

# S. I. N. G. S.

Serving the Individual Needs of Gifted Students

**2022 - 2023**

Revised & Board Approved June 2022



Achieving excellence through learning: Every Child, Every Hour, Every Day



# **“SINGS”**

**Serving the Individual Needs of Gifted Students**

**2022-2023**

## **STATEMENT OF PHILOSOPHY**

The Poplar Bluff R-I School District is committed to a program of education, which recognizes the unique value, needs, and talents of each individual student. It is recognized that gifted students possess extraordinary abilities to think critically, creatively and analytically, and that their cognitive and affective needs can best be met by the provision of a differentiated learning environment. Such an environment should allow students to develop and use their advanced thinking skills, to interact with their intellectual peers, to work at a pace appropriate to their ability, and to explore, in depth, areas of interest to them. In the final analysis, our program for the gifted represents a continued commitment to foster the development of the unique potential of each student.

## **STAFF**

Patty Robertson  
Joshua Teeter  
Krista Yarbro  
Britney Stahl  
Susan Brown  
Taytem Lorenzana  
Candace Warren  
Hilary Taylor  
Luann Elledge  
Jennifer Nicolini

Assistant Superintendent-Curriculum/Instruction  
Principal of Middle School  
SINGS Resource Room Teacher  
Counselor at Middle School  
Counselor at Middle School  
Counselor at Middle School  
Principal of Poplar Bluff Junior High School  
Special Class Teacher at Junior High  
Counselor at Junior High  
Counselor at Junior High

# DEFINITION OF GIFTED STUDENTS

## **Federal Definition**

Gifted and talented students are those who, by virtue of outstanding abilities, are capable of high performance. These children require differentiated educational programs and services beyond those normally provided by the regular school program in order to realize their contributions to self and society.

Children capable of high performance include those with demonstrated achievement and/or potential in any of the following areas:

1. General intellectual ability
2. Specific academic aptitude
3. Creative or productive thinking
4. Leadership ability
5. Visual and performing arts
6. Psychomotor ability

## **Missouri Definition**

Gifted students are defined by the Missouri Department of Elementary and Secondary Education (D.E.S.E.) as those students who exhibit precocious development of mental capacity and learning potential as determined by competent professional evaluation to the extent that continued educational growth and stimulation could best be served by an academic environment beyond that offered through a standard grade level curriculum.

DESE believes students most closely meeting the above description typically fall in the top 5% of their population as measured with I.Q. tests and standardized group achievement tests

## **Poplar Bluff School District Definition**

In keeping with federal and state definitions, the Poplar Bluff Schools seek to identify students in the top 5% of the population. The minimum eligibility criteria for participation in SINGS “Serving the Individual Needs of Gifted Students” involves qualifying in three areas:

- general mental ability - IQ/GAI of 125+
- general academic ability - 95%
- creativity, reasoning, and problem-solving ability

SINGS is not provided as an honor or as a reward. It is a challenging program of intervention designed to address the educational needs of the upper 5% of the population in the grade levels served.

## **IDENTIFICATION PROCEDURES FOR GRADES K-2**

It is our district's philosophy that young children who are gifted should be served in a familiar environment where they are comfortable with their peers and classroom teacher. Our program for gifted children in grades K-2 consists of observation by the gifted education teachers and/or the counselor. Follow-up includes expanding the classroom curriculum and providing gifted education materials to the classroom teachers. The gifted education teachers shall serve as resources to the regular education teachers in providing instruction and assessing the child's performance.

## **IDENTIFICATION PROCEDURES FOR GRADES 2-8**

The Missouri Department of Elementary and Secondary Education authorizes school districts to serve 5% of their population (within eligible grades) in gifted programs. The student selection process will consist of two stages: universal screening and further evaluation.

1. Universal Screening
  - A screener will be used to identify who needs to be evaluated further for placement in the gifted program. Parents and teachers may also make recommendations.
2. Further Evaluation
  - Counselors will request parental permission to further evaluate students to determine placement in the gifted program.
  - The district will use nationally normed tests, as well as protocols and assessments recommended by the National Association of Gifted Children.
  - Parents will be informed of the results and may request a review by contacting the Coordinator for Gifted Education or an administrator in the school the student attends.
  - Students are ranked from highest to lowest, using their IQ/GAI scores and placed in the program until the maximum number of students is reached.
  - Modifications have been made for testing and selection of students with IEP's or ESL status per the 2005-2006 gifted application.

## **IDENTIFICATION PROCEDURES FOR GRADES 9-12**

Senior High students who are gifted are served in advanced placement courses, a variety of special interest elective courses and attendance at Three Rivers Community College. An independent study/exploratory option is also available.

## GOALS

“Serving the Individual Needs of Gifted Students” espouses the following goals:

1. To develop the thinking abilities of the student.
2. To help the student become a more independent, self-directed learner.
3. To provide new and challenging learning experiences that are not ordinarily included in the regular classroom.
4. To help each student gain a realistic and healthy self-concept.
5. To provide the format which enables gifted students to come together and challenge the ideas of others with similar talents and abilities.
6. To involve the student, in a group and individually, in learning experiences that will result in self-fulfillment and effective participation in society.

## CURRICULUM

In any effective educational program, the quality and breadth of the curriculum is an extremely important concern. The SINGS curriculum is driven by our program goals, which are in turn driven by the very unique needs of gifted students. It is our desire to provide a curriculum that is appropriately differentiated and that provides for a wide variation of interests and abilities. Four major types of learning experiences have been chosen for inclusion in our program for the gifted, and yearly academic units reflect these areas.

### Thinking Skills

*“Most people would rather die than think. In fact, they do.”* Bertrund Russell

All people think. Gifted students are capable of thinking in a way and at a level not typical of all children. SINGS tries to allow those thinking skills to be used and to grow through our thinking skills curriculum. Specifically, we concern ourselves with four types of thinking: creative, critical, analytical, and organizational.

Thinking skills are taught as a separate unit of study and within academic units.

### **Communication Skills**

Effectively expressing your ideas is an important part of being a gifted person. Many forms of communication are not typically taught in the public schools, or are not taught until much later in the school experience. SINGS provides opportunities to develop communication skills in a variety of formats including creative and technical writing, public speaking, oral interpretation, debate, and video production. In addition students have the opportunity to use computer programs such as Microsoft Works, PowerPoint, and PhotoShop in the preparation of more professional looking presentations.

Communication skills are most often taught within academic units but also sometimes as a separate unit of study.

### **Affective Skills**

Giftedness has an emotional as well as an intellectual component. Cognitive complexity gives rise to emotional depth. Gifted children not only think differently from their peers, they often feel differently as well. SINGS seeks to address these differences through an affective skills curriculum that deals with what it means to be gifted, identifying personal strengths and weaknesses, exploring relationships between gifted children and their peers, and developing skills related to personal growth.

### **Academic Skills**

Academic units comprise the largest portion of work in SINGS. They may be drawn from the fields of math, science, language, social studies, or the arts, but more typically are based on a broader theme that encompasses a number of academic fields. They grow out of student and teacher interest.

In exploring an academic unit, students typically first establish a knowledge base through research, develop communication skills by sharing their knowledge with the class, then move on to the more difficult problems within a field of study. In a unit on archaeology, for example, students might begin with a quick overview of the skills and concepts within the field. They must then present these facts to the class through a video presentation and move on to debate the controversial subject of whether or not it is ethical for archaeologists to unearth the remains of native Americans.



## **POLICIES AND PROCEDURES**

### **“Serving the Individual Needs of Gifted Students” Offices**

- (1) Poplar Bluff School Administration Offices  
Patty Robertson, Assistant Superintendent-Curriculum/Instruction  
1110 North Westwood Blvd.  
Poplar Bluff, MO 63901 (573) 785-7751
- (2) Poplar Bluff Middle School  
Joshua Teeter, Principal  
1300 Victory Lane  
Poplar Bluff, MO 63901 (573) 785-5566
- (3) Poplar Bluff Junior High  
Candace Warren, Principal  
550 North Westwood Blvd.  
Poplar Bluff, MO 63901 (573) 785-5602

### **Time Schedule – Grades 3-6**

Third graders living more than one mile from the Middle School may ride the bus from their home on their SINGS day. The bus will return them home as well. Parents should notice the schedule for the Middle School.

Fourth, fifth and sixth graders will report directly to the SINGS classroom on their SINGS day. Students arriving at school prior to school time will follow the same routine as other students. Students will be dismissed from the SINGS classroom at the end of the Middle School day.

### **Time Schedule – Grades 7-8**

Seventh and eighth grade students will receive daily class period gifted instruction five days per week. Students previously identified have the option of enrolling in the junior high program. A strong gifted curriculum will be implemented with collaboration efforts between core class teachers and the teacher of the gifted students.

### **Attendance – Grades 3-6**

The student's regular classroom teacher at his/her home school will keep student attendance. The elementary principal will develop a procedure to expedite this process.

Good attendance is an asset, which is highly important in any educational program. Good attendance and consistent academic progress tend to go hand-in-hand. Each group of students participating in “Serving the Individual Needs of Gifted Students” will make approximately thirty or more visits to the resource rooms during the school year. Parents and students are encouraged to do everything possible to ensure good attendance.



In the event that a student will be missing the SINGS class due to a school related function (PTO program, Christmas play, etc.), the classroom teacher is encouraged to notify the teachers in the SINGS program. This notification can be made the week prior to the student's absence by sending a written message with the student to the SINGS teacher. Notification can also be made the day of the absence by contacting the office at the Middle School. This communication between teachers will help expedite the learning process for the students involved in the program.

### **Lunch - Grades 3-6**

Students will eat their lunches in the cafeteria at the Middle School. Arrangements for a school lunch may be made with the regular classroom teacher or with the SINGS teacher. Students may also choose to bring their lunch.

### **Field Trips**

Field trips may be scheduled as a part of the various units of study. Buses owned and operated by the school district may provide transportation for these trips. Parental permission forms will be required for all these field trips.

### **Health Care**

Please report any health problems to the office at the Middle School or the Poplar Bluff Junior High. The school nurse serving that school will be available either on location or on call.

### **Student Responsibilities – Gifted Program**

The SINGS program subscribes to the philosophy that “to those that are given much, much is expected.” SINGS students are expected to perform well both in the SINGS classroom and in the regular classroom.

In the regular classroom, SINGS students are encouraged to complete all work well and on time. They are expected to make up tests and to learn new concepts missed while they are in SINGS. They are not, however, expected to make up daily assignments such as math exercises, reading worksheets, or language and spelling exercises.

In the SINGS classroom, it is important that students work hard, and that their work be high quality. Most assignments in SINGS can be completed during class time, but on occasion, homework, usually in the nature of completing projects begun in class, may be required.

Students participating in SINGS may miss some of their favorite activities. It is impossible to schedule around physical education, art and music classes.

### **Entrance Waiting List**

The Poplar Bluff School District retains the right to maintain an entrance waiting list when needed. These students are admitted to the SINGS program as soon as there is an opening available.

### **Transfer Students**

Generally, transfer students will be placed in the district's gifted program only if all of the following criteria are met; however, the district will make exceptions as required by law or policy (for foster care students or transfer students in the household of an active duty member of the military, for example):

1. The student was previously placed in a gifted program in a Missouri school district.
2. The program in which the student was placed is similar to that offered by the district.
3. The student meets or exceeds the district's placement criteria.
4. The student and parents/guardians agree to the placement.

### **Withdrawal Procedures**

An elementary student may be withdrawn from "Serving the Individual Needs of Gifted Students" at the request of the parent or of the resource room teacher(s) following an inquiry by the principal or the assistant superintendent of personnel. Junior high students withdrawing will need to contact the junior high teacher of the gifted, counselor and principal.

A regular classroom teacher may request a conference with the parent and/or the resource room teachers if there is a concern about the student's participation in the program. Failure to perform in an acceptable manner in the regular classroom may ultimately become cause for dismissal from the program.

### **Evaluation Procedures**

Students will not receive letter grades for their work in "Serving the Individual Needs of Gifted Students". In order to encourage the skill of self-evaluation, children will be asked to evaluate their work on each unit. Individual parent conferences and telephone conferences will also be held during the school year.

### **Parent Volunteers**

A considerable amount of the success enjoyed by "SINGS" will be dependent upon parent volunteers. They will assist the program as resource people, experts in specific subject areas, clerical assistants, teacher aides, and fundraisers. Each parent or guardian is, therefore, encouraged to volunteer time in support of the program.

### **Supplies**

The resource room teachers will compile a supply list, which the students will need for effective participation in the program. This list will be made available to the parent or guardian.

### **Visitations – Elementary Program**

The SINGS teacher will visit the regular classroom teachers and students during the pre-planning session prior to the beginning of the SINGS program. Visitation with regular classroom teachers may be scheduled as deemed necessary throughout the year.

# CHARACTERISTICS OF GIFTED LEARNERS<sup>1</sup>

There are certain characteristics or behaviors that are indicators of giftedness. Not all gifted children will exhibit every characteristic and some gifted children will not exhibit any consistently. Some common characteristics of gifted students are:

- Superior reasoning powers
- Persistent intellectual curiosity
- Wide range interests
- Markedly superior quality or quantity of written and/or spoken vocabulary
- Reads avidly and absorbs books well beyond his or her years
- Learns quickly and easily and retains what is learned
- Shows insight to arithmetical problems that require careful reasoning and grasps mathematical concepts readily
- Has a keen sense of humor
- Sets high standards for self
- Gets excitement and pleasure from intellectual challenge

All children may exhibit these traits. Gifted students possess these characteristics 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 educational plan for further development to occur.

The characteristics noted above are not always exhibited positively. These students are not always “teacher pleasers,” good students who get straight A’s and behave in the classroom. A child who is highly verbal may talk constantly, use language to show off or gain attention, or use inappropriate language. A curious child may be unable to focus on a task or assignment chosen by the teacher. An idealistic child may question decisions and directions made by the teacher. When these students’ unique needs aren’t met in the classroom, they often do poorly academically, although they have the ability to do well, and they often misbehave. Teachers and parents can misinterpret the bad behavior and fail to recognize the underlying reason for it- frustration or boredom.

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<sup>1</sup> *Gifted Education: Making a Positive Difference* (1997). Jefferson City, MO: Department of Elementary and Secondary Education

## ARE YOU A GIFTED PARENT?

Do you answer your child's questions with patience and good humor?

Do you take advantage of his questions and expressions of interest to guide him into further learning and explorations?

Do you help him develop physical and social skills as carefully as you encourage mental growth?

Do you help him learn how to get along with children of all levels of intelligence?

Do you avoid comparing him with his brothers and sisters or his companions?

Do you show him that he is loved for his own sake and not for particular talents or intellectual achievements?

Do you set reasonable standards of behavior for your child and then see that he meets them?

Do you help him find worthwhile and challenging reading materials and television programs?

Do you provide hobby materials and books?

Do you provide your child with places to study, to work at hobbies, and to display work?

Do you take him on trips to points of interest?

Do you enable him to take advantage of lessons and activities offered by private groups or community organizations?

Do you teach him how to budget his time, organize his work, and improve his study habits?

Do you help him make his own plans and decisions?

Do you avoid over stressing intellectual achievements?

Do you resist the temptation to show him off or exploit him?

Do you teach him to use his gifts for the benefits of society as well as for himself?

Do you encourage him to set high educational and vocational goals?

Do you refrain from trying to pick his vocation for him, but try to help him learn about as many occupations as possible?

*Selected from "A Guide for Parents...Mentally Gifted Children and Youth", Bureau of Special and Compensatory Education, Pennsylvania Dept. of Educ., 1973.*

## Resources for Parents and Teachers of the Gifted

### **Organizations**

Information Center on Disabilities & Gifted Education  
The Council for Exceptional Children  
1920 Association Drive  
Reston, VA 22091  
(703) 264-9474  
email: [accesseric@accesseric.org](mailto:accesseric@accesseric.org)

**GT World**  
[www.gtworld.org](http://www.gtworld.org)

The National Association for Gifted Children  
1707 L Street, NW, Suite 550  
Washington, D.C. 20036  
(202) 785-4268  
[www.nagc.org](http://www.nagc.org)

**Summer Institute for the Gifted**  
866-303-4744

The National Research Center for the Gifted & Talented  
The University of Connecticut  
362 Fairfield Road, U-7  
Storrs, CT 06269  
(203) 486-4826  
[www.ucc.uconn.edu/~wwwgt/nrcgt.html](http://www.ucc.uconn.edu/~wwwgt/nrcgt.html)

Gifted Association of Missouri  
P.O. Box 3252  
Springfield, MO 65808  
[www.mogam.org](http://www.mogam.org)

St. Louis Association for Gifted Education (SAGE)  
PO Box 4739  
Webster Groves, MO 63108  
(314) 878-5029  
[www.giftedsage.com](http://www.giftedsage.com)  
email: [webmaster@giftedsage.com](mailto:webmaster@giftedsage.com)

### **Periodicals**

Gifted Child Today  
Gifted Child Quarterly  
Journal for the Education of the Gifted  
Parenting for High Potential  
Roeper's Review  
Teaching Exceptional Children  
Understanding our Gifted



## SINGS - Middle School Component 2022-2023 Calendar

Dates	Monday	Tuesday	Wednesday	Thursday	Friday
Aug. 15-19	Collaboration & Planning	Collaboration & Planning	Collaboration & Planning	Collaboration & Planning	Collaboration & Planning
Aug. 22-26	1 <sup>st</sup> Day of School--NO SINGS CLASSES	1 <sup>st</sup> Week of School -- NO SINGS CLASSES	1 <sup>st</sup> Week of School -- NO SINGS CLASSES	1 <sup>st</sup> Week of School -- NO SINGS CLASSES	Planning
Aug. 29- Sept. 2	Grade 3	Grade 4	Grade 5	Grade 6	Planning
Sept. 5-9	Labor Day-No School	Collaboration Day- No School	Grade 5	Grade 6	Planning
Sept. 12-16	Grade 3	Grade 4	Grade 5	Grade 6	Planning
Sept. 19-23	Grade 3	Grade 4	Grade 5	Grade 6	Planning
Sept. 26-30	Grade 3	Grade 4	Grade 5	Grade 6	Planning
Oct. 3-7	Grade 3	Grade 4	Grade 5	Grade 6	Planning
Oct. 10-14	Grade 3	Grade 4	Grade 5	Grade 6	Planning
Oct. 17-21	Grade 3	Grade 4	Grade 5	Grade 6	Planning
Oct. 24-28	Grade 3	Grade 4	Grade 5	Grade 6	No School
Oct. 31-Nov 4	Collaboration Day	Grade 4	Grade 5	Grade 6	Planning
Nov. 7-11	Grade 3	Grade 4	Grade 5	Grade 6	Planning
Nov. 14-18	Grade 3	Grade 4	Grade 5	Grade 6	Planning
Nov. 21-25	<b><u>No School</u></b> Thanksgiving Break	<b><u>No School</u></b> Thanksgiving Break	<b><u>No School</u></b> Thanksgiving Break	<b><u>No School</u></b> Thanksgiving Break	<b><u>No School</u></b> Thanksgiving Break
Nov. 28-Dec. 2	Grade 3	Grade 4	Grade 5	Grade 6	Planning
Dec. 5-9	Grade 3	Grade 4	Grade 5	Grade 6	Planning
Dec. 12-16	Grade 3	Grade 4	Grade 5	Grade 6	Planning
Dec. 19-23	<b><u>No Classes</u></b>	<b><u>No Classes</u></b>	<b><u>Early Release- No Classes</u></b>	<b><u>No School</u></b>	<b><u>No School</u></b>



## 2022-2023 Calendar Continued

Dates	Monday	Tuesday	Wednesday	Thursday	Friday
Dec. 26-30	<u>No School</u>	<u>No School</u>	<u>No School</u>	<u>No School</u>	<u>No School</u>
Jan. 2-6	<u>No School</u>	<u>No School</u>	<u>No School</u>	Grade 6	Planning
Jan. 9-13	Grade 3	Grade 4	Grade 5	Grade 6	Planning
Jan. 16-20	<u>No School</u> - M.L. King BDay	No School Collaboration Day	No School Collaboration Day	Grade 6	Planning
Jan. 23-27	Grade 3	Grade 4	Grade 5	Grade 6	Planning
Jan. 30-Feb 3	Grade 3	Grade 4	Grade 5	Grade 6	Planning
Feb. 6-10	Grade 3	Grade 4	Grade 5	Grade 6	Planning
Feb. 13-17	<u>3rd Grade</u>	4th Grade	Grade 5	Grade 6	Planning
Feb. 20-24	No School	Collaboration Day	Grade 5	Grade 6	Planning
Feb. 27- Mar.3	Grade 3	Grade 4	Grade 5	Grade 6	Planning
Mar. 6-10	Grade 3	Grade 4	Grade 5	Grade 6	Planning
Mar. 13-17	<b>Spring Break</b>	<b>Spring Break</b>	<b>Spring Break</b>	<b>Spring Break</b>	<b>Spring Break</b>
Mar. 20-24	Grade 3	Grade 4	Grade 5	Grade 6	Planning
Mar. 27-31	Collaboration Day	Grade 4	Grade 5	Grade 6	Planning
April 3-7	Grade 3	Grade 4	Grade 5	Grade 6	Good Friday- No School
April 10-14	No School	Collaboration Day	Grade 5	Grade 6	No School
April 17-21	Grade 3	Grade 4	Grade 5	Grade 6	Planning
April 24-28	Grade 3	Grade 4	Grade 5	Grade 6	Planning
*May 1-5	Grade 3	Grade 4	Grade 5	Grade 6	Planning
*May 8-12	Grade 3	Grade 4	Grade 5	Grade 6	Planning
*May 15-19	Grade 3	Grade 4	Grade 5	Grade 6	Planning
*May 22-26	Grade 3	Grade 4	Grade 5	Last Day/Early Dismissal	

\* Days may be different due to MAP testing and end of the year Activities