

GIFTED PROGRAM

taken from BULLETIN 1508

I. DEFINITION

Gifted children and youth are those who demonstrate abilities that give evidence of high performance in academic and intellectual aptitude.

II. PROCEDURES FOR SCREENING

- A. Sensory screening shall be conducted whenever vision or hearing problems are suspected.
 - Each, school system shall develop and implement procedures for screening students suspected of being gifted. The screening criteria shall not exceed the criteria for eligibility.
 - At least two regular school staff members such as the principal or designee, teachers, counselors, pupil appraisal personnel, and other professional staff shall conduct a review of the screening information with the student's teacher and determine whether to evaluate or provide modifications for enrichment purposes.

III. CRITERIA FOR ELIGIBILITY

- A. Preschool and Kindergarten: A student at the preschool or kindergarten level must meet criterion 1 or 2. The student shall:
 - Obtain a score at least three standard deviations above the mean on an individually administered test of intellectual abilities appropriately standardized on students of this age and administered by a certified school psychologist or licensed psychologist.
 - Obtain a combined score of at least ten when scores are entered into the cells of the Standard Matrix with at least four points earned on the aptitude/intelligence test.
- B. Grades 1-12 Criterion 1, 2, or 3 must be met. The student shall:
 - 0. Obtain a score of at least two standard deviations above the mean on an individually or group administered test of intellectual abilities appropriately standardized on students of this age and administered by a certified school psychologist or licensed psychologist,
OR
 - 1. Obtain a score of at least seven when scores are entered into the cells of the Standard Matrix, at least two points of which are earned on the aptitude/intelligence test,
OR
 - 2. Obtain a score of at least six when scores are entered into the cells of the Standard Matrix, and a Recommendation for classification as gifted from the pupil appraisal personnel who conducted the evaluation of the student in accordance with the evaluation procedures.

IV. PROCEDURES FOR EVALUATION

All tests and other procedures used to evaluate children referred for gifted assessments shall be standardized, non-discriminatory, and appropriate for the cultural background of the children being evaluated.

- A. Preschool and Kindergarten: The individual evaluation shall include at a minimum:
 - 1. An individual evaluation of intellectual abilities administered by a certified or licensed psychologist using an instrument or instruments appropriately standardized for students of this age.
 - 2. An individual evaluation of reading and math skills using an achievement test standardized at the first grade level, conducted by an educational assessment teacher or other qualified pupil appraisal member.
 - 3. An interview with the student's parent(s) conducted by a school social worker or other qualified examiner.
 - 4. An interview with the teacher(s) of enrolled students.

- B. Grades I through 12: M individual evaluation shall include at a minimum:
0. An evaluation of intellectual abilities, individually or group administered, by a certified or licensed psychologist using nondiscriminatory assessment procedures.
 1. Additional evaluations in the areas listed below, individually or group administered by qualified pupil appraisal personnel. The regular district-wide test scores shall not be used in the Standard Matrix as part of the individual evaluation.
 1. Total Reading
 2. Total Math
 2. An interview with the student's parent(s) by a school social worker or other qualified examiner.
 3. An interview with the student's teacher(s).
 4. For students who obtain at least six points in the matrix, further evaluation shall be conducted by pupil personnel that shall include at a minimum:
 1. A review of the student's educational performance and all screening data with the student's teacher(s).
 2. Observation of the student's behavior during and Performance on at least one structured normed or criterion referenced test such as, but not limited to:
 1. Intelligence
 2. Aptitude
 3. Achievement
 4. Problem Solving
 5. Creativity

Few, if any, standardized assessment instruments adequately control for the effect of such factors as environmental impoverishment, cultural differences, or the lack of opportunities to It is imperative that such factors be closely attended to in any individual or group assessment of students suspected of being gifted, and given serious consideration by pupil appraisal and special education personnel when determining whether or not a student is gifted. Any significant discrepancies between formal test results and the student's customary behaviors and daily activities, or any discrepancies among test results, should be examined closely during the evaluation and addressed in the evaluation report. The recommendation of the multidisciplinary team-n to either classify or not classify a student as gifted must be based on a thorough evaluation of the student's abilities.

STANDARD MATRIX

Points	1	2	3	4
	1.0 - < 1.5 SD	1.5 - < 2.0 SD	2.0 + SD	2.5 + SD (Preschool & K)
Aptitude/ Intelligence				
Achievement in Reading				
Achievement in Math				

V. REEVALUATION

The mandatory triennial or requested reevaluation of a student classified as gifted shall consist, at a minimum, of a review of the student's IEP and progress in the gifted program conducted by the evaluation coordinator and the student's teacher(s). If based on this review, it is suspected that the student is not gifted, the student shall receive an evaluation as specified under the Procedures for Evaluation in this section. In such cases, the student must meet the eligibility criteria for continued classification.