

Frankfort District 157-C Everest Program



**Revised Report
April, 2008**

Table of Contents

- I. Philosophy and Definitions
- II. Everest Program Matrix
- III. Everest Placement Process
- IV. Appeals Process

I. Philosophy

The purpose of the program is to provide an educational program that encourages the development of self-direction and the desire to be a lifelong learner. The program is flexible and seeks to foster the maximum growth and development of each individual: developing higher-level thinking skills (both right and left brain functions), strategies for independent problem solving, and appropriate self-concepts and self esteem. Opportunities will be provided through various differentiating techniques.

District 157-C recognizes that education is a shared responsibility between the students, home, school, community and society. Each child brings to the school environment a unique combination of learning styles, intellectual abilities, talents, cultural background, interests and emotions. All students require a challenge; with challenge comes learning. The district already offers a quality educational program; however, some of the students have extraordinary abilities and talents that need to be addressed.

Definitions

Gifted

In Illinois, gifted students are those students who have been identified by professional personnel as giving evidence of outstanding performance intellectually or in specific academic areas. Giftedness identifies a student who demonstrates evidence of learning differently from most, conceptualizes at a higher level, and generally performs at an advanced level.

II. Everest Placement Matrix

Student Name: _____ Grade: _____

School: _____

A. C.S.I. Score – 133 and above **A.** _____

B. Characteristics Identification Checklist
(Scales for Rating the Behavioral
Characteristic of Superior Students attached) **B.** _____

C. Terra Nova – 98 and above **C.** _____

Student needs to meet or exceed 2 of the 3 criteria listed

Total: _____*

* There are NO Exceptions; all must fit these criteria.

III. Placement Process

Gifted (Everest)

1. Gifted Coordinator identifies and designates students for screening (top 15% – 20% students).
2. Grade level team completes the characteristic identification form.
3. Gifted coordinator completes gifted matrix.
4. Gifted coordinator and principal complete final Everest list.
5. Notification letters are completed and sent to parents.
6. Students new to the district during the first trimester will be considered for possible entrance using the district matrix.

Everest Classes

To be scheduled on a pullout basis for each grade level.

- Additional time for gifted teacher working with regular class teacher
- Development of gifted IEP record form
- Curriculum to include:
 - 4th Grade** - *A View from Saturday*; Illinois Biodiversity; Science studies; Great Books study (half day per week)
 - 5th Grade** – *Voyage of the Mimi I*; *A Single Shard*; Great book study; Mystery at the Museum (half day per week)
 - 6th Grade** – *Voyage of the Mimi II*; Black Holes; Minerals; Great Book study (full day per week)
 - 7th Grade** – Great Lakes Water/ Coral Reefs; Rendezvous with a Comet; US Justice System; Mock Trials; Great Book study (full day per week)
 - 8th Grade** – Mission to Mars; Inventors & Inventions; World War II; Great Book study (full day per week)

IV. Appeals Process

1st Contact

Request goes to gifted coordinator – review of basic information – conference or phone call to confirm team or teacher recommendation and grades.

- A. If team has revised recommendation – possible placement – phone call
- B. If team has not revised recommendation – no placement – phone call
- C. Additional special subject area tests may be given for additional information (Gates, ISAT, etc.)

2nd Contact

Request to principal in writing – review file – matrix information from gifted coordinator

- A. Denied – letter sent home cc to Superintendent and Curriculum Coordinators
- B. Probationary placement (minimum grade of B 1st trimester) letter sent home
- C. Approved – letter sent home

Final Contact

Superintendent – review file and information

- A. Confirm principal decision in writing to parents – cc to principal
- B. Overrule principal and make placement decision in writing to parents – cc to principal