

Descriptor Term: GIFTED PROGRAM	Descriptor Code:	Issue Date: 3/19/07
	Rescinds:	Issued:

The Forest Municipal School District will have in place procedures related to the intellectually gifted program:

IDENTIFICATION OF INTECTUALLY GIFTED STUDENTS

The identification process shall consist of a combination of subjective and objective measures to determine eligibility for the gifted program.

Six steps of the student identification process:

1. **INITIAL REFERRAL – *A student may be referred by a parent, teacher, counselor, administrator, peer, self, or anyone else having reason to believe that the student might be intellectually gifted.*** Referral form must be completed and dated. Student must satisfy **two (2)** of the following criteria [one must be objective and the second may be subjective]:
 1. Score at or above the 90th percentile on a normed group measure of intelligence that has been administered within past 12 months [objective],
 2. Score at or above superior range on normed characteristics of giftedness measure [subjective],
 3. Score at or above superior range on normed measure of creativity [subjective],
 4. Score in the superior range on a normed measure of leadership [subjective],
 5. Score at or above the 90th percentile on total language, total math, total reading or the composite on a normed achievement test
 6. Score at or above 90th percentile on a normed measure of cognitive abilities [objective],
 7. Other measures TBD when developed.

Jacobs Javits Act (PL 107-110 sec. 9101) declares that intellectual ability and academic ability are two distinct and separate areas of performance. Neither grades nor achievement test scores shall eliminate a student from the identification process. Once a referral has been initiated, signed and dated, only the LSC or parents can stop the identification process.

All students in first grade will be screened for the gifted program with a group intelligence test: Ravens Standard Progressive Matrices, Naglieri Nonverbal Ability Test, or the Otis-Lennon School Ability Test.

For those students scoring above the 90th percentile and after parent signature, one of the following will be given: Gifted Evaluation Scale [GES-2], Scales for Identifying Gifted Students [SIGS], or a group intelligence test not given as the whole first grade group screener.

2. LOCAL SURVEY COMMITTEE [LSC] REVIEW

The district shall have a district level LSC to include at a minimum the district Gifted Coordinator and Gifted Contact/Gifted Teacher. If available, one or more of the other gifted teachers in the district may serve on this committee.

The LSC will make one of the following recommendations:

1. Student satisfied minimal criteria on at least two measures and should move forward to the assessment stage, or
2. Student has not satisfied minimal criteria on at least two measures, however, the LSC feels strongly that additional data should be collected and the student reconsidered at that time, or
3. Student has not satisfied minimal criteria on at two measures and the identification process should stop.

At this point district personnel shall make the decision as to the possibility that the student could possibly be eligible for consideration as disadvantaged gifted. The **Potentially Disadvantaged Intellectually Gifted Checklist** must be completed for use during assessment process.

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3. PARENTAL [WRITTEN] PERMISSION FOR TESTING

4. PHASE I ASSESSMENT

Student must satisfy minimal state criteria on measures from at least **three (3)** categories [one must be objective and the other two may be subjective measures]:

1. A full scale score at or above the 90th percentile on a normed group measure of intelligence,
2. A score at or above the superior range on normed characteristics of giftedness measure,
3. A score at or above superior range on normed measure of creativity,
4. A score in the superior range on a normed measure of leadership,
5. A score at or above the 90th percentile on total language, total math, total reading, total science, total social studies, or the composite on a normed achievement test.
6. A score at or above 90th percentile on a normed measure of cognitive abilities
7. Other measures as approved by the SBE on Gifted Education Program Proposal - Matrix [if available]

PHASE II ASSESSMENT CRITERIA

All individual tests shall be administered by a licensed examiner.

The examiner shall review all available data on the student, whether or not it satisfies minimal identification criteria, and use that information to select the most appropriate test of intelligence. A learning styles inventory may be given to help determine the most appropriate test.

Student must score at or above the 90th percentile composite/full scale or the 90th percentile on approved subtests in order to satisfy eligibility criteria.

Potentially Twice-Exceptional Students: If a student has an eligibility ruling under IDEA and scores at or above the 90th percentile on the nonverbal scale, who in the opinion of the reviewing committee would benefit from participation in the program, the student may be granted a provisional eligibility for one year. A determination will be made after one year, the status will change from provisional to regular or if the provisional eligibility will be revoked.

Potentially Disadvantaged Gifted: Students who satisfied criteria on the Potentially Disadvantaged Gifted Checklist who did not satisfy minimal acceptable criteria on an individual test of intelligence but did score at least 85th percentile, may be administered one of the following additional measures to determine eligibility:

1. Test of cognitive abilities with a minimal score at the 90th percentile.
2. Group intelligence measure with a minimal score at the 90th percentile.
3. Matrix approved by MDE

5. ASSESSMENT REPORT

6. ELIGIBILITY DETERMINATION

LSC shall meet to review all data and determine if eligibility criteria has or has not been satisfied.

LSC shall rule that the student is or is not eligible for the intellectually gifted program.

District personnel shall notify in writing the parents of each student tested for the intellectually gifted program about the assessment results.

PRIVATE TESTING:

If a parent has their child privately tested and the child scores at or above the 90th percentile composite/full scale or the 90th percentile on approved subtests, the student must go through the full

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referral-to-placement process to be ruled eligible.
 Before a parent has their child privately tested, the parent selected psychometrist must be aware of previous testing in Phase II to ensure proper procedures are followed.

OUT-OF-STATE GIFTED ELIGIBILITIES:

Out of state students must satisfy Mississippi eligibility criteria before being considered for placement in the gifted program. No temporary placement.

ANNUAL REASSESSMENT:

Annually the district gifted coordinator and gifted teachers shall meet to reassess each gifted student's continuation in the gifted program. Documentation of meeting must include the name(s) of the student(s) discussed, a list of committee members present, and the date of the meeting. Students will be discussed under one of three options:

- Making progress and participates satisfactory in the Wings Program. Student will remain in the Wings Program.
- Not making progress and unsatisfactory participation in the Wings Program. An intervention plan will be developed and implemented for 6-8 weeks. At the end of the intervention period, the reassessment committee will meet and discuss the results of the intervention. If the student is making progress and participating satisfactory [intervention successful], the student will remain in the Wings program.
- If the 6-8 weeks intervention is unsuccessful and the student is still not benefiting from the Wings Program, the reassessment team will recommend that the student be removed from the Wings program.

If the recommendation of the committee is that the student should be removed from the Wings program, the parent must be notified and given the opportunity to discuss the decision with the committee before the student is removed. If the parents do not agree to the removal of the student from the program, the district shall grant the parents a hearing.

An impartial hearing shall be held within forty-five (45) calendar days of receipt of the written request. The District shall obtain as a hearing officer an individual who is not an employee of the District and who is knowledgeable of gifted students. The parent and student may take part in the hearing and have an attorney represent them at their own expense. The District also may be represented by counsel.

The hearing officer shall conduct the hearing so as to give the parents an opportunity to present evidence supporting their claim that their child remain in the gifted program. The District shall be given the opportunity to present evidence supporting its position with respect to the student. A tape recording of the hearing may be made by the District and a copy of the tape recording may be provided to the parents.

The impartial hearing will be conducted in an informal manner with the hearing officer directing the meeting and presentation of evidence. The hearing officer shall make a decision within fifteen (15) calendar days after the conclusion of the hearing. The decision shall be given in writing to the District's Gifted Coordinator and the parents.

The decision made by the hearing officer shall be final, except that any party aggrieved by the findings and decision shall have the right to bring civil action with respect to the issued of the due process hearing. Such action may be brought in any State court of competent jurisdiction or in a district court of the United States.

ANNUAL SELF-EVLAUTION OF THE LOCAL GEP

Beginning with 2006-2007 school year, each district shall submit to the MDE a copy of the GEP self-evaluation. This evaluation shall be made in accordance with the *Mississippi Gifted Education Program Standards*.

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DISTRICT TESTING: The district will test a student for gifted eligibility two (2) times.

Forest Municipal School District
Identification Matrix
Disadvantaged Gifted

Name: _____ Date: _____

Instrument	1 Point	2 Points	3 Points	4 Points	5 Points
Group intelligence test	80% - 84%	85% - 89%	90%-93%	94%-97%	98% & above
Normed achievement test	80% - 84%	85% - 89%	90% - 93%	94% - 97%	98% & above
Characteristics of giftedness (GES-2)	61 -70	71 - 80	81 - 88	89 - 94	95 -100
Creativity (GES-2)	61 -70	71-80	81 -88	89 - 94	95 - 100
Leadership (GES-2)	61 -70	71 -80	81 - 88	89 - 94	95 -100
Total					

Student's Score _____

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Minimal Acceptable Score is 15 (5 items times 3 points)