Carl Junction R-1 School District
Gifted Education Program Guide

IDENTIFICATION PROCEDURES & PROGRAM GUIDELINES
2026-2027

SECTION 1: PART A - INTRODUCTION & FOUNDATIONS

Who is the Gifted Learner?

In accordance with Missouri State Law (Section 162.675, RSMo), a gifted child is defined as:

> *"Those children 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 through a standard grade level curriculum."*

In our district, we simplify this legal definition into three core pillars. A gifted learner is one who:

- Exhibits precocious capacity and innate learning potential;
- Is identified through a comprehensive, professional evaluation process; and
- Requires an academic environment beyond the standard grade-level curriculum to make continuous progress.

Gifted Programming in Missouri: State Law

Gifted education in Missouri has evolved from an optional service to a mandated requirement to ensure all high-potential students are served.

- 1973 (House Bill 474): Established the definition of gifted children and *authorized* public school districts to establish special programs if a sufficient number of students were identified.
- 2022 (Senate Bill 681): Established the Gifted Mandate. State law now dictates that if 3% or more of students enrolled in a school district are identified as gifted, the district shall establish and maintain a state-approved gifted education program.

Recognizing the Gifted Learner: Characteristics

A common myth is that "gifted students will do fine on their own," or that they are always the top performers in the classroom. Research shows that gifted students need well-trained teachers and differentiated environments to fully develop their talents.

To help teachers and parents differentiate between a high-achieving student and a truly gifted learner, consider the following characteristics:

The Bright Child	The Gifted Learner
Knows the answers.	Asks the questions.
Is interested and attentive.	Is highly curious; gets intensely involved.
Works hard to achieve.	Mentally or physically involved; plays around but tests well.
Answers the questions accurately.	Discusses in detail, elaborates, and changes the direction.
Enjoys school and regular curriculum.	Enjoys pure learning; may resist routine school tasks.
Absorbs information easily.	Manipulates information; looks for underlying patterns.
Needs 6–8 repetitions for mastery.	Needs 1–2 repetitions for mastery.
Understands complex ideas.	Constructs abstract, independent concepts.

SECTION 1: PART B - SERVICES, RATIONALE, & LEARNING OUTCOMES

Services Provided to Identified Gifted Students in the Carl Junction R-1 School District

The Carl Junction R-1 gifted program serves identified gifted students in grades 2-12. Students in grades 2-6 are served in a pullout program.

- Grades 2-3: Attend gifted class four days a week (the subject they are pulled from varies by classroom).
- Grades 4-6: Are pulled from their regular classroom Social Studies time and attend gifted class five days a week.
- Junior High & High School: For identified gifted students in junior high and high school, students may enroll in a gifted class as an elective course.

State Requirement Note: Gifted programs must provide a minimum of 150 minutes per week of direct instructional time in which identified gifted students work exclusively with the teacher of gifted.

Carl Junction R-1 School District Gifted Program Rationale

This program is designed to provide new and challenging learning experiences that are differentiated from the regular classroom curriculum. The program is offered under the Missouri Department of Elementary and Secondary Education Gifted Education Program Guidelines.

To meet eligibility requirements for placement in Carl Junction Gifted Services, a student's portfolio must demonstrate comprehensive strength across multiple criteria. Candidates must achieve a total cumulative score of **7.0 points or higher** on the district's Evidence Matrix—compiled from i-Ready or IXL diagnostic percentiles, state assessment metrics, and specialized Scales for Identifying Gifted Students (SIGS-2) behavioral indicators—to advance to individual intelligence testing. Formal nominations from parents and school personnel are actively utilized and weighted within this portfolio framework as well. Final eligibility for program placement is determined by performance on a norm-referenced individual intelligence test administered by a qualified district examiner [WISC-V, WISC-IV (administered prior to June 1, 2016), Stanford-Binet V, Wechsler Adult Intelligence Scale, Fourth Edition (WAIS-IV) administered to students over the age of 16, or Woodcock-Johnson IV Test of Cognitive Abilities (WJ-IV-COG)].

Special curricular emphasis will be given to students in the areas of communication arts, math, science, social studies, and social-emotional learning for gifted students. Students in the gifted program will have learning experiences that differ in type, quality, level of mental ability, and expected

results. The curriculum will provide opportunities for the student to develop abstract thinking skills, sharpen reasoning skills, participate in creative problem solving, and emphasize the high cognitive process.

Course Learning Outcomes

- Students will acquire research skills through participation in major units of study by researching and creating a unit related project.
- Students will use technological tools and other resources to locate, select, organize, and exchange information and ideas.
- Students will acquire communication skills to facilitate learning to work in group situations.
- Students will participate in group discussions of literature readings.
- Students will plan and make written, oral, and visual presentations for a variety of purposes and audiences.
- Students will acquire problem solving skills to enhance critical and creative thinking.
- Students will acquire creative problem-solving skills through an individual or group project.
- Students will participate in small group counseling sessions to discuss the unique issues of students with advanced abilities.
- Students will explore, prepare for, and seek educational and job opportunities.

Scope of the Program

Our state-approved gifted program is designed to serve a continuum of gifted learners, regardless of their current academic achievement. While many gifted students achieve at a high level, others face unique hurdles and may struggle academically, socially, or emotionally. Our screening process looks past neat handwriting and perfect assignment completion to find students with exceptional capacity and learning potential.

To support these unique minds, our program provides a continuum of service that includes:

1. Challenging Curriculum: Higher-order cognitive processes and advanced concepts.
2. Meaningful Enrichment: Opportunities to dive deep into abstract problem-solving.
3. Social and Emotional Support: Specialized guidance to navigate the unique emotional traits of gifted individuals.

SECTION 2: THE IDENTIFICATION ROADMAP & REFERRAL TIMELINE

The path to gifted identification in our district is a structured, multi-step process designed to look at the whole child. Our goal is to move from a massive pool of untested students to a highly focused group of candidates whose data strongly indicates a need for specialized services.

The Annual Identification Timeline

To ensure fairness, meet psychological evaluation deadlines, and manage district resources, the district operates on a strict annual timeline.

- Late September: Fall Screening Window

  Beginning-of-Year (BOY) i-Ready scores become available. The Gifted Coordinator reviews district-wide data to proactively flag students scoring at or above the 92nd percentile.

- Early February: Winter Screening Window

  Middle-of-Year (MOY) i-Ready scores become available. The Gifted Coordinator conducts a second review to flag any new students hitting the 92nd percentile trigger.

- March 1 – May 1: Formal Referral Window

  Parents, teachers, or community members may formally refer any student for gifted evaluation.

- MAY 1: THE HARD DEADLINE

  All formal referrals and screening entries close on May 1st. Any referral received after this date will be held for the following school year's cycle. *No exceptions are made due to the strict deadlines required for processing files.*

- May 1 – Second Week of May: Matrix Portfolio Assembly

  The Gifted Coordinator finalizes the 10-point Multi-Criteria Selection Portfolio for every flagged or referred student. *(Note: Because End-of-Year i-Ready diagnostics are not completed until mid-May, Fall and Winter data are utilized to calculate the Matrix).*

- End of the Second Week of May: Psychologist Submission

  The Gifted Coordinator wraps up all screening paperwork and submits the finalized list of qualifying students to the School Psychologists.

- June 1 – June 30: Centralized Testing Window

  Students who successfully meet the 7-point matrix threshold move forward to individual intelligence (IQ) testing administered by district personnel.

The Two Pathways into the Screening Pool

There are two distinct ways a student's name enters the Gifted Coordinator's review file:

Pathway 1: Automatic Screening (The "Wide Net")

If a student scores at or above the 92nd percentile on the Fall or Winter i-Ready Reading or Math diagnostics, they are automatically placed into the screening pool. You do not need to submit a referral for these students; the data flags them automatically.

Pathway 2: Formal Referral (The "Safety Valve")

We recognize that standardized achievement tests like i-Ready don't always capture a child's true capacity. If a student scores *below* the 92nd percentile, but a teacher or parent observes strong, unmistakable characteristics of giftedness (as outlined in Section 1), they should still be referred.

- *How to Refer:* Contact the Gifted Coordinator before May 1st to request a Formal Referral Packet.

CRITICAL CHANGE: Understanding the "Evidence Matrix Gatekeeper" Important Policy Notice for Parents and Staff

In previous years, submitting a referral automatically meant a student would sit for an individual IQ test during the June testing window. This is no longer the case.

To protect instructional time, manage district resources responsibly, and ensure testing validity, the district now utilizes a Multi-Criteria Selection Portfolio (The Evidence Matrix).

A referral simply triggers the *collection of data*. Once a referral is made, the Gifted Coordinator gathers the student's i-Ready scores (Fall/Winter), behavioral scales, and checklists to calculate their total Matrix points.

- If the student scores 7.0 points or higher on the Matrix: Their file is sent to the School Psychologist by the mid-May deadline, clearing them for individual IQ testing in June.
- If the student scores below 7.0 points on the Matrix: The data demonstrates that their educational needs are currently being met within the standard classroom. They will not proceed to June testing, and the process concludes.

SECTION 3: HOW STUDENTS QUALIFY FOR GIFTED TESTING (THE PORTFOLIO MATRIX)

The Carl Junction School District uses a 10-point system (called a Matrix) to determine if a student qualifies for individual IQ testing. Think of this matrix like a portfolio or a scorecard.

A student must earn a **total of 7.0 points or higher** across various categories to move forward to IQ testing.

To ensure we look at a student's absolute best potential, we always use a **"Highest Score Wins"** rule. If a student takes a test twice (in the Fall and Winter), or if a parent and a teacher give different scores on a behavior checklist, **we automatically use the highest score.**

The Golden Rule: The 95th Percentile "Gatekeeper"

State law requires that students must score at or above the **95th percentile** on a national academic test to qualify for a gifted program.

Because of this law, our matrix has a built-in safety lock: **A student must score in the 95th percentile or higher in either Reading or Math to be allowed into the program.** If a student scores below the 95th percentile in both subjects, it is mathematically impossible for them to hit the 7.0 target, no matter how perfect the rest of their portfolio is.

How to Score the Portfolio: Grades 1–3 Checklist

To find a student's total score, look at the categories below and add up their points (Maximum possible score is 10).

1. i-Ready Reading (Max 2.5 points)

- **2.5 points:** 99th percentile
- **2.0 points:** 97th to 98th percentile
- **1.5 points:** 95th to 96th percentile *(The Minimum State Cutoff)*
- **1.0 point:** 92nd to 94th percentile
- **0.5 points:** 90th to 91st percentile
- **0 points:** 89th percentile or below

2. i-Ready Math (Max 2.5 points)

- **2.5 points:** 99th percentile
- **2.0 points:** 97th to 98th percentile
- **1.5 points:** 95th to 96th percentile *(The Minimum State Cutoff)*

- **1.0 point:** 92nd to 94th percentile
- **0.5 points:** 90th to 91st percentile
- **0 points:** 89th percentile or below

3. Learning & Thinking Behaviors (SIGS-2 Scale - Max 4.0 points)

Teachers and parents fill out a checklist about the student's advanced academic behaviors and creativity. We look at three distinct sub-sections and take the highest score between home and school.

- **Top Score Tier:** 2.0 points
- **High Score Tier:** 1.5 points
- **Above Average Tier:** 1.0 point
- **Average Tier:** 0.5 points
- **Below Average Tier:** 0 points

4. Nominations (Max 1.0 point)

- **1.0 point:** Dual Nomination *(Both a parent AND a teacher officially recommended the student)*
- **0.5 points:** Single Nomination *(Either a parent OR a teacher recommended the student)*
- **0 points:** No formal nomination forms submitted

Primary School Threshold: Add the points together. If the total is **7.0 or higher** AND the student has at least a 1.5 in Reading or Math, they automatically advance to IQ testing.

How to Score the Portfolio: Grades 4–12 Checklist

For older students, we bring in the Missouri state MAP/EOC tests, but we track Reading and Math separately so a student's strong subject never gets dragged down by their weaker subject.

1. i-Ready or IXL Reading (Max 2.5 points)

- **2.5 points:** 99th percentile
- **2.0 points:** 97th to 98th percentile
- **1.5 points:** 95th to 96th percentile *(The Minimum State Cutoff)*
- **1.0 point:** 92nd to 94th percentile
- **0.5 points:** 90th to 91st percentile
- **0 points:** 89th percentile or below

2. i-Ready or IXL Math (Max 2.5 points)

- **2.5 points:** 99th percentile
- **2.0 points:** 97th to 98th percentile
- **1.5 points:** 95th to 96th percentile *(The Minimum State Cutoff)*
- **1.0 point:** 92nd to 94th percentile
- **0.5 points:** 90th to 91st percentile
- **0 points:** 89th percentile or below

3. Missouri MAP / EOC State Test (Max 1.0 point)

Look at the student's most recent state test. Their highest score wins.

- **1.0 point:** Scored **Advanced** in either ELA or Math
- **0.5 points:** Scored **Proficient** in either ELA or Math
- **0 points:** Scored Basic or Below Basic on both tests

4. Gifted Behaviors & Talent Checklists (SIGS-2 - Max 3.0 points)

We look at two categories: General Advanced Aptitude and Specialized Talent. We pull the highest score turned in by either the teacher or parent.

- **Excellent Range:** 1.5 points per category
- **Strong Range:** 1.0 point per category
- **Above Average Range:** 0.5 points per category
- **Average Range or Below:** 0 points

5. Nominations (Max 1.0 point)

- **1.0 point:** Dual Nomination *(Both a parent AND a teacher recommended them)*
- **0.5 points:** Single Nomination *(Either a parent OR a teacher recommended them)*
- **0 points:** No formal nominations submitted

Older Student Threshold: Add the points together. If the total is **7.0 or higher** AND the student has at least a 1.5 in Reading or Math, they automatically advance to IQ testing.

SECTION 4: INDIVIDUAL EVALUATION, RETESTING, AND SPECIAL POPULATIONS

Students who successfully meet the **7.0-point threshold** on the Multi-Criteria Selection Portfolio move forward to the individual evaluation phase. This stage utilizes standardized, nationally normed intelligence (IQ) tests to ensure placement is accurate, legally defensible, and aligned with Missouri state standards.

I. Individual Intelligence Testing Protocols

Individual intelligence tests are administered by certified district psychological examiners during the designated June Centralized Testing Window. To ensure a comprehensive evaluation of cognitive ability, the district recognizes and accepts scores *only* from the following standardized, nationally normed clinical instruments:

- **WISC-V** (Wechsler Intelligence Scale for Children – Fifth Edition)
- **Stanford-Binet V** (Stanford-Binet Intelligence Scales – Fifth Edition)
- **WPPSI-IV** (Wechsler Preschool and Primary Scale of Intelligence – Fourth Edition) — *Strictly utilized for incoming Kindergarten or 1st-grade evaluations.*
- **WJ-IV-COG** (Woodcock-Johnson IV Tests of Cognitive Abilities)
- **WAIS-IV** (Wechsler Adult Intelligence Scale – Fourth Edition) — *Utilized for secondary students as age-appropriate.*

To qualify for direct placement, the individual evaluation must demonstrate cognitive ability that meets or exceeds the **95th percentile (Standard Score of 125+)**.

> **Psychometric Note:** Brief intelligence screeners (e.g., WASI-II, KBIT-2) and group-administered cognitive measures (e.g., CogAT, OLSAT) are **not** accepted by the district for formal qualification or program placement.

II. Policy on Test Security, Practice Effects, and Invalid Administrations

To maintain the psychometric integrity and legal compliance of Carl Junction Gifted Services, all individual intelligence assessments must be completely novel to the student at the time of administration. If a student has been exposed to, coached on, or practiced a specific evaluation instrument within the previous twenty-four (24) months, the administration is considered invalid due to artificial score inflation and "practice effects."

In the event that a school psychologist or district examiner determines a test administration has been compromised or invalidated—either through student disclosure during testing, significantly anomalous subtest scatter, or documented outside coaching:

- **Immediate Cessation:** The current evaluation will be immediately halted. The protocol will be marked "Invalid - Test Security Compromised," and scores will not be calculated, logged, or utilized for program entry.
- **Mandatory Wait Period or Alternative Instrument:** The district reserves the right to either:
    1. Delay cognitive testing for a mandatory twelve (12) to twenty-four (24) months to allow practice effects to fade, OR
    2. Authorize the immediate substitution of an entirely different, approved individual cognitive measure from the district menu (e.g., substituting the Stanford-Binet V for a compromised WISC-V) at the discretion of the School Psychologist.
- **Cost and Sourcing:** The alternative test must be administered by a district-employed or district-contracted examiner. Outside psychological reports will not be accepted to bypass this testing security protocol.

III. Standard Retesting Procedure for Gifted Program Qualification

Intelligence (IQ) tests are not pass/fail assessments. Instead, they provide a standard score indicating how far above or below a peer group an individual stands in mental ability. Careful consideration must be given before deciding to retest a student. Unnecessary retesting can cause undue stress for the child and may yield test results that do not accurately represent their true capability due to "practice effects."

A. Guidelines for a Second IQ Test

A student may be administered an individual IQ test a second time, provided that at least one full calendar year has passed from the exact date of the first test. **To be eligible for a second evaluation for Carl Junction Gifted Services, the student must satisfy the academic achievement prerequisite and meet one of the performance conditions below:**

- **The Academic Retest Prerequisite:** Because state law requires a 95th percentile national achievement score for placement, a student will not be approved for cognitive retesting based on a recommendation alone. The student's academic data will be monitored via local universal screeners (i-Ready or IXL). A retest will only be scheduled once the student demonstrates a current, standalone score at or above the **95th percentile** in either Reading or Math.

Once the academic prerequisite is met, the student must also satisfy one of the following specific conditions:

- **Condition A (The Score Buffer):** The student's Full Scale IQ score and/or General Ability Index (GAI) score on the initial intelligence test (administered by a qualified Carl Junction R-1 School District examiner) falls within the 90th to 94th percentile.
- **Condition B (Validity Concerns):** If the initial Full Scale IQ or GAI scores fall below the 90th percentile, the test administrator must determine that a retest is warranted due to specific circumstances that adversely affected the validity of the test. This includes a specific medical,

physical, or environmental condition that existed but was not shared by the parent prior to testing, directly impacting the initial results.

A Vital Note for Parents on Testing Day Success

Ensuring students arrive on the day of testing in good health and well-rested is critical to helping them focus, do their best, and achieve valid results. If a parent believes there are any active issues (illness, extreme stress, lack of sleep) that could negatively impact performance, they must contact the test administrator **prior** to the testing appointment to reschedule.

B. Guidelines for a Third and Final IQ Test

On rare occasions, a third and final individual IQ test may be recommended. This option is strictly reserved for instances where severe, documented validity concerns are identified and verified by the district testing team. A minimum of **one full calendar year** must pass from the exact date of the second IQ test before a third assessment can be administered. Under no circumstances will a student be tested more than three times.

IV. Out-of-District Transfer Student Policy

Students who transfer into the district from an accredited school with a state-approved gifted program shall be evaluated by the Gifted Coordinator via a comprehensive file audit. Long-term placement into Carl Junction Gifted Services is guided by the following protocols:

A. Standard Transfer Entry Requirements

To gain standard entry, the student's transferring files must successfully meet three primary benchmarks:

1. **Criteria Alignment:** The student meets or exceeds the selection criteria established by our district for placement. Official documentation and scoring records proving this must be provided directly by the student’s previous school.
2. **Program Compatibility:** The focus areas addressed by both programs must be similar (e.g., both are general academic enrichment/pull-out models).
3. **Mutual Agreement:** The student and parent/legal guardian formally agree to the placement.

B. Protocol for Transfer Student Data Matrix Alignment

Rather than forcing immediate re-testing for students with partial portfolios or missing data points, Carl Junction honors the student's existing records by mapping comparable standardized metrics directly onto our 10-point Multi-Criteria Selection Portfolio Checklist using these equivalence rules:

- **National Achievement Screeners (Reading & Math - Max 2.5 pts each):** If the sending district did not utilize i-Ready or IXL, any nationally norm-referenced academic achievement

test administered within the last 12 months may be substituted using the student's National Percentile Rank (PR) for Reading and Math independently. **Averages are not accepted.** * *Approved Substitutions:* NWEA MAP Growth, Renaissance Star, Iowa Assessments (ITBS), TerraNova, or Stanford Achievement Test (SAT-10).
    - *Point Conversion:* Percentiles will be scored using the exact 1-3 or 4-12 checklists outlined in Section 3 (e.g., 99th%ile = 2.5 pts; 95th–96th%ile = 1.5 pts; 92nd–94th%ile = 0.5 pts).
- **State Summative Testing Equivalence (Grades 4–12 only - Max 1.0 pt):** If a student transfers from out-of-state and lacks Missouri MAP/EOC scores, points will be awarded based on their previous state's official summative testing tiers, using the **"Highest Tier Wins"** rule between ELA and Math:
    - **1.0 point:** Scored in the absolute highest state tier *(e.g., Advanced, Mastery, Distinguished, Level 4/5)*.
    - **0.5 points:** Scored in the solid on-grade-level mastery tier *(e.g., Proficient, Meets Expectations, Level 3)*.
- **Observational / Behavioral Scales Equivalence (Max 3.0 or 4.0 pts based on grade):** If the sending school administered a different standardized, norm-referenced behavioral rating scale within the last 12 months (such as the Renzulli Scales/SCRBSS, GATES-2, or HOPE Teacher Rating Scale) instead of the SIGS-2, scores will be converted based on national percentile ranks or standard scores:
    - **Maximum Points (1.5 pts per category for 4-12 / 2.0 pts for 1-3):** Scores mapping to the 98th percentile and above (Standard Score 130+).
    - **Partial Points (1.0 pt per category):** Scores mapping to the 90th–97th percentile (Standard Score 120–129).
    - **Baseline Points (0.5 pts per category):** Scores mapping to the 84th–89th percentile (Standard Score 115–119).

C. Final Transfer Eligibility Paths

- **Path A: Direct Program Placement:** If a transferring student's file contains documentation of formal gifted placement in their previous Missouri public school, OR if their file contains a valid, individual IQ test evaluated by a licensed examiner within the last 24 months meeting or exceeding the **95th percentile (Standard Score of 125+ or GAI of 125+)**, the student bypasses the matrix and is placed directly into Carl Junction Gifted Services.
- **Path B: Portfolio Gate:** If the student lacks an approved individual IQ score, their existing transfer metrics will be compiled into the 10-point Carl Junction Matrix.
    - **To clear this gate, the portfolio must achieve a cumulative score of 7.0 or higher AND satisfy the Academic Gatekeeper Rule** by showing at least one standalone 95th percentile score on an approved national achievement test.
    - If both conditions are met, the student clears the screening gate, and the district will authorize a local school psychologist to administer an approved individual IQ test during the next testing window to determine final placement eligibility.

D. Special Transfer Populations (Military & Foster Youth)

In compliance with state regulations, foster children and students of military families who transfer into the district and were actively enrolled in a gifted program in their previous school will be immediately accepted into Carl Junction Gifted Services. They will receive immediate services until subsequent local evaluations can be completed to ensure appropriate, long-term placement.

V. Nonpublic School and Virtual Student Participation

Students enrolled in private, parochial, virtual, or home schools within our district boundaries have a legal right to participate in our state-approved gifted programming during the school day. No artificial barriers will be placed in the way of a nonpublic student's participation; however, the following operational guidelines must be strictly met:

- **Strict Placement Criteria:** The student MUST meet or exceed the exact same multi-criteria portfolio matrix and individual testing thresholds required of full-time public school students.
- **Transportation:** The student's parents or legal guardians are entirely responsible for providing transportation to and from the nonpublic school to the designated gifted program site.
- **Testing Guidelines:** If evaluation is required to determine eligibility, the public school's standard policies, procedures, and strict timelines (including the May 1st referral deadline) must be utilized, just as they would be for any student within the district.

VI. Evaluation Protocol for Homeschooled Students

To ensure equity and validity within our 10-point Multi-Criteria Selection Portfolio Matrix for homeschooled applicants, the following data-alignment protocols will apply:

A. Academic Achievement Data (Categories 1 & 2 Equivalence)

Because homeschooled portfolios lack Missouri MAP and district i-Ready/IXL diagnostic data, the parent/guardian must submit official results from a commercially available, nationally norm-referenced standardized achievement test administered within the previous twelve (12) months.

- *Approved Instruments:* **Iowa Assessments (ITBS), Stanford Achievement Test-10 (SAT-10), California Achievement Test (CAT), or TerraNova**.
- The student's National Percentile Rank (PR) in Reading and Math will be averaged.
- This single grand average percentile will be applied simultaneously to **both** Category 1 (State/Summative) and Category 2 (Local/Diagnostic) columns on the matrix using our standard percentile-to-point thresholds.

B. Observational Scales & Nominations (Categories 3, 4, & 5 Equivalence)

To preserve the objective, multi-rater integrity of the behavioral data, a homeschool parent/guardian may **not** complete both the Home and School portions of the evaluation file.

- **Home Scale & Parent Nomination:** The parent/guardian will complete the SIGS-2 Home Scale and the standard Parent Nomination Form.
- **School Scale & Teacher Nomination:** The SIGS-2 School Scale and the Teacher Nomination Form must be completed by an independent, non-relative adult who has formal, organized instructional experience with the student within the past twelve (12) months (e.g., *Homeschool Co-op Instructors, Private Tutors, Certified Athletic Coaches, or Private Fine Arts Teachers*).

C. Matrix Screening and Cognitive Testing

Once these verified external components are submitted, the Gifted Coordinator will compile the homeschooled student's 10-point matrix. If the portfolio achieves a cumulative score of **7.0 or higher**, the student clears the screening gate. The district will then authorize a Carl Junction School Psychologist to administer an approved individual intelligence test (e.g., WISC-V) during the next district testing window to determine final program placement.

VII. Policy on Independent Private Clinical Evaluations

The district will accept outside private cognitive testing for eligibility consideration, provided the evaluation meets the following strict criteria:

- **Approved Examiners & Financial Responsibility:** The evaluation must be conducted by a licensed Clinical Psychologist, licensed School Psychologist, or certified Neuropsychologist in good standing with their state licensing board. The examiner must be completely independent of the family. **The parent/guardian assumes full financial responsibility for all costs associated with the private evaluation; the district will not reimburse, sponsor, or fund independent testing for the purpose of gifted program qualification.**
- **Approved Instruments:** The private evaluation must utilize a full, comprehensive, norm-referenced individual intelligence test from the district's approved menu (**WISC-V, Stanford-Binet V, or WJ-IV-COG**). Brief screeners or group-administered tests will not be accepted.
- **Recency:** The testing report must be dated within twelve (12) months of submission to the district.
- **Integration into the Multi-Criteria Matrix:** A qualifying private IQ score at or above the **95th percentile (Standard Score of 125+)** satisfies the cognitive pool requirement. However, to ensure compliance with Missouri's multi-criteria mandates, **the student must still achieve a cumulative score of 7.0 or higher on the Carl Junction Evidence Matrix** (incorporating local diagnostics, state testing, and behavioral scales) to be placed into the program.
- **District Verification:** All private evaluation reports are subject to review by a Carl Junction School Psychologist to verify standardized compliance and psychometric validity. The district reserves the right to reject any private report that displays compromised testing protocols, irregularities, or a lack of full clinical data.

SECTION 5: APPEALS, EXIT PROCEDURES, & DISTRICT POLICY

To maintain transparency and support our families, the district provides clear processes for reviewing placement decisions, voluntarily exiting the program, and accessing official district governance policies.

The Appeals Process

The Carl Junction R-1 School District takes great care to ensure that identification decisions are based on a comprehensive, multi-criteria profile. However, if a parent/legal guardian wishes to appeal an identification or placement decision, they may do so using the following formal steps:

1. Written Request: The parent/legal guardian must submit a formal written request for an appeal to the Gifted Coordinator within 30 calendar days of receiving the official eligibility determination letter.
2. File Review: The Gifted Coordinator will convene a review committee—which may include the building principal, a school psychologist, and classroom teachers—to re-examine all collected matrix data and testing protocols to ensure no administrative or scoring errors occurred.
3. Resolution Meeting: A meeting will be scheduled with the parents to discuss the committee's findings. Please note that an appeal review examines the *validity of existing data* and compliance with district procedures; it does not bypass the mandated 1-year waiting period for cognitive re-testing.

Program Exit Procedures

Participation in the gifted program is a service designed to benefit the student. If a situation arises where a student's placement needs to be re-evaluated or terminated, the district follows these guidelines:

Parent-Initiated Withdrawal

A parent or legal guardian has the right to withdraw their child from Carl Junction Gifted Services at any time.

- To do so, the parent must submit a written request to the Gifted Coordinator.
- A brief exit conference is highly recommended to discuss the student's needs, but it is not mandatory.
- Once withdrawn, a student cannot re-enter programming without a formal file review by the Gifted Coordinator to ensure placement remains appropriate.

District-Initiated Review

On rare occasions, a student may struggle significantly with the pace, academic rigor, or behavioral expectations of the gifted environment.

- Before any student is removed from services, the Gifted Coordinator and classroom teachers will implement a structured intervention plan to support the student.
- If the intervention plan does not result in measurable success over a designated period, a team meeting (including parents, teachers, and administration) will be held to determine if a formal exit or a temporary furlough from the program is in the child's best educational interest.

Official School Board Governance

Our gifted education guidelines, identification matrices, and service models operate under the direct authority of the Carl Junction R-1 School District Board of Education.

To view the complete, legally binding board policies regarding special programs and gifted student services, you can access our official portal here:

[Click Here to View Carl Junction R-1 School Board Policy for Gifted Education]

Program Contact Information

For questions regarding the identification timeline, the Multi-Criteria Matrix, or individual evaluation schedules, please contact the gifted department:

- Gifted Coordinator: Kristin Riley, Gifted Program Teacher (Grades 2-5)
- Email Address: kriley@cjr1.org

Final Reminder

The annual deadline for all formal parent and teacher screening referrals is May 1st. Referrals received after this date will be processed during the following school year's cycle.