Parental Permission Form for Student G/T Screening

Dear Parent/Guardian:

Your child has been nominated, as a possible participant, for the Mediapolis Community School District's Gifted and Talented Program by his/her teacher. Please see the attached list of characteristics of a gifted learner.

In order to complete the identification process, your child needs to participate in some special testing. Your signature below indicates your consent for this testing and eventual placement into the Mediapolis School District's Gifted and Talented Program should he/she qualify.

Nomination and testing does not insure placement into the program. A committee of staff and administrators will make the final decision after conferring on each student's screening results. Should your child qualify for the Gifted and Talented Program, he/she will be served in their regular classroom through differentiation of curriculum.

For more information about the Mediapolis Community School District's Gifted Education Program and nomination process, contact Nancy Carter at 319-394-3101, ext. 106.

I give my permission to Mediapolis Community School's personnel to administer necessary testing to _____ for possible

(student's name)

gifted and talented identification. Grade Level: _____

Parent/Guardian Signature

Date

Telephone #

Please return this completed form to your child's principal's office by _____

Mediapolis Community Schools

Parent/Guardian Questionnaire

OPTIONAL

Student _____ School Year _____ Grade Level _____

Please print clearly, type or responses may be typed and pasted onto this form.
Responses must fit on this form; attachments may not be submitted.

Check the appropriate box **occasionally, consistently, frequently.**
Give an example for each.

occasionally	frequently	consistently
--------------	------------	--------------

My child surprises me with his/her knowledge.

EXAMPLE

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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My child comes up with imaginative and/or unusual ways of doing things.

EXAMPLE

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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My child is intellectually curious and asks thoughtful questions.

EXAMPLE

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

My child finds humor in situations or events that are not obviously funny to children his/her own age.

EXAMPLE

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

My child focuses on a particular topic and stays with it until he/she feels he/she knows everything about it.

EXAMPLE

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

Parent/Guardian Signature _____

Date _____

Records Request Form
Gifted and Talented

Authorization to Release Gifted Records

To: Previous school information

School: _____

Address: _____

Contact Person: _____

Phone: _____ **FAX:** _____

Email: _____

You are authorized to release confidential information on the following student:

Full Name:

Birth Date: _____ **Grade:** _____

These records may be forwarded to:

**Gifted and Talented Coordinator
Mediapolis Community Schools
725 N. Northfield
Mediapolis, IA 52637**

FAX: 319-394-9198 (preferred, if possible)

Information to be released: Any nationally normed testing results, eligibility report, annual assessments, etc.: all information that resulted in the placement of my child in your gifted and talented program. Please assist in the provision of adequate services for my child by handling this request as quickly as possible.

Parent/Guardian Signature

Relationship

Date

**PROJECT STRETCH
MEDIAPOLIS COMMUNITY SCHOOL**

**I hereby give permission for my child to participate in PROJECT STRETCH at
Mediapolis Community School for the 2007-2008 school year.**

IMPORTANT:

(By signing this, the student and parent understand that STRETCH will be a part of the student's regular school day each week until notified otherwise. The student will be expected to attend my class, if they are at school on a STRETCH day. Any other absences will have to be requested by the parent, the classroom teacher or myself.)

STUDENT'S NAME: _____

STUDENT'S SIGNATURE: _____

PARENT'S NAME: _____

PARENT'S SIGNATURE: _____

ADDRESS: _____

CITY: _____

TELEPHONE: _____

EMAIL ADDRESS: _____

DATE: _____

PLEASE RETURN TO: Nancy Carter– Mediapolis School

Furlough/Exit Request

Mediapolis Community Schools Gifted and Talented Program Application for Change of Status

Date: _____

Student: _____

Grade: _____ **DOB:** _____

Parent/Guardian: _____

Phone: _____

Address: _____

(street or apt. #)

(City, State and Zip Code)

Email: _____

Student is requesting (circle one) **FURLOUGH** **EXIT** from the MCSD GT Program.

If **furlough**, give the following information:

Duration of requested furlough (up to one academic year): _____

Reason(s) for the furlough:

If **exiting**, please be aware that an exit from the program is a permanent status. Once a student exits the program, s/he must repeat the complete assessment process and qualify again before being eligible for the program in the future.

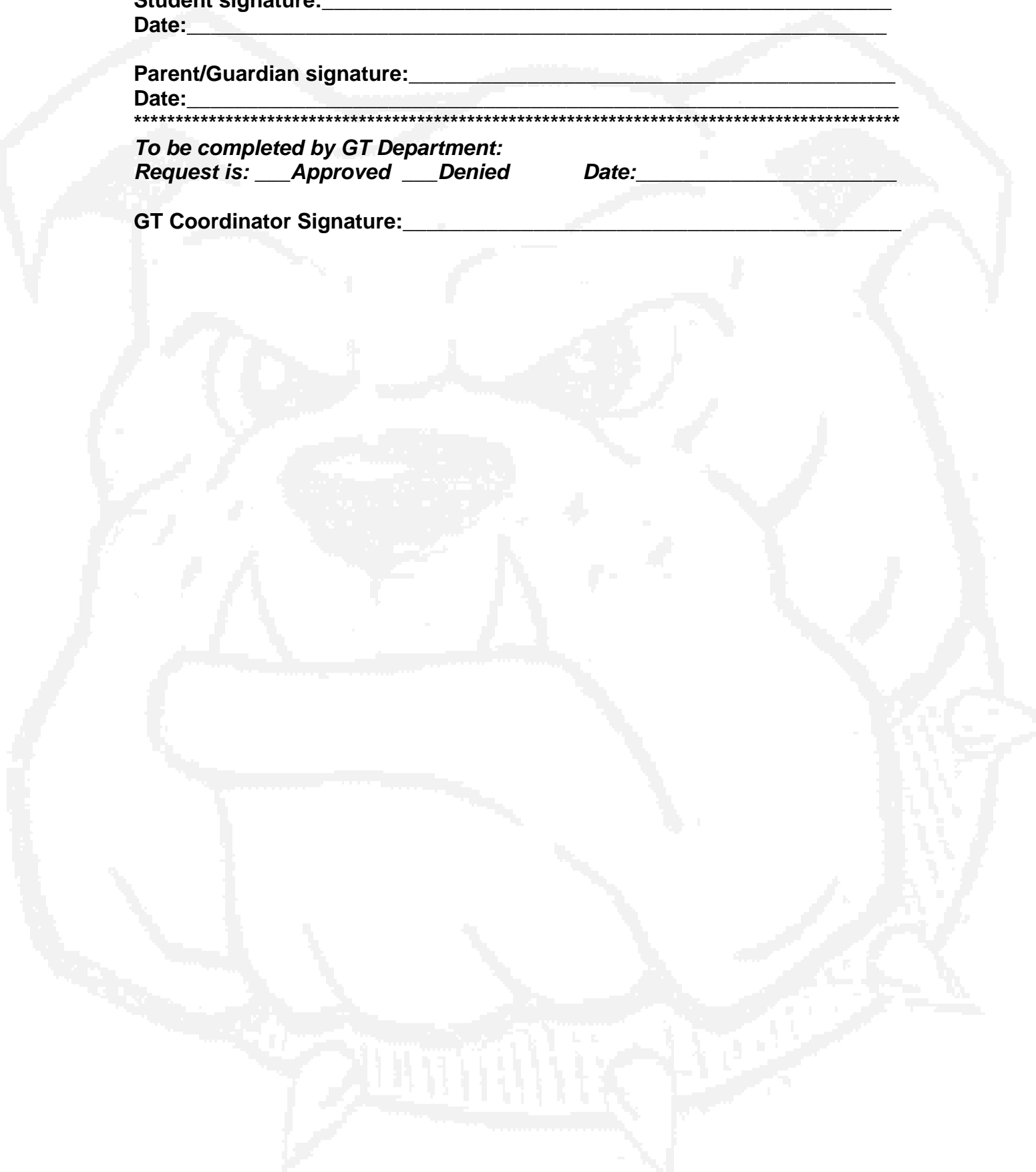
Reason(s) for the requested exit:

Student signature: _____
Date: _____

Parent/Guardian signature: _____
Date: _____

To be completed by GT Department:
Request is: *Approved* *Denied* Date: _____

GT Coordinator Signature: _____



Gifted and Talented (GT) Center Program Reactivation Form

Reactivations need to be submitted at least 3 weeks before semester begins.

Please check one: fall semester
 spring semester

Student Last Name _____ Student First Name _____

Current Grade _____

Student Address _____

Parent(s)/Guardian(s) _____

Home Phone Number _____ Work Phone Number _____

Attending School _____

****Please include copy of eligibility letter and mail form back to:**

**Mediapolis Community Schools
ATTN: GT Coordinator
725 N. Northfield Street
Mediapolis, IA 52637**

For Office Use Only

Date received.....
Confirm Eligibility.....
Processed by:.....

Gifted and Talented
Rights & Complaints

**STUDENT RIGHTS AND RESPONSIBILITIES:
STUDENT AND PARENT COMPLAINTS**

The purpose of this policy is to secure at the lowest possible administrative level, prompt and equitable resolution of student or parent complaints. Except as provided below, all student or parent complaints shall be presented in accordance with this Mediapolis Community Schools policy.

CERTAIN COMPLAINTS: Complaints regarding certain topics are addressed by specific policies or other documents that modify this complaint process or require an alternative process:

1. Discrimination on the basis of gender
2. Sexual abuse or sexual harassment of a student
3. Loss of credit of the basis of attendance
4. Teachers removal of a student for disciplinary reasons
5. Removal of a student to a disciplinary alternative education program
6. Expulsion of a student and the Student Code of Conduct
7. Identification, evaluation, or educational placement of a student with a disability within the scope of Section 504
8. Identification, evaluation, or educational placement of a student with a disability within the scope of IDEA and the parents' rights handbook provided to parents of all students referred to special education.
9. Instructional materials
10. On-campus distribution of non-school materials to students and
11. Complaints against District peace officers

GENERAL PROVISIONS: Unless otherwise provided by a policy referenced above, students or parents shall be entitled to informal conferences with administrators to resolve their complaints. In most circumstances in which a complaint involves a problem with a teacher, the student or parent shall be expected to discuss the matter with the teacher before requesting a conference with the principal at Level One. An adult at any level of the complaint may represent the student. For purposes of this policy, "days" shall mean calendar days. Announcement of a decision in the student or parent's presence shall constitute communication of the decision.

LEVEL ONE: A student or parent who has a complaint shall request a conference with the principal within 15 days of the time the student or parent knew, or should have known, of the event or series of events causing the complaint. The principal shall hold a conference with the student or parent within seven days of the request. The principal shall have seven days following the conference within which to respond.

LEVEL TWO: If the outcome of the conference with the principal is not to the student or parent's satisfaction or the time for a response has expired, the student or parent may request a conference with the Superintendent or designee. The request must be filed within seven days following receipt of a response or, if no response is received, within seven days of the response deadline. The Superintendent or designee shall hold the conference within seven days after receiving the request. Prior to or at the time of the conference, the student or parent shall submit a written complaint that includes the student's or parent's signed statement of the complaint, any evidence in its support, the solutions sought, and the date of

the conference with the principal. The Superintendent or designee shall have seven days following the conference within which to respond.

LEVEL THREE: If the outcome of the conference with the Superintendent or designee is not to the student's or parent's satisfaction or if the time for a response has expired, the student or parent may submit to the Superintendent or designee a request to place the matter on the agenda of a future Board meeting. The request shall be in writing and must be filed within seven days of the response or, if no response is received, within seven days of the response deadline. The Superintendent shall inform the student or parent of the date, time, and place of the meeting. The presiding officer shall establish a reasonable time limit for complaint representations. The District shall make an audiotape record of Level Three proceeding before the Board. The Board shall hear the complaint and shall then make and communicate its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting.

CLOSED MEETING: If the complaint involves concerns or charges regarding an employee, it shall be heard by the Board in closed meeting unless the employee to whom the complaint pertains requests that it be heard in public.

Gifted and Talented Center Appeal Form

Student's Name _____

Last

First

The GT Center Appeal must consist of new information that was not part of the original screening file. The Appeals Committee will add the new data that you are submitting to the original screening file for review. Please note that you do not need to re-copy or submit materials from the original screening file.

If you wish to review it, a copy of the original screening file for Mediapolis Community School students may be obtained from the Gifted and Talented Coordinator.

New materials should be submitted in a 9"x12" manila envelope. Notebooks, dividers, hole-punched binders, spirals, and pocket folders may not be submitted.

- New Test Results**
 - WISC IV, CAS or Stanford Binet** _____
 - Reports from licensed private psychologist must include a copy of the state license.
 - Cognitive Abilities Test**
 - **Verbal** _____
 - **Nonverbal** _____
 - **Quantitative** _____

Achievement Test

Scores _____

- Other** _____

- Parent/Guardian Questionnaire (if not part of original screening file)**
 - Available in the *Parent Information Packet*
- Student work samples (not to exceed five single-sided 8 ½"x11" pages)**
 - Student work may include copies of artwork, original stories, and other student projects on standard writing, Bond or copy paper.

- **Additional Information (not to exceed five single-sided 8 ½"x11" pages)**
 - Additional information may include certificates, awards, honors, letters of commendation, reports of participation in GT programs, and academic extracurricular activities. Letters of commendation from adults who know your child, including parent or other relative, music or art teacher, coach, etc. may be hand-written or word-processed. The appropriate input for Mediapolis Community School teachers is the *Gifted Evaluation Scale*, which is a part of the original screening file. Therefore, additional information and/or letters from Mediapolis Community School staff should not be solicited.

A maximum of 10 pages (five work samples and five pieces or additional information) may be submitted. Materials may be in black and white or color, reduced or enlarged from the original, but must be on 8-½"x11" standard paper. Large/oversize pages, small pages, cardboard, tag board, or construction paper projects, spiral paper, notebooks, videos, DVD, photographs, and three-dimensional art may not be submitted. Materials will not be returned.

Please include this signed form and the new data in the manila envelope and mail to the address below.

Print:	Parent's Last Name	First Name
Parent's Signature		

**Gifted and Talented Coordinator
Mediapolis Community Schools
725 N. Northfield
Mediapolis, IA 52637**

RESOURCES

- Organizations
- Recommended Books

Organizations:

**The University of Iowa College of Education
The Connie Belin & Jacqueline N. Blank International Center for Gifted Education
and Talent Development**

<http://www.education.uiowa.edu/belinblank/>

Our vision is to inspire and serve the worldwide gifted community of students, educators, and families through exemplary leadership in advocacy, programming, and research.

The Belin-Blank Center focuses on --

- Identifying gifted and talented learners
- Providing specialized opportunities for students
- Conducting comprehensive research on giftedness
- Supporting professional development for educators
- Disseminating information through conferences and publications
- Assessing and counseling gifted students and their families
- Enhancing educational opportunities through technology
- Leading in local, national, and international policy formation
- Promoting equity and access in developing talent
- Consulting with schools and professionals
- Advocating for children and families
- Evaluating gifted programs

Iowa Talented and Gifted Association

<http://iowatag.org>

Iowa's association of interested parents, educators, and concerned citizens dedicated to meeting the needs of talented and gifted children and youth.

What does ITAG do?

Annual Conference

- Annual conferences that feature national and local speakers who

focus on interests and concerns that parents, educators, and advocates have about gifted education

Legislation

- Develops resolutions and beliefs
- Monitors current legislation and legislative activity
- Lobbies legislators to encourage support of gifted education

Annual Talented and Gifted Young Scholars Conferences

- Provides forums for high school students to share common interests with distinguished Iowans

Newsletter

- Provides articles for classroom teachers, teachers of the gifted, parents, administrators, and advocates
- Provides information regarding available resources for those interested in gifted education
- Updates state and federal legislative activity
- Informs and updates readers on state and national issues
- Publicizes news from local ITAG chapters
- Highlights special ITAG projects for gifted children and youth

Public Relations

- Promotes awareness of ITAG's purposes and goals
- Maintains contact and visibility with state educational groups

Affiliations/Alliances

- Joins other national organizations that have an interest in gifted education such as National Association for Gifted Children (NAGC) and Council for Exceptional Children (CEC-TAG)
- Encourages service organizations to support gifted education
- Seeks corporate support for gifted education projects

National Organization for Gifted Children (NAGC)

<http://www.nagc.org>

The National Association for Gifted Children (NAGC) is an organization of parents, teachers, educators, other professionals, and community leaders who unite to address the unique needs of children and youth with demonstrated gifts and talents as well as

those children who may be able to develop their talent potential with appropriate educational experiences.

We support and develop policies and practices that encourage and respond to the diverse expressions of gifts and talents in children and youth from all cultures, racial and ethnic backgrounds, and socioeconomic groups. NAGC supports and engages in research and development, staff development, advocacy, communication, and collaboration with other organizations and agencies that strive to improve the quality of education for all students.

NAGC defines a gifted person as someone who shows, or has the potential for showing, an exceptional level of performance in one or more areas of expression.

Center for Gifted Education at William and Mary

<http://cfge.wm.edu/about.htm>

- To provide graduate education programs and opportunities for individuals interested in teaching gifted students and/or assuming administrative and leadership positions in the field of gifted education.
- To provide selected programs and services for precollegiate learners and their families.
- To develop, field-test, and disseminate curriculum in relevant content areas at appropriate developmental levels.
- To conduct research and evaluation for dissemination to relevant audiences and for data-based decision-making.
- To provide professional development to promote leadership and exemplary practice

GT World

<http://www.gtworld.org>

At **GT World**, we strive to provide a warm, comfortable, yet challenging environment in which to explore intellectual giftedness and the issues that surround it. These include parenting and advocating for our children, teaching them how to advocate for themselves, the experience of growing up gifted, obtaining an appropriate education, helping gifted kids with learning disabilities, and the wide range of other issues which tend to be flavored strongly by the our own and our children's "difference". To this end, we provide a number of ways for community members to get together.

The National Conference of Governors' Schools

<http://ncogs.org/home/>

NCOGS is the national organization committed to:

- **Facilitating communication between various summer residential Governor's Schools throughout the United States**
 - **Providing orientation for new schools and new personnel**
 - **Encouraging research on the impact of Governor's Schools on participants**
 - **Advocate communication between and among the schools concerning programs and alumni**
 - **Promoting the concept and value of Governor's School program**
-

Twice-Exceptional Newsletter

<http://www.2enewsletter.com>

Maybe you know a bright child who seems lazy – a child who just never seems to work up to his or her potential. Children who are gifted in intelligence account for three to five percent of all children. Of those, however, as many as one-fifth may have some kind of learning difficulty.

These are “**2e kids**” – **twice-exceptional children**. They're exceptional because they're gifted and exceptional because they have learning disabilities, learning disorders, attention difficulties, or just plain learning differences.

This website and our publications were created to meet this need. Our focus is twice-exceptional children, and we provide **information and resources** on raising them, educating them, and meeting their social and emotional needs. Our audience is the community of parents, educators, advocates, and other professionals who help 2e kids reach their potential.

Gifted Education Press Quarterly

<http://www.GiftedEdPress.com>

This periodical concentrates on publishing articles related to identification, curriculum and advocacy issues in gifted education. Current circulation is approximately 12,000 online subscribers who are parents and teachers from across the nation.

Recommended Books:

Matthews, Dona J. PH.D., Foster, Joanne Ed.D. *Being Smart about Gifted Children: A Guidebook for Parents and Educators*

Publisher: Great Potential Press, Inc./ Pub. Date: November 2004/ ISBN-13: 9780910707664

"Written for parents and educators—especially those who live and work with gifted/high ability children—the authors describe ways to develop children's natural abilities.

Introducing the "mystery" and "mastery" models of gifted education, they invite controversy by challenging several commonly held assumptions. They then present practical strategies to help parents and educators identify and nurture the abilities of children with high potential.

This book answers the charges that special programs for gifted children are elitist. The authors demonstrate that it is simply appropriate to provide educational experiences that each child needs at a particular time."

Colangelo, Nicholas, Assouline, Susan G., Gross, Miraca U. M. *A Nation Deceived: How Schools Hold Back America's Brightest Students*

America's schools routinely avoid academic acceleration, the easiest and most effective way to help highly capable students. While the popular perception is that a child who skips a grade will be socially stunted, fifty years of research shows that moving bright students ahead often makes them happy.

For the first time, this compelling research is available to the public in a bold new initiative to get these findings into the hands of parents, teachers, and principals. The report is available at no cost to schools, the media, and parents requesting copies.

The John Templeton Foundation has covered the cost of the report, both online and print. *A Nation Deceived* hopes to change the conversation about educating bright children in America.

The following website has been established to encourage dialogue across the nation; you may download the report at <http://www.education.uiowa.edu/belinblank> and www.nationdeceived.org.

Ellis, D. *Becoming A Master Student (11th ed.)* Houghton Mifflin. New York, 2002

"The long-standing best seller in student success, *Becoming a Master Student* gives students a framework for examining their lives from a self-discovery perspective. Through a student-created and value-based approach to life and learning, the text inspires and motivates students to acquire and develop the skills needed for success in college and throughout life. Articles, strategies, and exercises help students understand their strengths and weaknesses, set goals, and practice academic and life skills."

Galbraith, Judy. *You Know Your Child Is Gifted When...A Beginner's Guide to Life on the Bright Side.* Free Spirit Publishing Inc. Minneapolis, 2000

"You know your child is gifted when . . . your three-year-old programs your VCR. Or your five-year-old gives you permission to use the dictionary during Scrabble. Or your eight-year-old solves your computer problems. Parenting a gifted child can be a mixed blessing. It helps to know what

to look for, what to expect, and what other parents have experienced. This light-hearted introduction to life with a gifted child is a great place to start.

Humorous cartoons and lively illustrations blend with solid information on giftedness-its characteristics, challenges, and joys. First-person stories from parents who have been there offer reassurance and insights. As you smile at the pictures and anecdotes, you'll learn what sets gifted kids apart and how you can support your child's unique abilities.

Perfect for parents, it's also recommended for teachers, childcare providers, counselors, and others who work with children."

Galbraith, Judy and Delisle, Jim *The Gifted Kids' Survival Guide. A Teen Handbook.* Free Spirit Publishing Inc. Minneapolis, 1996

Synopsis

"Vital information on giftedness, IQ, school success, college planning, stress, perfectionism, and much more."

Annotation

"Examines issues that are of concern for young people who have been labeled "gifted," discussing what the label means, intelligence testing, educational options, and relationships with parents and friends. Includes first-person essays on being gifted."

VOYA

"Galbraith and Delisle have compiled an amazing resource, wherein gifted and talented persons will recognize and better understand themselves. Adolescence is rough (duh), being labeled gifted compounds the torment. The authors write, "[W]e wish this book wasn't necessary...if our culture genuinely valued giftedness and every[one] was encouraged to reach [their] potential...[s]chools would teach all students in the ways they learn best." Insightful and humorous, the book offers guidance for coping and growth and provides a wealth of information for gifted kids, their parents, and their teachers. Beyond the expected discussions of giftedness, intelligence, and IQ tests, this book empowers youth to take control of their lives and educations. Kids are encouraged to explore their worlds, creating and maintaining options for their futures. A section on perfectionism versus pursuing excellence promotes the latter and discusses "the value of mistakes." Interpersonal skills are addressed, including tips to diplomatic interactions with teachers, administrators, parents, and peers. Inspirational marginalia, abundant student quotations, and "gifted people speak out" essays enhance the text. The user-friendly layout makes this comprehensive resource readily accessible. Once discovered by gifted kids, the book will circulate. Urge teachers, counselors, and parents to read it. I will use it in inclusionary classrooms; I wish I had found it as an adolescent. Index. Illus. Source Notes. Further Reading."

Galbraith, Judy. *The Gifted Kids' Survival Guide. Ages 10 and Under.* Free Spirit Publishing Inc. Minneapolis, 1999

Synopsis

"First published in 1984, newly revised and updated, this book has helped countless young gifted children realize they're not alone and being smart, talented and creative is a bonus--not a burden. It answers their questions about why they think and learn the way they do, and what "giftedness" and IQ really mean, and how to handle high expectations. Illustrations."

Annotation

"Examines the problems of gifted and talented students and explains how they can make the best use of their educational opportunities, get along better with parents and friends, and better understand themselves."

The Social and emotional Development of Gifted children. *What Do We Know?* National Association for Gifted Children. Edited by Maureen Neihart, Sally M. Reis, Nancy M. Robinson, and Sidney M. Moon. Washington, D.C., 2002

“The Social and Emotional Development of Gifted Children: What Do We Know? Offers an examination of the essential topics teachers, parents, and researchers need to know about the social and emotional development of gifted children. Instigated by a task force convened by the National Association for Gifted Children and written by leading scholars in the field of gifted education, the book includes chapters on peer pressure and social acceptance, resilience, delinquency, and underachievement. The book also summarizes several decades worth of research on special populations.