

REFERENCE COPY

FILE: IGBB-AP
Critical

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

MSBA has modified this procedure to be consistent with the legal requirement that students in foster care or from military families be placed in the programs they were in prior to transferring to a new district (§§ 160.1990, .2000, RSMo.). This procedure has also been modified to be consistent with the Department of Elementary and Secondary Education's (DESE's) recommended procedures for the identification and placement of gifted students.

MSBA encourages districts to customize this procedure to specify the district's criteria for placement in a gifted program.

MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.

	Board Secretary		Business Office		Coaches/Sponsors
	Facility Maintenance		Food Service	X	Gifted
	Human Resources		Principals		Library/Media Center
	Health Services	X	Counselor		Special Education
	Transportation		Public Info/Communications		Technology

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

The FIELD(DistrictCommonName) uses a systematic process for the identification of gifted students that is composed of multiple criteria, including objective measures and a competent, professional evaluation.

Screening

The district will provide screening for all students to ensure that all potentially gifted students have an opportunity for consideration. All available data, including information contained in the permanent record, will be considered during the screening process.

The district will use a variety of screening methods that reduce the chance of bias and provide an opportunity to identify the strengths of all students, including those students difficult to identify and traditionally under-represented, such as students with limited English proficiency, students from culturally diverse backgrounds and students with learning disabilities.

The district uses the following screening methods:

1. Nationally normed achievement test scores
2. Group intelligence test scores
3. MAP scores
4. Grades
5. Anecdotal records
6. Demonstrations of creativity or creative problem solving
7. Recommendations from teachers and other personnel, parents/guardians and peers

The district uses the following screening methods designed to select students who are hard to identify or traditionally under-represented:

1. Nonverbal IQ tests
2. Nonverbal achievement tests
3. Assessments given in languages other than English
4. Course-specific or fine arts assessments

Individual Evaluation

Based on screening results, some students will be targeted for individual evaluation. The program coordinator and district staff will determine which students will receive individual evaluation. The district will use a variety of evaluation methods to differentiate between the academically superior

student whose educational needs are met by regular classroom programs and the gifted student with needs requiring additional developmental opportunities.

Students will be individually evaluated in the following areas:

General Mental Ability – Including a full-scale score on an individualized intelligence test at or above the 95th percentile. The district uses the following tests of general mental ability:

1. Wechsler Intelligence Scales
2. Stanford-Binet Intelligence Tests
3. Kaufman Assessment Battery for Children
4. Leiter International Performance Scale
5. Matrix Analogies Test
6. Naglieri Nonverbal Abilities Test
7. Raven's Progressive and/or Coloured Matrices
8. Test of Nonverbal Intelligence
9. Cognitive Abilities Test
10. Otis-Lennon Mental Ability Test

Academic Ability – Including a norm-referenced test with a cut-off score at the 95th percentile or above on the composite score or on a majority of subtests. The district uses the following tests of academic ability:

1. Comprehensive Test of Basic Skills
2. Iowa Test of Basic Skills
3. Metropolitan Achievement Test
4. Peabody Individual Achievement Test
5. Stanford Achievement Test Series
6. Terra Nova
7. Wechsler Individual Achievement Test

Creativity, Reasoning and Problem-Solving Ability – Including results of instruments indicating outstanding ability in one of the following areas related to the design of the district's gifted program:

1. Creative and productive thinking
2. Advanced insight
3. Outstanding imagination
4. Innovative or creative reasoning ability
5. Advanced perception of cause-and-effect relationships
6. Problem solving
7. Abstract concepts

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The district uses the following creativity/problem-solving assessments:

1. Torrance Tests of Creative Thinking
2. Screening Assessment for Gifted Elementary Students
3. Structure of Intellect – Learning Abilities
4. Scales for Rating Behavioral Characteristics of Superior Students
5. Creativity Assessment Packet

Other Ability – Including documented evidence of exceptional performance in a general academic area, a fine arts area, or another area of the gifted program. The district uses the following to identify gifted students in this area:

1. Portfolios of student work
2. Formal observations by people knowledgeable of the characteristics of gifted students
3. Auditions or interviews
4. Demonstrations or presentations

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

Placement

The district offers the following placement options:

1. Resource Room Teacher (RRT) model – Pull-out program where the teacher of gifted students spends all of his or her time in the gifted resource classroom.
Grade level(s): _____
2. Education Resource Teacher (ERT) model – Pull-out program where the teacher of gifted students spends at least 80 percent of his or her time in the gifted resource room and some time as a resource teacher in the regular classroom.
Grade Level(s): _____
3. Special Class Teacher (SCT) model – Special gifted class is part of the student's regular schedule.
Grade level(s): _____
4. Gifted Resource Teacher (GRT) model – Teacher of gifted students works with students and teachers in a resource capacity on a flexible schedule.
Grade level(s): _____

5. Advanced Placement (AP) courses.
Grade level(s): _____
6. International Baccalaureate (IB) classes.
Grade level(s): _____
7. Program for Exceptionally Gifted Students (PEGS) model – Full-time specialized instruction for exceptionally gifted students.
Grade level(s): _____

Kindergarten students may not be placed until second semester so that first semester can be used for identification and evaluation.

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.*

Implemented: FIELD(AdoptDate)

Revised:

MSIP Refs: 7.2, 7.7, 8.8, 8.10, 8.12

FIELD(DistrictLocationLine)