



Lafayette
County
SCHOOL DISTRICT

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Section: I Instructional Program

Policy Code: IDE Gifted Education Program

Policy:

MISSION

The mission of Lafayette County School District gifted program is to provide students who are identified as intellectually gifted and talented an exceptional education that fosters and encourages creativity, advanced thinking, social-emotional growth and the opportunity to maximize their personal potential.

GOALS

- To provide a differentiated curriculum that incorporates student interests, strengths, and learning styles while meeting cognitive, affective, and social needs.
- To provide a rigorous enrichment program and integrated arts that supports diversity in learning styles and individual responsibility.
- To enhance and develop student self-awareness
- To develop creativity and thinking skills
- To develop skills necessary to become future leaders
- To provide a curriculum that promotes lifelong learning and career development
- To foster beneficial relationships with our community

LAFAYETTE COUNTY SCHOOL DISTRICT GIFTED EDUCATION PROGRAM

In compliance with Mississippi Department of Education (MDE) gifted regulations and state mandate, the Lafayette County School District (LCS D) "QUEST" program for intellectually gifted students is an integral part of the school district's overall educational offerings. Services for intellectually gifted students in grades two through six are provided by properly endorsed teachers of the gifted in a self-contained room for a required minimum of 240 minutes per week.

LCS D shall electronically submit schedules of all gifted education program teachers to the MDE by February 1 and September 1 each year. To preserve the integrity of the program, LCS D will aim to keep Quest class sizes limited to 15 students. If at any time this threshold is exceeded, written justification must be submitted to the MDE.

MDE DEFINITION OF INTELLECTUALLY GIFTED

The State of Mississippi defines "intellectually gifted children" and "Gifted Education Programs" as follows: "Intellectually Gifted Children" shall mean those children and youth who are found to have an exceptionally high degree of intelligence as documented through the identification process. "Gifted Education Programs (GEP) shall mean special programs of instruction for intellectually gifted children in grades 2-12,...in the public elementary and secondary schools of this state. Such programs shall be designed to meet the individual needs of gifted children and shall be in addition to and different from the regular program of instruction provided by the district". Although the State of Mississippi recognizes permissive programming for academically gifted students in grades 9-12; artistically gifted children in grades 2-12; and creatively gifted children in grades 2-12, only intellectually gifted programs in grades 2-6 are mandated by law.

STUDENT IDENTIFICATION PROCESS

The student identification processes are separated into stages which include referral, data collection, Local Survey Committee (LSC) review of referral data, parental permission for testing, assessment, assessment report, and the LSC eligibility determination stage.

The identification process consists of a combination of subjective and objective measures to determine eligibility for the gifted program and includes an equitable opportunity for the inclusion of students with who are culturally diverse, underachieving, or disabled under the Individuals with Disabilities Education Act (IDEA) guidelines, physically handicapped, ADD/ADHD, as well as students who exhibit classroom behavior such as extreme shyness, short attention spans, disruptiveness, continua questioning, and anxiety. Throughout the identification process, district personnel are careful to select measures that target the student's strengths.

All data collected as part of the identification process is protected by the Family Educational Rights and Privacy Act (FERPA). Parents of gifted students shall be notified in writing about their rights under FERPA. Access to this information is restricted to those personnel working directly with the identification process, working directly in the gifted education program, or that have a documented need to access. Parents may request access to their child's data and an explanation of results by submitting a written request to gifted education personnel at any time.

Gifted student files shall be required to contain the following information:

1. Gifted Eligibility Form (GEF) INCLUDE:
 - a. Parent signature
 - b. Eligibility/ineligibility mark
 - c. Signed by LSC (minimum 2 signatures)
 - d. Eligibility date
2. Permission for Gifted Service Form INCLUDE:
 - a. Parent signature
3. Assessment Report
4. Referral Documentation
5. Original Protocols can INCLUDE:
 - a. Objective measure(s)
 - b. Subjective measure(s)
 - c. Individual assessments(s)

IN-STATE GIFTED TRANSFER STUDENTS:

In compliance with MS Department of Education Gifted Regulations, students who have a valid Mississippi gifted eligibility ruling do not have to be re-evaluated. A Mississippi eligibility determination in any of the four areas shall be accepted by all school districts within the state provided the district has a program in the area for which the student has eligibility. Currently the LCSD gifted services are provided for intellectually gifted students in the mandated grade levels, second through sixth. Prior to providing services for in-state gifted transfer student, the LCSD shall collect a copy of the student's Gifted Eligibility Form, and assessment report, and obtain parental permission for placement.

OUT-OF-STATE GIFTED TRANSFER STUDENTS:

Intellectually gifted students from out of state will be accepted into Mississippi Gifted Education Programs if they have met the 91st percentile on an IQ test. As per gifted regulations, if this criterion is met, reassessment of out-of-state transfers will not be required for gifted services. This includes students from military families based on the Military Interstate Children's Compact.

INDEPENDENT OR PRIVATE ASSESSMENTS

If a student is assessed privately, the district will consider assessment results on the following conditions:

- The assessment is conducted by a licensed examiner within the last twelve months and is mailed by the licensed examiner directly to the Central Office Coordinator for Gifted Education.
- The student must also satisfy the district's other referral and assessment criteria as outlined in the Mississippi Department of Education Regulations for Gifted Programming.

REFERRAL

There are two types of gifted referral processes:

- Type One - Mass Screening Referral Process addresses those students who are mass screened for gifted eligibility.
- Type Two - Individual Referral Process addresses those students who are referred by a parent, teacher, counselor, administrator, or others who have reason to believe that the student might be intellectually gifted.

A student may be referred for consideration, pending documentation of the referral criteria by a parent, teacher, counselor, administrator, peer, self, or anyone else having reason to believe that the student might be intellectually gifted. While grades and/or achievement test scores might be an indicator of giftedness, by MDE Regulations, neither classroom behavior, grades, or achievement test scores may be used to eliminate a student from the identification process.

A referral must be initiated by written request to the teacher of the gifted or gifted coordinator. Once a referral process has been initiated with a dated and signed referral form, only the Gifted Local Survey Committee (LCS) or parents can stop the identification process. The 90-day assessment timeline begins on the date that a signed and dated student referral is submitted by anyone believing that the student may be intellectually gifted.

Mass Screening Referral Process

The Lafayette County School District will screen all students in first grade each year using a normed group measure of intelligence. Students who obtain a full scale/composite score at or above the 90th percentile on the normed group measure of intelligence shall move forward in the referral process. Students with special considerations for gifted assessment, who score at or above the 84th percentile but lower than the 90th percentile on the normed group measure shall move forward in the gifted identification process.

In addition to the normed group measure of intelligence obtained in the mass screening, a student shall satisfy two of the following additional criteria before moving forward to Stage 2 in the LSC Review of Referral Data:

1. a score at or above the superior range on a normed published characteristics of giftedness checklist,
2. a score at or above the superior range on a normed published measure of creativity,
3. a score at or above the superior range on a normed published measure of leadership,
4. 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,
5. a score at or above the 90th percentile on a normed measure of cognitive ability,
6. a score at or above the 90th percentile on an existing measure of individual intelligence that has been administered within the past twelve months, and/or
7. other measures that are documented in the research on identification of intellectually gifted students.

Individual Referral Process

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. A referral must be initiated by written request to the teacher of the gifted or gifted coordinator. After the signed and dated referral is received, district personnel shall collect the data required to satisfy the referral criteria. Once a referral form has been initiated, signed, and dated, only the LSC or parents can stop the identification process.

Students participating in the Individual Referral Process shall satisfy three of the following criteria before moving forward to the LSC Review of Referral Data Stage:

1. a score at or above the 90th percentile on a group measure of intelligence that has been administered within the past twelve months,
2. a score at or above the superior range on a normed published characteristics of giftedness checklist,
3. a score at or above the superior range on a normed published measure of creativity,
4. a score at or above the superior range on a normed published 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 the 90th percentile on a normed measure of cognitive ability,
7. a score at or above the 90th percentile on an existing measure of individual intelligence that has been administered within the past twelve months, and/or other measures that are documented in the research on identification of intellectually gifted students.

LSC REVIEW OF REFERRAL DATA

Once the referral data have been collected, the LSC shall review all data and make one of the following recommendations:

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

SPECIAL CONSIDERATIONS FOR GIFTED IDENTIFICATION

The LSC shall make the decision as to the possibility that the student could be eligible for consideration as a candidate for Special Consideration for Gifted Identification. If it is believed that the student might have a special consideration for gifted identification, then the special considerations for gifted identification checklist will be completed for possible use during the assessment process. The Special Considerations for Gifted Identification Checklist (formerly Emerging Potential Checklist) makes provisions for certain factors that exist and that may require special considerations when inappropriate instruments are used during the assessment process. All students should be considered when using the Special Considerations for Gifted Identification Checklist. These students shall be given special consideration(s) during the gifted identification process.

PARENTAL PERMISSION FOR TESTING

At this time, district personnel shall obtain written parental permission for testing. District personnel shall also notify parents in writing about their rights under FERPA.

ASSESSMENT

Once the LSC has determined that a student has satisfied minimal referral criteria in order to move forward to the assessment stage, district personnel shall review and compile all data available on the student. This data shall also be made available to a licensed examiner. The assessment stage is the individual test of intelligence, which shall be administered by a licensed examiner. In no case will the examiner be related to the student being tested. The examiner shall review all available data on the student to select the most appropriate test of intelligence. The examiner shall provide a signed and dated report of the test administration to include testing conditions, scores on all subtests or subscales, and the strengths and weaknesses of the student. A student must score at or above the 91st percentile composite/full scale or the 91st percentile on approved subtests (as per publisher) in order to satisfy eligibility criteria.

Students who have satisfied criteria on the Special Considerations for Gifted Identification Checklist who did not satisfy minimally acceptable criteria on an individual test of intelligence, but, did score at least at the 84th percentile or have a scale score that falls within the range of the 90th percentile confidence interval of the state minimum scale/percentile score may be administered one of the following additional measures to determine eligibility:

1. A test of cognitive abilities with a minimal score at the 90th percentile,
2. A group intelligence measure with a minimal score at the 90th percentile, or
3. A district-developed matrix approved by the Mississippi Department of Education (MDE).

Potentially Twice-Exceptional Students

In compliance with MDE gifted regulations, students who already have an eligibility ruling under IDEA and are being assessed for an intellectually gifted eligibility will be considered potentially Twice-Exceptional. Students who did not satisfy all of the required minimal acceptable referral criteria, but did meet at least one referral criterion, shall have their results reviewed by the LSC and a licensed examiner. If the student scores at or above the 91st percentile on the individual test of intelligence (composite score or approved subtest score) or, in the opinion of the reviewing committee, would benefit from participation in the intellectually gifted program, the student may be granted a provisional eligibility for the intellectually gifted program for a period of one year. At the end of that year, the student's teacher of the gifted shall meet with the review committee to discuss the student's performance in the program. If the student has demonstrated success in the program, the LSC shall change the eligibility status from provisional to regular eligibility. If the student has not been successful

in the program, the provisional eligibility shall be revoked.

ASSESSMENT REPORT

District personnel shall write an Assessment Report, which must contain the following components:

1. Student's name,
2. Name of at least three measures from Stage 1: Referral that were used to determine the need to administer an individual test of intelligence,
3. Results of each measure,
4. Name of individual who administered or completed each measure and the date administered or completed,
5. Test behaviors for any individually administered test(s),
6. Interpretation of the results of each individually administered test(s),
7. Name of the person who administered the individual test of intelligence and date test was administered,
8. Qualifications of the individual who administered the individual test of intelligence,
9. Results of the individual test of intelligence to include scores on all subtests and, identified strengths and weaknesses,
10. Name of the person responsible for writing the Assessment Report, his/her signature, and position, and
11. Date of the Assessment Report.

LSC ELIGIBILITY DETERMINATION

Once the Assessment Report is finalized, the LSC shall meet to review all data and determine if eligibility criteria have or have not been satisfied. The LSC shall rule that the student is or is not eligible for the intellectually gifted program.

PARENTAL NOTIFICATION

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

PLACEMENT IN THE GIFTED PROGRAM

After a student has been ruled eligible for the gifted program, written parental permission for placement shall be obtained before the student is placed in the program.

Once a student is ruled eligible for gifted education services, participation in the gifted program is an entitlement under the Mississippi Gifted Education Act of 1989, Mississippi Code Sections 37-23-171 through 37-23-181.

As per gifted regulations, the LCSD is responsible for ensuring that intellectually gifted students are being serviced during the administration of state and district assessments. A modified or alternate schedule is permitted and must be made available to the MDE upon request.

ANNUAL REASSESSMENT

A committee shall meet at least annually to reassess each gifted student's continuation in the gifted program. The committee must include at least the student's gifted teacher and a designated administrative representative. Documentation of the meeting will be maintained by the district and will include the name(s) of the student(s) discussed, a list of the committee members present, and the date of the meeting.

Since participation in the gifted program is an entitlement under law, students should remain in the gifted program as long as they are being successful in the program. Grades and/or success in the regular education program is the responsibility of the regular classroom teachers and should not be considered as a reason for removal from the gifted program.

Should the committee determine that a student should exit the QUEST program due to lack of progress and/or unsatisfactory participation in the program, the student's parents will be notified and given the opportunity to discuss the decision with the committee before the student is removed. Should the parents not agree to the removal of the student from the program, the parents have the opportunity to appeal the decision and have a hearing.

HEARING PROCESS

Parents who are not in agreement with the school-based committee decision to remove a student from the gifted program will present their concerns, orally or in writing to the principal of the school. The principal and the parent will attempt to resolve the matter informally. If the parents are not satisfied with the action taken by the principal, the parents shall, within five (5) school days after meeting with the principal, put their concerns in writing and present them to the Lafayette County School District's gifted contact person. The gifted contact person will schedule a meeting of the LSC within five (5) school days or a timeframe agreed upon by the parents. Parents will be extended an invitation to attend the LSC meeting. The LSC will render a written decision based on information shared during the meeting.

REINSTATEMENT PROCEDURES

Once a student is placed in the gifted program, he/she will most likely continue in the program. However, students who are unable to maintain satisfactory performance within the structure of the program may be exited.

Parents may opt out of participation for their child in the gifted program by completing an exit form.

Any student who exits the program will be removed for the remainder of the school year. Students will be considered for reinstatement in the gifted program at the beginning of each academic year at the request of the parents and with the recommendation of classroom teachers. Consideration and arrangements for reinstatement in the program will be made through the LSC. Written notification of the student's eligibility for reinstatement will be forwarded to the parents and teachers of the student. Written parental permission must be obtained before the student can be placed in the program.

GIFTED STUDENT IN ALTERNATIVE SCHOOL SETTINGS

The LCSD is responsible for ensuring that intellectually gifted services continue for students who are placed in an alternative school setting.

The amount of time and the way services are provided shall be determined by the LCSD.

MDE MANDATED GIFTED OUTCOMES AND STANDARDS

In compliance with MDE Gifted Regulations, activities in the intellectually gifted education classes shall develop and enhance the skills established in the Gifted Outcomes document, the Gifted Teaching Strategies notebook, and required components of the Gifted Education Program Standards document. The activities shall enhance the integration of advanced content and individual student interests by utilizing higher-level thinking skills, creative problem solving, critical thinking skills, research skills, personal growth, human relations exercises, leadership skills, and creative expression. Activities shall also create an appreciation for the multicultural composition of the school and community. As gifted students work under specific gifted outcomes, process skills, and standards, withholding permission to attend gifted classes shall not be used as a disciplinary measure.

HOMEWORK/CLASSWORK

As outlined in MDE Gifted Regulations, gifted students may not be required to make-up class work missed when they are scheduled to be in the gifted classroom. Gifted students shall be held accountable for demonstrating mastery of concepts and information on regularly scheduled tests. It should be noted that some gifted students will not be high academic achievers for a variety of reasons. It is not reasonable to expect intellectually gifted students, by virtue of having been granted one of those gifted eligibility rulings, to make all A's and B's nor is failure to do so a reason to remove a student from the gifted program.

MAINTENANCE AND DESTRUCTION OF GIFTED STUDENT FILES

In alignment with LCSD procedures for maintenance and destruction of special education files, intellectually gifted student files shall be held for five (5) years after high school graduation. Prior to shredding, notice will be posted that these records are available to parents or students eighteen (18) years of age or older with proper identification. These records may include information on referral, assessment, placement, and participation in the gifted education program including authorizations and evidence of eligibility.

LEGAL REFERENCES:

Mississippi Gifted Education Act of 1989, Mississippi Code Sections 37-23-171 through 37-23-181
Regulations for Gifted Education Programs in Mississippi (2023)

Last Review Date: 7/2/2024

Exhibits:

Regulations:

References:

37-23-173 - [Legislative findings and declarations; purpose](#)

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