

PROGRAMS FOR GIFTED STUDENTS *(Gifted Identification and Placement)*

The Cole County R-I School District uses a systematic process for the identification of gifted students that is comprised of multiple criteria, including objective measures and competent professional evaluation. Gifted students eligible to receive state aid shall be defined 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 or expected in the regular classroom program of the district. The following procedures are used in the identification of gifted students.

Screening

The district will provide preliminary screening for one hundred percent of the student population to ensure that all potentially gifted students have an opportunity for consideration. The screening criteria have been designed to be as inclusive as possible maximizing the students' strengths and limiting the possibility of exclusion based on biases. Ten to twenty percent of the student population will be placed in the selection pool. These students, with parental/guardian permission, will be evaluated individually. To be placed in the selection pool, the student must:

- ▶ Receive a score at or above the 95th percentile in one area on the MAP or Stanford-9.

or

- ▶ Be nominated and receive at or above the 95th percentile on the nomination evaluation behavioral/educational checklist.

Procedure For Nomination

1. A nomination, supported by documented evidence of outstanding performance, may be made by a parent/guardian, teacher or guidance counselor. A written letter of nomination must be sent to the gifted committee chairperson requesting that the student be screened for the gifted program.
2. When a nomination letter is received, the gifted committee chairperson requests the guidance counselor to give a referral form to the appropriate teacher(s).
3. The referral form will include a behavioral/educational checklist to be filled out from classroom observation.

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4. The teacher is to return the referral form with completed checklist to the guidance counselor.
5. The guidance counselor will score the checklist.

Procedure To Start Further Evaluation

1. If one of the above criteria is met, the guidance counselor will contact the special services director, or the assistant or elementary principal.
2. The special services director will send a letter with a permission form to the parent/guardian for written permission to further evaluate the student. Once the permission form has been returned, the evaluation will be scheduled. The date the parent/guardian signs the permission form determines the student's placement on the waiting list for evaluation.

Selection Pool - Individual Evaluation

Students placed in the selection pool should receive individual evaluation. Students should be individually evaluated in the following areas:

General Mental Ability -- receive a score on an individualized intelligence test at or above the 95th percentile with an IQ score equal to 125 or above. A student may receive a Verbal, Performance, **or** Composite score of 125 to meet the criteria.

If the student does not have an IQ score of 125 or above, a letter to the parent/guardian will be sent by the administrator stating that the student is not eligible for the district's gifted program.

If the student has an IQ score of 125 or above, evaluation will continue. The student then must meet one of the following criteria for placement:

Academic Ability -- receive a composite score on a norm-referenced achievement test with a score at or above the 95th percentile. A score at or above the 95th percentile on two out of three subtests--Math, Knowledge, Broad Reading--on the Woodcock Johnson will also be accepted.

Creativity, Reasoning and Problem-Solving Ability -- receive one of the following:

- ▶ A score at or above the 50th percentile (100 +/- 15) on two of three subtests on the SAGES.
- ▶ A score at or above the 50th percentile (100 +/- 15) on one of two subtests on the SAGES-P.

- ▶ A composite score at or above the 50th percentile on the Torrance (100 +/- 15) in comparison to the gifted population of the district.
- ▶ A score at or above the 90th percentile on the Hawthorne Gifted Evaluation Scales-2nd Edition (GES-2) for educators.

The special services director or district psychological examiner will administer the intelligence test and Woodcock Johnson. The guidance counselor will administer the SAGES and Torrance creative portion of the testing.

Selection and Placement

Students are eligible for placement in the gifted program if, based on individual assessments, including alternative assessments, they meet the district's criteria for placement in the gifted program.

Students who meet the General Mental Ability criteria and one other evaluation criteria, either *Academic Ability* or *Creativity, Reasoning and Problem-Solving Ability* may be enrolled in the district's gifted program. However, no more than five percent of the enrollment in the school(s) or grade level(s) to be served shall be placed in any state-assisted program unless the Department of Elementary and Secondary Education (DESE) has granted prior permission. If more than five percent of the total population meet the above evaluation selection criteria, those students who are most in need of services will be placed in the state-assisted program.

A letter stating the student is eligible for the district's gifted program will be placed in the student's permanent record. The evaluation and testing records will be kept in a separate file in the special services director's office.

Students need not be retested to remain eligible for the gifted program. However, it may be beneficial to periodically re-evaluate their academic achievement level using the Woodcock Johnson test.

Individual Gifted Plan

After a student is found eligible for the gifted program, an Individual Gifted Plan (IGP) will be developed for the student. Parents/Guardians, teachers and counselors will be involved in the IGP development. IGP's may be reviewed as often as necessary but should be reviewed at least once each year.

IGP's may include, but are not limited to, the following strategies:

1. Accelerated work in the classroom.

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2. Tutor students in a lower grade.
3. Do research projects to present to the class.
4. Attend upper grade classes in which the gifted student excels.
5. Accelerated work sent home with the gifted student.
6. Address the gifted student's social and emotional development.
7. Educate parents/guardians on strategies to use at home through the use of a newsletter.
8. Older gifted students read accelerated material to younger gifted students.
9. Do posters and projects with a classmate.
10. Allow the gifted student to finish class work early and do puzzles, brain teasers, read, etc. in another part of the classroom.
11. Receive accelerated material (reading, math, etc.) from upper grades in area in which the gifted student excels.
12. Provide information to parents about summer camps for gifted students.
13. Participate in volunteer programs at school.
14. Attend summer school with enrichment activities.
15. Teach the gifted student to advocate personally to be challenged intellectually.

If a gifted student has difficulty maintaining grades of C or above, the IGP team may meet to discuss any concerns.

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.

Transfer students will be eligible if they otherwise qualify in subsequent years.

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Note: The reader is encouraged to review policies and/or forms for related information in this administrative area.

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Cole County R-I School District, Russellville, Missouri