
**Harrisonville Academically Talented Students
HATS**

PROGRAM DESCRIPTION GUIDE

www.harrisonvilleschools.org/HATS

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FOUNDATION, APPROACH AND PHILOSOPHY

Definition

Gifted and talented children are by virtue of outstanding abilities those identified by professionally qualified persons as being capable of high performance. These children require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.

-- *U.S. Office of Education Report to Congress*

Characteristics of Gifted Learners

Since we cannot climb inside a child's mind, we can only determine a child's giftedness from his/her behavior and performance. Gifted children do not have a common collection of personality traits and characteristics. No child will have all of the qualities below, but this may serve as a guide. Common characteristics include:

- exhibits a strong sense of justice
- has superior reasoning powers
- displays persistent intellectual curiosity
- shows insight into arithmetical problems that require careful reasoning and grasps mathematical concepts readily
- demonstrates a keen sense of humor
- has a wide range of interests
- exhibits markedly superior quality or quantity of written and/or spoken vocabulary
- sets high standards for self and others
- exhibits superior quality or quantity of written and/or spoken vocabulary
- reads avidly and absorbs books well beyond his or her years
- gets excitement and pleasure from intellectual challenge
- learns quickly and easily and retains what is learned
- is alert and observant
- exhibits a precocious ability to think abstractly
- demonstrates a need for constant mental stimulation
- shows a precocious ability to perceive patterns and form connections
- has a prodigious ability within a particular area, such as math, music, etc.

All children may exhibit these traits. Gifted students exhibit them to a much greater extent than do other students of the same age, background, and experience. Gifted students also exhibit them in a more consistent manner and to a degree that they require modifications to their education for further development

to occur.

Missouri School Improvement Standard 7.2

In support of Missouri School Improvement Standard 7.2, the Harrisonville Cass R-IX School District identifies gifted and talented students at all levels and provides them differentiated instruction suitable for their levels of intellectual, physical and social maturity.

Written procedures are in place to systematically identify gifted and talented students. Gifted educational services are designed to provide identified students with instructional objectives and strategies appropriate to their identified needs and are provided on a continuing basis as these students progress through the grades.

Philosophy

Harrisonville Cass R-IX School District is committed to an educational program that recognizes the unique value, needs, and talents of all students. With this charge, the district strives to offer a specific learning environment for identified gifted and talented students. The HATS differentiated learning climate strives to serve each level of intellectual, physical and social maturity while allowing gifted students regular opportunities to interact with and be stimulated by their intellectual peers. The HATS program is committed to fostering the development of the unique potential of each student served.

PROGRAM GOALS

Statement of Goals

The HATS program strives to build upon and increase the intensity of the Cass R-IX curriculum and the Missouri Show-Me Standards, which generally prescribe that students will gather, analyze and apply information and ideas, communicate effectively within and beyond the classroom, recognize and solve problems, and make decisions and act as responsible members of society.

The Affective and Leadership Domain The HATS program seeks to promote the development of the student's understanding of self and others through activities in the affective domain, which focus on the following:

- Develop an understanding of self-concept and risk taking
- Organize time, work, and belongings
- Show care in completing tasks, including neatness
- Demonstrate task commitment, completing assignments in a timely manner
- Set goals and take steps toward those goals
- Develop group process skills
- Recognize and respect the diversity of others

The Cognitive and Creative Expression Domain The HATS program seeks to promote the development of the student's cognitive and creative abilities through the teaching and application of the following:

- Communication
 - Communicate effectively in written expression
 - Plan and present information
 - Utilize a variety of presentation modes
 - Use technology to effectively express ideas
- Research
 - Independently identify an appropriate research question
 - Use appropriate research skills to gather and organize information
 - Use multiple sources to analyze and synthesize information
- Thinking/Problem Solving
 - Determine patterns, sequences, and relationships
 - Apply problem solving skills to achieve an outcome or solution to problems
 - Utilize critical thinking skills to achieve understanding, evaluate viewpoints, and solve problems
- Creative Expression
 - Demonstrate creative thinking through fluency, flexibility, originality, and elaboration
 - Utilize creative thinking techniques to find ideas
 - Make and express meaningful connections
 - Apply creativity skills to original ideas, solutions, and products

PROGRAM DELIVERY

Grades 3-5: Students in grades 3-5 will receive services via a pull out model. In this model, 100% of the teacher's time is spent providing direct instruction designed to meet the academic and affective needs of identified gifted students who are "pulled out" of the regular classroom for one 150-minute session per week. Elementary students will ride a bus from the elementary school to the HATS room located between the Early Childhood Center and the Middle School.

Grades 6-8: Students in grades 6-8 will receive services on a daily basis. In this model, 100% of the teacher's time is spent providing direct instruction designed to meet the academic and affective needs of identified gifted students who are assigned to a class on a daily basis for one period a day. Seventh and eighth graders receive compact and enriched science curriculum during HATS class, leaving time for other enrichment units, field trips, and collaborative competitions.

Grades 9-12: Students in grades 9-12 will receive services by enrolling in Honors, Advanced Placement, and Dual Credit courses at the high school. No additional support is provided by the gifted classroom teacher as in grades 3-8.

SELECTION PROCESS AND POLICIES

Guidelines for Student Selection

Student selection consists of at three stages: (I) screening, (II) individual evaluation and (III) placement.

Screening

All elementary grade students entering grades 3-8 are screened through a referral from a parent, teacher, or school counselor based on grades, scores on state testing, observations of excelling in academics or problem-solving, etc. In order to begin the process, a letter of nomination must be received by the Office of Academic and Student Services. This letter may be given to the school counselor to forward on to the Administration Building. Once nominations are received and reviewed, packets containing general program information, a parent inventory, and consent to test forms will be mailed to the parents. Students will then be administered as a group a paper and pencil SAGES-2 test. Students must score in the 90th Percentile or higher on the ELA/Social Studies, Math/Science, or Reasoning Subtests to proceed to the evaluation process.

Referrals to the HATS program may be submitted throughout the year; however, November and April are the official referring windows. Students will be administered the SAGES-2 test in late November/early December and June.

Evaluation

The evaluation process consists of an ability (IQ) test. In order to be placed in the HATS program, a student must score at or above the 95th percentile on the assessment. The district currently uses the Non-Verbal Wechsler Intelligence Scale for Children, fifth edition (WISC-V). This assessment is completed one-on-one with a certified counselor. Individual evaluations of IQ will take place in December or June depending on the referral window.

Placement

HATS students are chosen in accordance with state guidelines. A student qualifies by meeting all three of the following criteria:

- Individual ability of WISC-V Non-Verbal score of 95 percentile or higher;
- Individual achievement on SAGES-2 subtest of 90 percentile or higher;
- Parent, teacher, or counselor recommendations

When a child is eligible for HATS, the gifted classroom teacher will contact the parent/guardian and schedule a conference. After the conference the student may begin participation in HATS classes at the beginning of the next new semester. Once a child qualifies for HATS, no further testing or referral is needed. They remain in the program until the end of eighth grade.

Transfer Students

Students transferring to Harrisonville Cass R-IX Schools and requesting placement in HATS will be placed provided all of the following criteria are met.

- The student was previously placed in a Missouri public school district's state-assisted gifted program;
- The student meets or exceeds the identification criteria for Harrisonville Schools' HATS program; and

- The student and his or her parent(s) agree to placement in HATS.

Withdrawal from Program

In order to withdraw a student from the HATS program, a parent/guardian must send a request in writing to the school principal. A meeting will be scheduled by the school counselor to include the school principal, school counselor, gifted classroom teacher, parent, and student. In addition to this meeting, the student will be asked to meet individually with the school counselor to discuss reason(s) surrounding the wish to withdraw from the program. Once all parties have met and forms signed, the student's class schedule will be revised. A student withdrawn from the HATS program may request to re-enter the program one full year from the date in which services ceased.