****

**Enrichment Eagles**

**Handbook**

Table of Contents

[District Plan on a Page 3](#_Toc363564941)

[Enrichment Eagles Mission, Vision, and Values 4](#_Toc363564942)

[Enrichment Eagles Identification Process 5](#_Toc363564943)

[Enrichment Options that Promote 21st Century Academic and Social Skills 6](#_Toc363564946)

[SEpt.-May 7](#_Toc363564947)

[Enrichment Eagles Expectations 8](#_Toc363564950)

[Enrichment Eagles Websites 9](#_Toc363564953)

[Informational Parent Websites 10](#_Toc363564955)

Additional Enrichment Websites [11](#_Toc363564956)

[Sponsor Contact Information 12](#_Toc363564957)

**APPENDIX A: APPEALS PROCESS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 13**

# 

|  |
| --- |
| **Dunlap Community Unit School District #323**  **STRATEGIC PLAN**  **2016-2021** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **DISTRICT MISSION** | | | | |
| The Dunlap School Community empowers all students to reach their individual potential. | | | | |
|  | | | | |
|  | | | | |
| **DISTRICT VISION** | | | | |
| Dunlap Students will reach their individual potential as:   * Motivated life-long learners * Creative critical thinkers * Effective communicators * Collaborative problem solvers * Responsible and culturally aware citizens | | | | |
|  |  |  |  |  |
|  | **VALUES & BELIEFS** |  | **GOALS** |  |
|  | * Accountability * Diversity * Excellence * Health and Well-Being * Honesty * Individual Growth * Integrity * Open Communication * Respect * Safety * Teamwork * Trust | Adopted by Dunlap School District Board of Education on April 6, 2016 | * Promote growth and achievement in the Dunlap School Community * Manage resources in a responsible, efficient, effective manner * Provide a challenging and positive learning environment in the pursuit of excellence * Foster partnerships to benefit the overall development of the school community |  |
|  |  |  |  |  |

# Enrichment Eagles Mission, Vision, and Values

**Mission:**

The Dunlap School Community empowers all students to reach their individual potential.

**Vision (Philosophy):**

The Dunlap Community Unit School District #323 believes that while all children can learn, they learn at different rates and in different ways. Gifted and talented children are those who demonstrate or have the potential to demonstrate exceptional levels of intellectual, creative, artistic, or leadership abilities. In order to fully develop such capabilities, these students require differentiated education programs beyond those provided by the general education curriculum.

**Rationale:**

High potential students require and deserve a differentiated, enriched program that takes into consideration their individualized learning styles and special abilities in order to challenge, develop and fulfill their potential as well as maximize their unique cognitive abilities.

**Core Values:**

1. To provide challenging learning experiences within and beyond the student’s regular curriculum.
2. To provide a learning environment that will enable each student to fully develop his/her gifted and talented abilities through accelerated instruction and/or enrichment activities.
3. To ensure that continued growth, performance, and achievement of gifted and talented students using the criteria measures established for identification and through the demonstration of leadership, creative, and critical thinking skills.
4. To help students gain an understanding of their unique abilities and giftedness and accept responsibility for monitoring their learning progress, collecting evidence of their successes, and setting goals for future learning endeavors.
5. To provide students with opportunities to incorporate 21st Century Skills: digital age literacy, inventive thinking, interactive communication, and quality results.

# Enrichment Identification Process

All incoming 3rd through 5th grade students are screened using a variety of district assessments. Students’ cognitive ability, acadmic achievement scores, and teacher recommendation are reviewed in order to identify students who score well above the local average. This process takes place during the spring and summer months as assessment data is gathered and analyzed.

Assessments reviewed for enriched services include:

|  |  |
| --- | --- |
| **Assessment** | **Weight** |
| Cognitive Abilities Test (CoGAT)-Verbal/Nonverbal Composite Score | 1 |
| Cognitive Abilities Test (CoGAT)-Quantitative/Nonverbal Composite Score | 1 |
| Cognitive Abilities Test (CoGAT)-Verbal/Quantitative/Nonverbal Composite Score | 1 |
| STAR Reading Scale Score | 1 |
| STAR Math Scale Score | 1 |
| Teacher Recommendation | 1 |

Raw scores from these assessments are combined and ranked using a statistical method to identify students who score well above average on each of these assessments. Each raw test score is converted into a “z score.” The z-score is a statistical tool, which accurately normalizes different types of test data. The z-score determines how far a student’s score is from the average student in our local population for each assessment. The z-scores from all assessments and the teacher recommendation are combined to form a composite score. The composite scores for all students in the district at that grade level are then ranked from highest to lowest. The Illinois State Board of Education recommends identification of the top 5% of student locally for gifted and talented services. The Enrichment Eagles program identifies students score in the top 9-12% compared to the district grade level qualify for potential service. The cutoff is determined by a natural statistical break in the scores within this range.

After all data is reviewed, the final selection is determined. Parents are notified before the start of the next school year if their child is selected to participate in the Enrichment Eagles Program. For further information on the Enrichment Eagles program and assessment used, go to [www.dunlapenrichmenteagles.weebly.com](http://www.dunlapenrichmenteagles.weebly.com).

# Enrichment Menu to Promote 21st Century Academic and Social Skills

The following program activities address the academic, social, and emotional needs of qualifying students.

|  |  |  |
| --- | --- | --- |
| **Program** | **Description** | **Time** |
| **Brain Benders** | * Provides creative problem- solving opportunities * Children work as teams to solve problems from building mechanical devices to presenting their own interpretation of literary classics * Appeals to all learners since there is such a wide variety of challenges * Occurs once a month during the after school session | **Sept.-May** |
| **Scholastic Bowl** | * Each school will have a scholastic bowl team * Promotes academic excellence * Encourages teamwork and collaboration * Prepares students for middle school scholastic bowl * During the Fall, students learn rules, regulations, and practice * During the Spring, official competitions begin | **Jan.-May** |
| **Go Quest Learning** | * Online program * Profiler, Enrichment Search Engine, Personal Success Planner, Grouping and Reporting Tools * Promotes 21st century skills while complementing students’ learning styles and interests * Students explore learning based upon personal interests * Can be used continuously year after year as students are matched with a minimum of 2,000 learning activities and opportunities * Students have access to the program during intervention times and as directed by their classroom teacher * Students will complete a minimum of one project every six weeks | **Sept.-May** |

# Enrichment Options that Promote 21stCentury

# Academic and Social Skills

|  |  |  |
| --- | --- | --- |
| **Program** | **Description** | **Time** |
| **Dunlap**  **Academy** | * Online Academy that mimics a college course using the Canvas platform * Students will participate in different components:  1. Topic-related, project based activities that address all content areas and vary by grade 2. Every four weeks children will choose between two topics 3. Will be able to work independently or collaboratively with peers in their age group  * The Enrichment Sponsor will be the teacher the student communicates with while working on the Dunlap Academy projects * Students may work on Academy projects during intervention times, designated time by classroom teacher, or during the after school sessions for Enrichment Eagle students | Sept.-May |
| **Subject or Grade**  **Acceleration** | * Acceleration of students will occur on a case by case basis and should be considered an exception rather than a norm. Students scoring significantly beyond their grade level peers based on identification data may be considered for subject or grade acceleration. * The belief that kindergarten is a unique educational experience for children and, therefore, acceleration is not considered at this grade level. * Grade acceleration decisions will be made by a child study team consisting of the child’s teacher, parents, school psychologist, school counselor, school EE representative, and administration. * Additional achievement testing and Iowa Acceleration scales are conducted and used in the decision-making process. * The Enrichment Sponsor will contact the student’s family if he/she is a candidate for subject level acceleration * Subject acceleration in 5th grade consists of an online acceleration course. | June-July |

# Enrichment Eagles Expectations

Each student should demonstrate outstanding academic and creative skills, as well as initiative within the Enrichment Eagle Program. Students are expected to complete more challenging assignments that will most likely require time outside of the regular school day.

An Enrichment Eagles student is expected to:

* Become a 21st century, independent and self-motivated learner
* Complete general education classroom and Enrichment Eagle program assignments at a high degree of competency
* Show desire to expand and extend the learning experience beyond the general education classroom setting
* Demonstrate maturity, self-discipline, responsibility, and respect for the dignity of self and others

**Enrichment Eagle Special Circumstances**

**Probation/Dismissal**

Circumstances may arise which would require an Enrichment Eagle student to be placed on probation. Reasons for probation may include but are not limited to:

* Excessive absences from the general education classroom or Enrichment Eagle program
* Substantial difficulty in understanding work that other students do independently
* Difficulty coping with pressures related to the general education classroom or Enrichment Eagle program
  + Quality of work below the standards
  + Repeated failure to complete assigned work
  + Consistent patterns of low grades in the general education classroom over the course of one grading quarter (C’s, D’s and F’s)
* Behavioral concerns such as inappropriate or disrespectful behavior while participating in the Enrichment Eagle Program

If one of these becomes a concern, a parent conference will be scheduled to discuss the probation. While the student is on probation, she/he will continue participation in EE activities. If at the end of the probationary period, the student has proven him or herself, the student no longer is on probation. If at the end of the probationary period the concern still exists, the student will be dismissed from the program. Certain circumstances may call for suspension from the program. Each case is unique and will be addressed on a case-by-case basis. If dismissal from the program occurs, students may not re-enter the Enrichment Eagles Program during that school year. In order to re-enter the student must re-qualify and will start the new school year on probation.

**FORMER ENRICHMENT EAGLES STUDENTS**

If an Enrichment Eagle student, in good standing, leaves the school district and returns within one calendar year, the student is eligible to re-enter the program. If an Enrichment Eagle student leaves the school district for more than one year, the student must be screened during the next scheduled screening period for re-entry into the Enrichment Eagles Program.

**NEW STUDENTS TO THE DISTRICT**

Students entering Dunlap Community Unit School District #323 will be considered for the Enrichment Eagle program after the next scheduled screening period. Students new to the district, and who have already been identified for gifted services elsewhere, will be admitted to the program for that school year upon confirmation of such identification through a records review by the building principal. In subsequent school years, student must be re-screened in order to qualify for EE services.

# Enrichment Eagles Websites

**Go Quest**

* www.goquest.com

Username:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Password:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Dunlap Academy (Canvas)**

* www.d323.instructure.com

Username:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Password:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Informational Parent Websites

**The National Research Center on Gifted and Talented** (NRC/GT), sponsored by the U.S. Department of Education, investigates, develops, and disseminates new methods for identifying and teaching gifted students. The NRC/GT, located at the University of Connecticut, is run collaboratively with the University of Virginia and Yale University, and works in conjunction with more than 300 public school district research study sites.  
[www.gifted.uconn.edu](https://exchange.dunlapcusd.net/owa/redir.aspx?C=8c240b31c3bc44dfbcacc831b42c36d8&URL=http%3a%2f%2fwww.gifted.uconn.edu%2f)

The **National Association for Gifted Children** (NAGC) is an organization of parents, educators, other professionals and community leaders to address the unique needs of children and youth. Membership includes a subscription to ***Parenting for High Potential***, a magazine with articles geared to the development of talent.  
[www.nagc.org](https://exchange.dunlapcusd.net/owa/redir.aspx?C=8c240b31c3bc44dfbcacc831b42c36d8&URL=http%3a%2f%2fwww.nagc.org%2f)

You can search **State Resources for Gifted Education** and Individual State Gifted Organizations on the NAGC website by clicking on the heading "Gifted By State."

The **Council for Exceptional Children** (CEC) is the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted.  
[www.cec.sped.org](https://exchange.dunlapcusd.net/owa/redir.aspx?C=8c240b31c3bc44dfbcacc831b42c36d8&URL=http%3a%2f%2fwww.cec.sped.org%2f)

**The Association for the Gifted** (TAG) organized in 1958 by The Council for Exceptional Children, helps professionals and parents work with gifted children.  
[www.cectag.org](https://exchange.dunlapcusd.net/owa/redir.aspx?C=8c240b31c3bc44dfbcacc831b42c36d8&URL=http%3a%2f%2fwww.cectag.org%2f)

The mission of **National Society for the Gifted and Talented** is to advance the development of gifted, talented, and high potential youth, in the United States and abroad, through opportunities, advocacy, and exemplary programs and practices.  
[www.nsgt.org](https://exchange.dunlapcusd.net/owa/redir.aspx?C=8c240b31c3bc44dfbcacc831b42c36d8&URL=http%3a%2f%2fwww.nsgt.org%2f)

**The Association for the Education of Gifted Underachieving Students** (AEGUS) provides a forum for ideas and interventions aimed at helping twice-exceptional students reach their full potential.  
[www.aegus1.org](https://exchange.dunlapcusd.net/owa/redir.aspx?C=8c240b31c3bc44dfbcacc831b42c36d8&URL=http%3a%2f%2fwww.aegus1.org%2f)

**The Davidson Institute for Talent Development** has extensive resources for highly gifted students (and their parents). You can access articles by selecting "Browse by Topic" or "Search GT-Cybersource" from the "Resources" header in the pull-down top bar menu bar.  
[www.davidsoninstitute.org](https://exchange.dunlapcusd.net/owa/redir.aspx?C=8c240b31c3bc44dfbcacc831b42c36d8&URL=http%3a%2f%2fwww.davidson-institute.org%2f)

**Supporting Emotional Needs of the Gifted** (SENG) focuses primarily on the adults (parents, educators, etc) in the lives of gifted children. SENG provides information on identification, guidance, and effective ways to live and work with gifted individuals.  
[www.SENGifted.org](https://exchange.dunlapcusd.net/owa/redir.aspx?C=8c240b31c3bc44dfbcacc831b42c36d8&URL=http%3a%2f%2fwww.sengifted.org%2f)

**Hoagies' Gifted Education Page** is a resource guide for the education of gifted children with links to many gifted education resources available on the Internet.  
[www.hoagiesgifted.org](https://exchange.dunlapcusd.net/owa/redir.aspx?C=8c240b31c3bc44dfbcacc831b42c36d8&URL=http%3a%2f%2fwww.hoagiesgifted.org%2f)

**Gifted-Children.com: Identification, Encouragement, and Development** (GCC) is an on-line parents' newsletter with networking and information dedicated to making a difference in the education of children with special talents and abilities.

# Additional Enrichment Websites

[**http://www.hoagiesgifted.org/hoagies\_kids.htm**](http://www.hoagiesgifted.org/hoagies_kids.htm)

[**http://www.nasa.gov/audience/forkids/kidsclub/flash/index.html**](http://www.nasa.gov/audience/forkids/kidsclub/flash/index.html)

[**http://www.iknowthat.com/com**](http://www.iknowthat.com/com)

[**http://www.timeforkids.com/**](http://www.timeforkids.com/)

[**http://www.brainpop.com/**](http://www.brainpop.com/)

**http://www.khanacademy.org/**

**http://www.odysseyofthemind.com**

# 

# Sponsor Contact Information

**Banner Elementary School: 243-7774**

Shaela Hudson[shudson@dunlapcusd.net](mailto:selsasser@dunlapcusd.net)

**Dunlap Grade School: 243-7772**

Sam Mahrt [smahrt@dunlapcusd.net](mailto:smahrt@dunlapcusd.net)

**Hickory Grove Elementary:**

Leslie Bee [lbee@dunlapcusd.net](mailto:lbee@dunlapcusd.net)

Hope Hamm [hhamm@dunlapcusd.net](mailto:hhamm@dunlapcusd.net)

Sarah Middendorf [smiddendorf@dunlapcusd.net](mailto:smiddendorf@dunlapcusd.net)

**Ridgeview Elementary School: 692-8260**

Becky Kuethe [bkuethe@dunlapcusd.net](mailto:bkuethe@dunlapcusd.net)

Nicole Loser [nloser@dunlapcusd.net](mailto:nloser@dunlapcusd.net)

**Wilder-Waite Elementary: 243-7728**

Michelle Arnott [marnott@dunlapcusd.net](mailto:marnott@dunlapcusd.net)

**Appeal Process for Enrichment Services**

Numerous academic and ability scores as well as teacher recommendation are reviewed to identify students in need or enrichment services. If you believe that an error in identification has occurred based upon one or more of the conditions described below, you may submit a letter of appeal.

Appeals must be based upon one or more of the following conditions:

1. **A condition or circumstance believed to have caused a misinterpretation of the testing results.**

* i.e., incorrect birthdate or grade level used in calculating the student’s score

1. **An inequitable application of the identification procedures.**

* i.e., the applicant’s proficiency with the English Language

1. **An extraordinary and temporary circumstance that negative affected the validity of the test results.**

* i.e., a traumatic event or physical distress immediately preceding the test

If you believe one or more of these conditions apply to your child, you will need to submit the following items and information **by the end of the first student attendance day of the school year.** The letter should include the following:

1. The condition that affected your child’s performance
2. Attach any information that further supports your appeal.
3. Include your **name, address, and phone number** as well as your **child’s name, grade, and teacher.**

Appeals are reviewed by the Appeals Committee, which includes teachers and administrative staff. All submitted documents are closely and carefully reviewed. The Committee is looking for evidence that the results of the testing are not a true representation of the child’s abilities. The decision of the Appeals Committee is final. Parents will receive written notification of the decision.