

**OFFICE OF INSTRUCTIONAL ENHANCEMENT AND INTERNAL OPERATIONS**  
**Summary of State Board of Education Agenda Items**  
**January 17-18, 2013**

**OFFICE OF CURRICULUM AND INSTRUCTION**

11. Approval to revise the *Regulations for the Gifted Education Programs in Mississippi*  
(Has cleared the Administrative Procedures Act process with public comments)

**Executive Summary**

Per Accreditation Standard 23.9, State Board Policy 3700, and Mississippi Code Section 37-23-171 through 181, school districts are required to provide gifted education services to eligible students in grades 2 through 6. In an effort to provide effective guidance and support to districts, a committee comprised of district leaders, teachers, psychometrists, and higher education faculty reviewed and revised the *Regulations for the Gifted Education Programs in Mississippi*. This document provides minimum requirements and recommendations for the operation of gifted programs in the schools of Mississippi.

Recommendation: Approval

Back-up material attached

**Mississippi Department of Education  
Office of Instructional Enhancement  
Regulations for the Gifted Education Program in Mississippi  
Revision Summary – January 17-18, 2013**

**Student Identification Process**

- Revised the process to clarify the six stages for identifying students for gifted.
- Required districts to complete mass screening in at least one grade level each year to identify students who might not otherwise show potential for gifted.
- Used state minimum cut scores for screening process, resulting in a simplified one-step assessment and eliminating redundancy in the identification process.
- Increased the cut score for IQ testing from 90th percentile to 91st percentile to align with psychometric recommendations.
- Required districts to provide justification when raising IQ assessment cut scores above the state minimum.
- Changed language from "disadvantaged for gifted" to "emerging potential for gifted assessment/identification".
- Decreased the cut score for emerging potential for gifted from the 85th percentile to the 84th percentile to align with the percentage rankings on the instruments.
- Added a schematic representation of the Student Identification Process for all categories.

**Class Size**

- Required a maximum class size of 12 students rather than recommending a class size of 9-10 students for grades 2-8.

**Programming Options**

- Revised class time recommendation to 300 minutes per week with a minimum of 240 minutes per week to allow schools with non-traditional schedules some flexibility in minimum class time requirements for gifted instruction.

**Proposal for Gifted Program Form**

- Specified that the Proposal for Gifted Program Form be submitted to the MDE Office of Curriculum and Instruction instead of the State Board of Education.

**Annual Self-Evaluation of the Local Gifted Education Program**

- Required districts to maintain on file a copy of the annual self-evaluation instead of submitting each year to the MDE.

**Non-compliance**

- Added accreditation status downgrade as a consequence of non-compliance with gifted regulations and deleted statement about withholding/reducing funds and the associated hearing/appeals process.

**Appendix**

- Added an appendix section that includes an Emerging Potential for Gifted Checklist and the Gifted Program Proposal Form.

## RESPONSES TO PUBLIC COMMENTS

The *Regulations for Gifted Education Programs in Mississippi* cleared the Administrative Procedures Act (APA) process on November 13, 2012, with public comments. The following changes were made as a result of comments received through the APA process.

- I. Three typographical corrections were made to the document.
- II. Page 6 of the document submitted for APA required potentially twice-exceptional students to meet the following 3 steps for provisional eligibility in an intellectually gifted program:
  1. meet at least one referral criterion,
  2. score at or above the 91st percentile on the individual test of intelligence, and
  3. receive a referral by the reviewing committee for participation in the intellectually gifted program.

Revised language requires potentially twice-exceptional students to meet the following 2 steps for provisional eligibility in an intellectually gifted program:

1. meet at least one referral criterion, and
2. score at or above the 91st percentile on the individual test of intelligence OR receive a referral by the reviewing committee for participation in the intellectually gifted program.

Training for local school district contacts will be provided to address the revisions and other questions.

**From:** Letitia Banks <lbanks@lauderdale.k12.ms.us>  
**Sent:** Thursday, November 01, 2012 8:49 AM  
**To:** Gifted  
**Subject:** Revisions

The Mississippi Gifted Education Act of 1989 requires teachers of the gifted to provide a gifted program that meets the individual needs of the gifted students being served. The size of each class in grades 2-8 should be fewer than 12 students. Once a class reaches 12 or more students, the integrity of the program could be negatively impacted. General education class size as mandated in the accreditation standards is inappropriate for gifted classes. The integrity of the program shall be maintained.

I think the class size of 12 will probably be ok but not having a minimal of 4 is not a good idea. To meet certain process skills you need to have at least 4. If it is not there principals and others may try and take advantage of just having 2 or three students.

--

Letita Banks

**From:** Mary Breland <maryjobre@yahoo.com>  
**Sent:** Monday, November 12, 2012 5:38 AM  
**To:** Gifted  
**Cc:** dfowler@tds.net; k\_debar@hotmail.com; mbreland@greene.k12.ms.us  
**Subject:** whine, without the cheese

The weakness of the wording of this document worries me. Why were the parents of the gifted not sent this secretive, hard-to-find, little “change”?

Some of my issues:

“should” be limited to class size of under 12 is a vague and unenforceable

Do we see any accountability about the money given to the gifted program? No.

Gifted funds should be spent on the gifted children—teacher pay, and classroom supplies. That’s a no-brainer.

It is now perfectly legal for the local school to spend the gifted funds AS THEY PLEASE AND NOT LIMITED TO GIFTED CHILDREN. Make the county publish how the money was spent ON THE GIFTED CHILD for hands-on activities, field trips, and advance explorations in chemistry, language, and art.

Do we know how much money that is? No we don’t.

Hands-on materials are expensive and after the \$200 or so the teacher is given, the TEACHER pays for supplies. To make the school experience interesting, it takes money. Copies, internet, small classes are not the answer to preparing the high-IQ child to become a life-long learner and global citizen.

Mary Breland 601-394-2388, after 5 pm

**From:** Sabrina Dalton <sdalton@lauderdale.k12.ms.us>  
**Sent:** Wednesday, October 24, 2012 11:56 AM  
**To:** Gifted  
**Subject:** Gifted Revisions

Mr. Spears,

I would like to see there still be a minimum number of students per class of 4 as any less than 4 makes it near to impossible to provide instruction on Group Dynamics and Leadership within groups as there aren't enough to constitute groups with 3 or less students.

--

Sabrina Dalton  
Lauderdale County School District  
Gifted Contact Person  
601-737-2279 (work)

**From:** Lacy Dykes <lacy.dykes@petalschools.com>  
**Sent:** Thursday, November 08, 2012 9:08 AM  
**To:** Gifted  
**Cc:** Beth Roberts; Cindy Lomas; Kelley Rinebold; Mary Roberts; Rhonda Emmons; Robin; Jo Powell; Shannon Anderson  
**Subject:** gifted regulations

Good morning!

The Petal School District gifted teachers met and reviewed the draft of the gifted regulations. We really appreciate the class size being less than 12 and like how teacher units are assigned.

• Our main concern is in the wording of the time allotted weekly. We would like for it to say that 300 minutes or 240 minutes is MANDATORY and not recommended.

Thank you for your consideration.

--

Lacy Dykes  
Petal Upper Elementary  
Gifted Workshop

**From:** Debby Fowler <dlfowler@tds.net>  
**Sent:** Monday, November 12, 2012 7:23 PM  
**To:** Gifted  
**Subject:** Input for Regulations for Gifted Education Programs 2012

- Seven step process versus six:  
Step 7: Parental permission to place

Page 3: Note: Valid Mississippi gifted education eligibility ruling ... there is not a process for parents/teachers when this process fails.

Example: In August, three students transferred to our school with possible gifted education ruling within our state. I forwarded the name of the students, schools attended and phone numbers to our gifted contact person. After a week, I requested a status on the students. A few more weeks went by and parents were contacting me concerning the placement of their students. I forward another request and was informed the student records have been requested. After 45 days without any word, I sent a follow-up e-mail. I informed the program coordinator that my parents were not happy and gave her a heads-up that they would be contacting her. My lack of judgement to include the words that I had to agree with the parents that this is unsatisfactory only led to more dissension. The following day, I was informed through my Principal via the Superintendent that I was no longer allowed to e-mail the gifted contact person. So much for attempting to be an advocate on the part of my gifted students. At the end of the first nine weeks, one parent notified a school board member, and her son was added to my roster within the week. As for the other two students, they are still not receiving services. Although gifted services is supposedly an entitlement under the law and transfer students retain their eligibility ruling, the system does not always work.

Page 4: Type One - Mass Screening Referral Process is currently being used to identify underrepresented populations. Although this process has been very beneficial to identify many students that would not have been identified via a teacher; it is undermined by requiring a referral process in order to have the student tested. Many teachers will not rate the students high enough to continue the process.

Page 8: Schematic of Identification Process

Great visual of the process. It would be greatly strengthen if they would be a time frame attached to each step of the process. I have seen this process take almost the entire year. If second graders do not begin the identification process until the middle of October - with testing commencing sometime in January - and possible placement or retesting in February/March; I question the validity of having a mandated second grade gifted program in our district. Expected time frames would alert/assist the parents and teachers of the process and time required for each step.

Page 23: Class size

12 or more students... the integrity of the program **could be** negatively impacted. (Weak)

Page 24: Gifted students in grades 2-8 **may not** be required to make up classwork missed when they are **scheduled** to be in the gifted classroom. (Weak)

Students (are not/will not) required to....

participating/attending, etc. vice scheduled (A gifted student should not be allowed to miss gifted classes for whatever reason and not be held accountable for classwork either. We are giving them a free pass for doctor appointments, etc)



Gifted teacher units

4. The teacher service fewer than 20 students, more than 45 students... shall be prorated. (Weak: will be prorated)

6. The date entered into the Mississippi Student Information System (MSIS) shall be the official numbers for the purposes of funding gifted teacher units.

Four years ago, the state took a snapshot - like the month of November for funding. I remember having to sign over several students to another teacher so that I would be in compliance. The additional teacher was available for an hour or two to come in and assist which did not reduce my workload. For the past several years, without accountability, I have had numbers in the sixties and seventies. This has led to much of the dissension within our district. The retention of our 7th and 8th grade program has greatly impacted only one location. The Superintendent has refused to speak to me concerning this issue. I am currently at my all time low with 47 students. Due to the way the numbers fall, I am currently teaching one class of eighteen students and another with thirteen students. I am still awaiting the placement of two transfer students and the second grade to be tested. Our recent screening produced 29 possible students to be tested. The district is not concerned how many students I am assigned, whether we are in compliance, or even if my job becomes prorated as long as we are providing services for our 7th and 8th grade students. I am in one of two schools within our district that services gifted in grades 2-8. The other school has approximately 22 students. There is a difference in your workload if you are servicing a few grade levels versus 7 grade levels. There is nothing in the regulations to protect the overloaded teacher. Maybe in addition to being prorated, the district should required a supplemental pay for the teacher.

Page 26: If a district does not comply... or fails to correct a problem... the district accreditation status **may be** down graded. (Weak: will be)

Respectfully submitted,

Debby Fowler

Gifted Teacher

SHS, Greene County School District

601-989-2021 (School)

601-394-6096 (Home)

Email: [dlfowler@tds.net](mailto:dlfowler@tds.net)

**From:** Carol Ladner <justcarol66@yahoo.com>  
**Sent:** Monday, November 12, 2012 11:33 AM  
**To:** Gifted  
**Subject:** MS Gifted Students Program Funding

Request for changes and explanation APA document and process:

Please limit the use of Gifted Students' funding so that the money can only be spent on the Gifted Program and not the general school funding. The money should be limited to the Gifted Program - period.

Please limit the number of students to definitely not more than 12 without ambiguous wording.

Please place transparency requirements on the spending so that there is publication and accountability on exactly where the money is being spent.

The amount of money being spent per child per school district should be boldly stated in exact dollars and published.

Comments:

Other countries have pulled ahead of the U.S. because they realize the potential of their gifted children and concentrate their efforts into developing their natural abilities and talents. If the U.S. would concentrate their educational resources into our gifted children we would be academically unbeatable globally.

**From:** Jerry Molaison <jmolaison@southpike.org>  
**Sent:** Monday, October 22, 2012 2:37 PM  
**To:** Gifted  
**Subject:** comment on proposed changes  
**Attachments:** proposed gifted\_2012.pdf

See attached.  
Comments on pages 3,6,8,21,22, and 24.

JM

**NOTE:** Students who have a valid Mississippi gifted eligibility ruling do not have to be reevaluated. See the annual reassessment statement for information on continued placement in a gifted program. A Mississippi eligibility determination in any of the four areas shall be accepted by all school districts within state provided the district has a program in the particular area for which the student has eligibility.

**PROCEDURAL SAFEGUARDS**

All data collected as part of the identification process are protected by the Family Educational Rights and Privacy Act (FERPA). Parents must be notified of their rights under FERPA. It is the obligation of the local district to ensure that parents understand these rights. All information/data collected as part of the identification process shall be placed in an individual eligibility file for each student. These files and the information contained therein shall not be placed in the student's cumulative record folder. The files shall be maintained in a separate locked storage facility/file cabinet, and access to the information shall be restricted to those personnel working directly with the identification process, working directly in the gifted education program, or that have a documented need to know.

Once the referral process begins, parents must be informed of the information/data that is collected. Parents shall have access to these records. Each district shall have a policy that establishes the process that parents shall adhere to when requesting to access these files. Parents shall be made aware of their rights to an explanation of the results of the Assessment Team Report.

**LOCAL SURVEY COMMITTEE (LSC)**

Each district shall establish an LSC for the GEP. The LSC shall be involved in determining a student's eligibility for an intellectually gifted, artistically gifted, creatively gifted, and/or academically gifted program. The LSC shall include, but is not limited to, gifted education teachers and administrators. It may include regular education teachers, school psychologists or psychometrists, and parents. It should include a special education teacher when a student is being considered for an eligibility under the twice-exceptional criteria. The LSC may be a building level committee which is responsible for students enrolled at that school, a district level committee which is responsible for students enrolled in the entire district, or a combination of the two.

**IDENTIFICATION OF INTELLECTUALLY GIFTED STUDENTS**

**NOTE:** Throughout the identification process, district personnel shall be careful to select measures that target the student's strengths.

Author: jmolaison Subject: Sticky Note Date: 10/22/2012 2:01:29 PM -05'00'  
incorrect grammar/usage  
Author: jmolaison Subject: Sticky Note Date: 10/22/2012 2:02:56 PM -05'00'  
This defeats the reasoning for the emerging hubbub

**STAGE 4: 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, whether or not it satisfies minimal identification criteria, and use that information to select the most appropriate test of intelligence. Standard operating procedures should be followed during the selection and administration of all assessments as reflected in the examiner's manuals. 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.

District personnel shall make decisions as to whether the minimal acceptable criteria set in regulations will be used, or if a higher minimal acceptable criteria will be used. The assessment criteria and acceptable minimal scale/percentile scores to be used shall be documented in writing in the district's Gifted Education Program Proposal submitted to and approved by the Office of Curriculum and Instruction at the MDE. If a district decides to raise its minimal acceptable scale/percentile score for gifted eligibility above the state minimum scale/percentile score, justification shall be provided to the MDE in writing. Included in the justification must be documentation that the district continuously addresses the Emerging Potential for Gifted guidelines as outlined in the regulations.

**Emerging Potential for Gifted**

Students who have satisfied criteria on the Emerging Potential for Gifted Checklist who did not satisfy minimal acceptable criteria on an individual test of intelligence, but, did score at least at the 84<sup>th</sup> percentile or has a scale score that falls within the range of the 90<sup>th</sup> 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 90<sup>th</sup> percentile,
2. A group intelligence measure with a minimal score at the 90<sup>th</sup> percentile,
3. A district-developed matrix approved by the MDE.

Identification criteria, as approved by the MDE on the local district's Gifted Education Program Proposal, must be satisfied for a student to be ruled eligible by the LSC for the intellectually gifted education program.

**Potentially Twice-Exceptional Students**

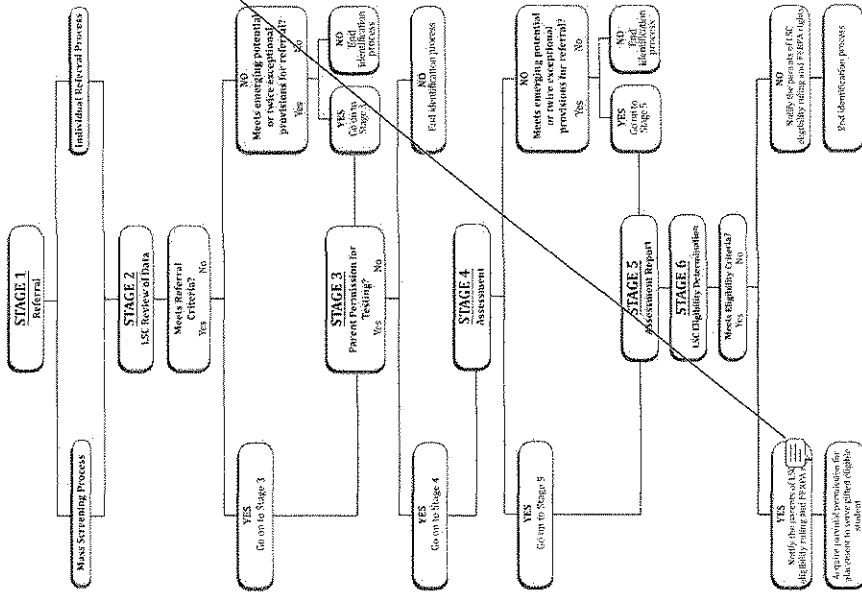
Students who already have an eligibility ruling under IDEA and are being assessed for an intellectually gifted eligibility, and who did not satisfy all of the required minimal acceptable referral criteria but did meet at least one referral criterion shall have their results reviewed by the LSC and a licensed examiner. If the student scores at or above the 91<sup>st</sup> percentile on the individual test of intelligence (composite score or approved subtest score) and in the opinion of

Author: jmolaison Subject: Sticky Note Date: 10/22/2012 2:11:07 PM -05'00'  
 Rather defeats the purpose of raising the qualifying percentile to 91.  
 As I understand this-- a child can score @ 85 %ile on the mass screener, complete a checklist, reach the IQ stage, score @ 84 %ile (ex:RIAS- 115), then score a 90th %ile on a 8 level IQ measure or use a matrix.  
 That does not clarify the id process. It is more akin to a solution in search of a problem.  
 You have raised the standard to 121 unless the child is emerging then it is 115?  
 Scrolled down to the checklist-- so emerging potential is nothing but a euphemism for ADD/HD and ELL, and 2X exceptional for Autism-- although I don't understand why 2X Exceptional isn't treated the same as Emerging regarding percentiles and additional measures.  
 ADD students only have to be 1 STD above the mean to be considered gifted while everyone else has to be at the 91st %ile. Not a level playing field. I am sure if the regular teachers understood this there would be a massive influx of "Emerging" gifted students.

### SCHEMATIC OF IDENTIFICATION PROCESS FOR INTELLECTUALLY GIFTED STUDENTS

Author: Imolaison Subject: Sticky Note Date: 10/27/2012 12:57:10 PM -05'00'

Author: Imolaison Subject: Sticky Note Date: 10/27/2012 1:26:08 PM -05'00'  
Parents should receive FERPA when they sign permission to test at Stage 3.



**PARENTAL PERMISSION FOR PLACEMENT**

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

**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 teacher of the gifted and a designated administrative representative. Documentation of the meeting must be maintained and must 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 program due to lack of progress in the program and/or unsatisfactory participation in the program, the student's parents must 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 local district shall grant the parents a hearing. Each local school district should have a policy in place as to how this hearing will be conducted and how the lack of agreement will be resolved.

**MISSION/PHILOSOPHY STATEMENT**

Each district shall have on file a written Mission/Philosophy Statement with accompanying goals and objectives. This statement shall be available to administrators, teachers, and counselors, and available to parents at the school site.

**INSTRUCTIONAL MANAGEMENT PLAN (IMP)**

Each local school district shall have a written IMP for the intellectually gifted program and for all other gifted programs (academically gifted, artistically gifted, and/or creatively gifted) that the district offers. The IMP shall include, at a minimum, the following components:

1. District mission/philosophy statement, including goals and objectives.
2. The components of the Mississippi Gifted Education Program Standards,
  - a. Differentiated activities,
  - b. Scope and sequence of program process skills (outcomes),
  - c. Career exploration and life skills,
  - d. Exposure to and appreciation for the visual and performing arts,
  - e. In-class counseling/guidance for gifted students,
  - f. Socio-emotional needs of gifted students,
  - g. Affective needs of gifted students, and
  - h. Needs of gifted at-risk students.
3. Program outcomes for the specific gifted program(s) offered.

Author: jmolaison Subject: Sticky Note Date: 10/22/2012 1:30:00 PM -05:00  
 Redundant. Theoretically, the mission statement is rather broad and guides the specific goals of the IMP

**PROGRAMMING OPTIONS**

Author: jmelaison Subject: Sticky Note Date: 10/22/2012 1:45:04 PM -05'00'  
 Sneaky how you added grades 7 & 8 when only 2-6 is required by law. Does this mean we have to serve 7 and 8 grade students?

**INTELLECTUALLY GIFTED PULL-OUT RESOURCE (GRADES 2-8)**

A group of all intellectually gifted students is provided services by a properly endorsed teacher in a resource room for a recommended 300 minutes per week, or a minimum of 240 minutes per week. The activities in the gifted class should develop and enhance the process skills in the outcomes document, the teaching strategies notebook, and required components of the gifted program standards document. Some of the activities should be short-term exploratory activities that introduce students to ideas and concepts not normally covered in the regular education program. The activities should enhance the integration of advanced content and individual student's interests utilizing higher-level thinking skills, creative problem solving, critical thinking skills, research skills, personal growth and human relations exercises, leadership skills, and creative expression. Activities should also create an appreciation for the multicultural composition of the school and community.

**INTELLECTUALLY GIFTED (GRADES 9-12)**

Intellectually gifted students in grades 9-12 may be served in an academically gifted program. They may also be served in an enrichment pull-out program like the one for intellectually gifted students in grades 2-8. They shall be provided these services by a properly licensed teacher holding a gifted endorsement. The class shall satisfy time requirements for a Carnegie Unit course.

**ACADEMICALLY GIFTED (GRADES 9-12 ONLY)**

The Mississippi Gifted Education Act of 1989 requires that the GEP shall be in addition to and different from the regular program of instruction. Not all academic classes have been approved for the academically gifted program. Local district personnel should reference the gifted section in the *Approved Courses for the Secondary Schools of Mississippi* to determine if a course may be taught as part of an academically gifted program. The IMP for the course must show how it is in addition to and different from the same course if it were taught in the regular education program. Teachers shall have a valid teaching license in the appropriate secondary area and the gifted endorsement. The class shall satisfy time requirements for a Carnegie Unit Course.

**ARTISTICALLY OR CREATIVELY GIFTED RESOURCE PROGRAM (GRADES 2-8)**

Artistically gifted or creatively gifted students are provided services by a properly endorsed teacher in a self-contained classroom for a recommended 300 minutes per week, or a minimum of 240 minutes per week. The activities should develop and enhance the process skills in the outcomes document and the integration of advanced content and individual students' interest. Activities should also create an appreciation for the multicultural composition of the school and community. The IMP must show how the activities are in addition to and different from classes in the visual/performing arts if they were taught in the regular education program.

**ARTISTICALLY OR CREATIVELY GIFTED (GRADES 9-12)**

Artistically gifted or creatively gifted students shall be provided courses appropriate to their eligibility ruling. Local district personnel should reference the gifted section in the *Approved*



## HOMework/CLASSWORK

Gifted students in grades 2-8 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, artistically gifted students, and/or creatively gifted students, by virtue of having been granted one of those gifted eligibility rulings, to make all A's and B's. The exception is academically gifted students in grades 9-12 who have been ruled eligible based upon exceptionally high academic achievement in the pertinent area being served.

## GIFTED TEACHER UNITS

When the gifted education program funding is provided as an add-on program by the state legislature, the funding formula for gifted teacher units in grades 2-6 shall be as follows:

1. The first teacher unit shall be funded on the basis of a minimum of 20 identified and participating students.
2. The second gifted teacher unit shall be funded when there are 41 identified and participating students.
3. Additional gifted teacher units shall be funded based on the 40 + 1 formula.
4. The teacher serving fewer than 20 students, more than 45 students, or working less than full time in the gifted program shall be prorated.
5. No student may be counted more than once for the purpose of justifying funding of a gifted teacher unit.
6. The data entered into the Mississippi Student Information System (MSIS) shall be the official numbers for the purposes of funding gifted teacher units.

**NOTE:** If funds are available for permissible programs in grades 7-8, the teacher unit funding formula shall be the same as it is for grades 2-6.

If funds are available for permissible programs in grades 9-12, gifted teacher units in grades 9-12 shall be funded as follows:

1. If a teacher serves at least 7 identified and participating students and no more than 14 identified and participating students, that class period shall be funded.
2. If a teacher serves fewer than 7 identified and participating students or more than 14 identified and participating students, that class period shall be considered for prorated funding.
3. If a teacher serves at least 7 identified and participating students and no more than 14 students (some of whom are not identified), the class period shall be prorated based upon the percentage of identified students in the class.

## PLANNING TIME

Each teacher of the gifted in grades 2-8 should have a daily planning period of not more than 60 minutes. This time is needed to develop activities to meet the individual needs of gifted students

**From:** Robin Rector <robin.rector92@gmail.com>  
**Sent:** Monday, November 12, 2012 11:13 PM  
**To:** Gifted  
**Subject:** 2012 Gifted Regulations

Mr. Spears,

The wording in the proposed 2012 Gifted Regulations states recommended 300 minutes and I feel like it needs to say Mandated 300 minutes. Special Permission will be granted for schools to reduce mandated minutes to no less than 240 minutes per week. This is only for schools that have a schedule where students change classes each period and the class periods are less than 60 minutes. If it is left recommended schools might think that they have the option of only having the gifted students served in the program for 240 minutes per week.

I like how the proposal states that the gifted program shall maintain integrate by limiting the class size to less than 12 students per period.

I also like that all districts will be required to complete a group screener.

Thank you, Robin Rector

**From:** Welborn, Donna <dwelborn@jackson.k12.ms.us>  
**Sent:** Tuesday, November 13, 2012 8:45 AM  
**To:** Gifted  
**Subject:** Comments concerning the Proposed Gifted Revisions

**Importance:** High

Monday, November 12, 2012

Hi Chauncey,

Thank you for allowing me an opportunity to review the proposed Regulation revisions.

Below are my comments concerning the proposed revisions to the *Regulations for Gifted Programs*:

1. Page ii....

I have the greatest respect for Gail Hammond. Please do not assume anything differently. Dr. Hammond is one of the most knowledgeable individuals concerning gifted education in the state of Mississippi. She was a committee member on the panel during the 2006 revision to the *Regulations*. During the 2006 revision, I do not believe Dr. Hammond had earned her Ph.D.; therefore, it does not seem appropriate to add that to her name on page ii of Acknowledgements under the Committee Members (2006) section. It does appear accurate to acknowledge her Ph.D. beside her name under the Committee Members (2012).

2. Page 3...

In the first paragraph, under NOTE, it is written: *Students who have a valid MS gifted eligibility ruling do not have to be reevaluated. See the annual reassessment statement for information on continued placement in a gifted program. A MS eligibility determination in any of the four areas shall be accepted by all school district's within the state provided the district has a program in the particular area for which the student has eligibility.*

The word *district's* should not have an apostrophe in it.

Also, we must be very careful here! Districts must realize they are required to serve intellectually gifted in grades two through six to any student who is eligible! Therefore, a MS eligibility determination in the area of intellectually gifted is mandated in grades two through six and should be accepted and SERVED by all school districts within the state of MS! A MS eligibility in the areas of Academically gifted, Artistically gifted, and/or Creatively gifted shall be accepted by all school districts within the state provided the district has a program in any of those three areas for which the student has eligibility.

3. Page 5....

The final sentence under NOTE, might should read: The individually referred student shall not be excluded from the referral process by their performance on the normed group measure of intelligence administered during mass screening.

4. Page 6...

Under Emerging Potential: Students who have satisfied criteria on the Emerging Potential for Gifted Children who did not satisfy minimal acceptable criteria on an individual test of intelligence, but, did score at least at the 84<sup>th</sup> percentile or has (should this word be HAVE?) a scale score that falls within the range of the 90<sup>th</sup> percentile confidence interval of the state minimum scale/percentile score, may be.....

I agree with the use of this process but I dread trying to help everyone understand it!

5. Page 6....

Under the Potentially Twice-Exceptional Students criteria, I am very concerned that twice-exceptional students have to meet only one screening criteria. I think the 2006 revision criteria was much more appropriate for twice-exceptional students. In the 2006 revision, these students had to meet all of the screening criteria; therefore, they showed great potential for giftedness. Then, after the final IQ test was administered, if they had not met the criteria on that final IQ measure, the LSC and assessment personnel could provide a provisional one-year ruling. I regret that this option has been removed. We have several students in our school district who are functioning very successfully in gifted classrooms under provisional rulings. These twice-exceptional students met the screening criteria yet, could not meet the final IQ requirements, but the LSC and assessment personnel decided (on an individual basis) that they would benefit from a provisional ruling which has proven to be successful for each of these students. I will miss having the 2006 revision option and I feel that the currently proposed procedure will be confusing and will prove to not be as successful! Why change what was working to the benefit of the twice-exceptional students and to the gifted programs?

6. Page 8....

The Schematic on page 8, concerning the emerging potential checklist, does not seem to be correct. There is no option to meet emerging potential criteria if a student meets the referral criteria. And yet, there are students who would meet the initial referral criteria who would also meet the emerging potential criteria and who would benefit from the provisions that are allowed through the emerging potential criteria. Would it not be more beneficial to have the emerging potential option right below the "Meets Referral Criteria – Yes/No" option then branch out to either the "Yes" or "No" boxes?

I may have completely misunderstood this schematic. If so, I apologize!

7. Page 22....

Under Intellectually Gifted Pull-Out Resource (Grade 2-8), the first sentence states: *A group of all intellectually gifted students is provided services by a properly endorsed teacher in a resource room for a recommended 300 minutes per week, or a minimum of 240 minutes per week.*

PLEASE make a note HERE that the 240 minutes per week applies ONLY to middle school programs that function on a fifty minute bell schedule. Otherwise, I promise you, elementary principals will choose to have their gifted students served for 240 minutes per week and will cite this section of the Regulations in defense of their choice!!!!

8. Page 27....

The word ONLY is misused in the first sentence. This sentence should state: (Note: Complete this ONLY if you have reason to believe the student will have emerging potential for gifted during the identification process.)

PLEASE change this! The word "only" is continually misused throughout the U.S. Please let's use it correctly in the great state of MS!!!!

Thank you for allowing me this opportunity to comment on the revision of the regulations.

Sincerely, Donna Reynolds Welborn

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On October 19, 2012, the State Board of Education (SBE) granted approval to begin the Administrative Procedures Act (APA) process to revise the *Regulations for Gifted Programs*. The proposed revisions may be viewed on the MDE website.

Comments should be sent to Chauncey Spears at the Mississippi Department of Education, Office of Curriculum and Instruction, P.O. Box 771, Jackson, MS, 39205, OR via email to [gifted@mde.k12.ms.us](mailto:gifted@mde.k12.ms.us), OR by fax to 601.359.2040 no later than **5:00 p.m. on November 13, 2012.**

Questions may be directed to the Office of Curriculum and Instruction at 601.359.2586.

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**From:** Connie West <cwest@mail.vwsd.k12.ms.us>  
**Sent:** Monday, November 05, 2012 9:07 AM  
**To:** Gifted  
**Subject:** Gifted Regulations APA Comments

Mr. Spears,

I have read and reviewed the new Gifted Regulations. I appreciate the flowcharts. The only question I have is on page 22 of the document regarding the intellectually gifted pull-out resource. It says, "...for a recommended 300 minutes per week, or a minimum of 240 minutes per week." Recommended?? I feel that this needs to be more direct or explained better because I could interpret this several different ways. Would there be a choice between a range of 300 to 240 minutes or is there special circumstances for 240 minutes that would need to be approved by MDE?

Thank you for all that you do.

Connie West  
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## ***Regulations for Gifted Education Programs 2012***

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## *Regulations for Gifted Education Programs*

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## **PURPOSE**

The Mississippi Gifted Education Act of 1989, as amended in 1993, mandates that each public school district within the state provide gifted education programs for intellectually gifted students in grades 2-6. All local public school districts may have gifted education programs for intellectually gifted students in grades 7-12, artistically gifted students in grades 2-12, creatively gifted students in grades 2-12, and/or academically gifted students in grades 9-12.

The purpose of the *2012 Regulations for the Gifted Education Programs in Mississippi* is to ensure that gifted children who demonstrate unusually high potential as described in the preceding definitions are identified and offered an appropriate education based upon their exceptional abilities. Because of their unusual capabilities, they require uniquely qualitatively different educational experiences not available in the regular classroom. These uniquely different programs are required to enable gifted students to realize their abilities and potential contributions to self and society.

## **STATE DEFINITIONS**

**“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. The needs of these students should be addressed based on the program options provided in the *Outcomes for Intellectually Gifted Education Programs Grades 2-8 in Mississippi*.

**“Academically Gifted Children”** shall mean those children and youth who are found to have an exceptionally high degree of demonstrated academic ability as documented through the identification process.

**“Artistically Gifted Children”** shall mean those children and youth who are found to have an exceptionally high degree of creativity and an exceptionally high degree of ability in the visual arts as documented through the identification process.

**“Creatively Gifted Children”** shall mean those children and youth who are found to have an exceptionally high degree of creativity and an exceptionally high degree of ability in the performing arts as documented through the identification process.

**“Gifted Education Programs (GEP)”** shall mean special programs of instruction for intellectually gifted children in grades 2-12, academically gifted children in grades 9-12, artistically gifted children in grades 2-12, and/or creatively 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.

## **STUDENT IDENTIFICATION PROCESSES**

The student identification processes are separated into six stages for each of the four different eligibility categories: Intellectually, Artistically, and Creatively Gifted for students in grades 2-12, and Academically Gifted for students in grades 9-12. The six stages are: referral, LSC review of referral data, parental permission for testing, assessment, assessment report, and the LSC eligibility determination stage. When the district is developing identification procedures, the following shall be considered:

The identification process shall consist of a combination of subjective and objective measures to determine eligibility for the gifted programs. No single evaluation method or instrument adequately identifies students who are gifted. Thus, a multi-factored identification process must be followed to ensure a fair evaluation of each individual student.

The identification process shall provide an equitable opportunity for the inclusion of students who are culturally diverse, underachieving, 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, continual questioning, and anxiety. Throughout the identification process, close attention and careful consideration shall be paid to all information available and collected on each individual student and how that information dictates the kinds of instruments and measures that should be used to correctly assess that student.

All instruments and measures administered must have been validated for the specific purpose for which they are being used. Hearing, vision, and general physical examinations are suggested but are not required.

Identification as gifted in one area does not automatically make a student eligible for services in one or more of the other areas of giftedness in Mississippi. However, a student with an Intellectually Gifted eligibility ruling may be served in an Academically Gifted program in grades 9-12 without obtaining an Academically Gifted eligibility ruling. Since not all intellectually gifted students are also academically gifted, and since many intellectually gifted students are not high academic achievers in all academic areas, careful consideration shall be given as to the appropriate placement in the academically gifted program. The Academically Gifted program shall consist of courses only in grades 9-12 deemed “gifted” by the MDE. Any district offering academically gifted courses should also offer comparable courses for students who are not gifted eligible.

### **Out-of-state gifted eligibilities**

Each state has a unique set of eligibility criteria for placement in a gifted program. Hence, a student moving to Mississippi with a gifted eligibility from another state must satisfy Mississippi eligibility criteria before being considered for placement in the gifted program. The eligibility ruling from another state may be used to initiate the referral process in Mississippi. There is no temporary placement in the gifted program while the student goes through the eligibility process within the local district.

**NOTE:** Students who have a valid Mississippi gifted eligibility ruling do not have to be reevaluated. See the annual reassessment statement for information on continued placement in a gifted program. A Mississippi eligibility determination in any of the four areas shall be accepted by all school districts within state provided the district has a program in the particular area for which the student has eligibility.

## **PROCEDURAL SAFEGUARDS**

All data collected as part of the identification process are protected by the Family Educational Rights and Privacy Act (FERPA). Parents must be notified of their rights under FERPA. It is the obligation of the local district to ensure that parents understand these rights. All information/data collected as part of the identification process shall be placed in an individual eligibility file for each student. These files and the information contained therein shall not be placed in the student's cumulative record folder. The files shall be maintained in a separate locked storage facility/file cabinet, and access to the information shall be restricted to those personnel working directly with the identification process, working directly in the gifted education program, or that have a documented need to know.

Once the referral process begins, parents must be informed of the information/data that is collected. Parents shall have access to these records. Each district shall have a policy that establishes the process that parents shall adhere to when requesting to access these files. Parents shall be made aware of their rights to an explanation of the results of the Assessment Team Report.

## **LOCAL SURVEY COMMITTEE (LSC)**

Each district shall establish an LSC for the GEP. The LSC shall be involved in determining a student's eligibility for an intellectually gifted, artistically gifted, creatively gifted, and/or academically gifted program. The LSC shall include, but is not limited to, gifted education teachers and administrators. It may include regular education teachers, school psychologists or psychometrists, and parents. It should include a special education teacher when a student is being considered for an eligibility under the twice-exceptional criteria. The LSC may be a building level committee which is responsible for students enrolled at that school, a district level committee which is responsible for students enrolled in the entire district, or a combination of the two.

## **IDENTIFICATION OF INTELLECTUALLY GIFTED STUDENTS**

**NOTE:** Throughout the identification process, district personnel shall be careful to select measures that target the student's strengths.

## **STAGE 1: 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 individually referred for gifted eligibility.

### **Mass Screening Referral Process**

This process requires all Mississippi districts to screen all students in at least one grade level each year. Districts should use a normed group measure of intelligence in the Mass Screening Referral Process. This process should assist in identifying students in underrepresented populations. Students who obtain a full-scale score at or above the 90<sup>th</sup> percentile on the normed group measure of intelligence shall move forward in the referral process. Students who scored at or above the 85<sup>th</sup> percentile but lower than the 90<sup>th</sup> percentile on the normed group measure of intelligence shall be subjected to an Emerging Potential for Gifted Referral Checklist. If these students meet the criteria on the checklist, they shall move forward in the referral process.

The next step in the process will consist of the collection of substantiated student data obtained through the use of other objective and subjective measures. District personnel shall make decisions as to which measures will be used during this step of the Mass Screening Referral Process. A student shall satisfy two of the following additional criteria before moving forward to the LSC Review of Referral Data Stage:

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 90<sup>th</sup> 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 90<sup>th</sup> percentile on a normed measure of cognitive ability,
6. a score at or above the 90<sup>th</sup> 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**

This process involves students who are individually referred for gifted eligibility. 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. The person initiating the referral shall sign the referral form and date it. Once the student is referred, the 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 90<sup>th</sup> 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 90<sup>th</sup> 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 90<sup>th</sup> percentile on a normed measure of cognitive ability,
7. a score at or above the 90<sup>th</sup> percentile on an existing measure of individual intelligence that has been administered within the past twelve months, and/or
8. other measures that are documented in the research on identification of intellectually gifted students.

Documentation of measures shall be maintained in a written document approved by the local school board indicating that the district is using the state minimal scale/percentile score criteria on all referral measures. This document shall be distributed to district administrators, school counselors, and teachers and shall be available to parents at each school site.

**NOTE:** Any student who does not meet the minimum acceptable criteria (score in the 90<sup>th</sup> percentile) on the normed group measure of intelligence during the Mass Screening Referral Process and does not qualify for the Emerging Potential for Gifted criteria, can be referred for the Individual Referral for Screening Process by anyone. The individually referred student shall not be excluded from the referral process by their performance on the normed group measure of intelligence.

## **STAGE 2: 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.

### **Provisions for Emerging Potential for Gifted Populations**

At this point the LSC shall make the decision as to the possibility that the student could be eligible for consideration as a candidate for an emerging potential for gifted assessment. If it is believed that the student might have emerging gifted potential, then the Emerging Potential for Intellectually Gifted Assessment Checklist should be completed for possible use during the assessment process. The Emerging Potential for Gifted category makes provisions for certain factors that exist that may put the student at a disadvantage when inappropriate instruments are used during the assessment process.

## **STAGE 3: PARENTAL PERMISSION FOR TESTING**

At this time, district personnel shall obtain written parental permission for testing.

## **STAGE 4: 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, whether or not it satisfies minimal identification criteria, and use that information to select the most appropriate test of intelligence. Standard operating procedures should be followed during the selection and administration of all assessments as reflected in the examiner's manuals. 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.

District personnel shall make decisions as to whether the minimal acceptable criteria set in regulations will be used, or if a higher minimal acceptable criteria will be used. The assessment criteria and acceptable minimal scale/percentile scores to be used shall be documented in writing in the district's Gifted Education Program Proposal submitted to and approved by the Office of Curriculum and Instruction at the MDE. If a district decides to raise its minimal acceptable scale/percentile score for gifted eligibility above the state minimum scale/percentile score, justification shall be provided to the MDE in writing. Included in the justification must be documentation that the district continuously addresses the Emerging Potential for Gifted guidelines as outlined in the regulations.

### **Emerging Potential for Gifted**

Students who have satisfied criteria on the Emerging Potential for Gifted Checklist who did not satisfy minimal acceptable criteria on an individual test of intelligence, but, did score at least at the 84<sup>th</sup> percentile or has a scale score that falls within the range of the 90<sup>th</sup> 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 90<sup>th</sup> percentile,
2. A group intelligence measure with a minimal score at the 90<sup>th</sup> percentile,
3. A district-developed matrix approved by the MDE.

Identification criteria, as approved by the MDE on the local district's Gifted Education Program Proposal, must be satisfied for a student to be ruled eligible by the LSC for the intellectually gifted education program.

### **Potentially Twice-Exceptional Students**

Students who already have an eligibility ruling under IDEA and are being assessed for an intellectually gifted eligibility, and 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 91<sup>st</sup> 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.

### **STAGE 5: 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.

### **STAGE 6: LSC ELIGIBILITY DETERMINATION**

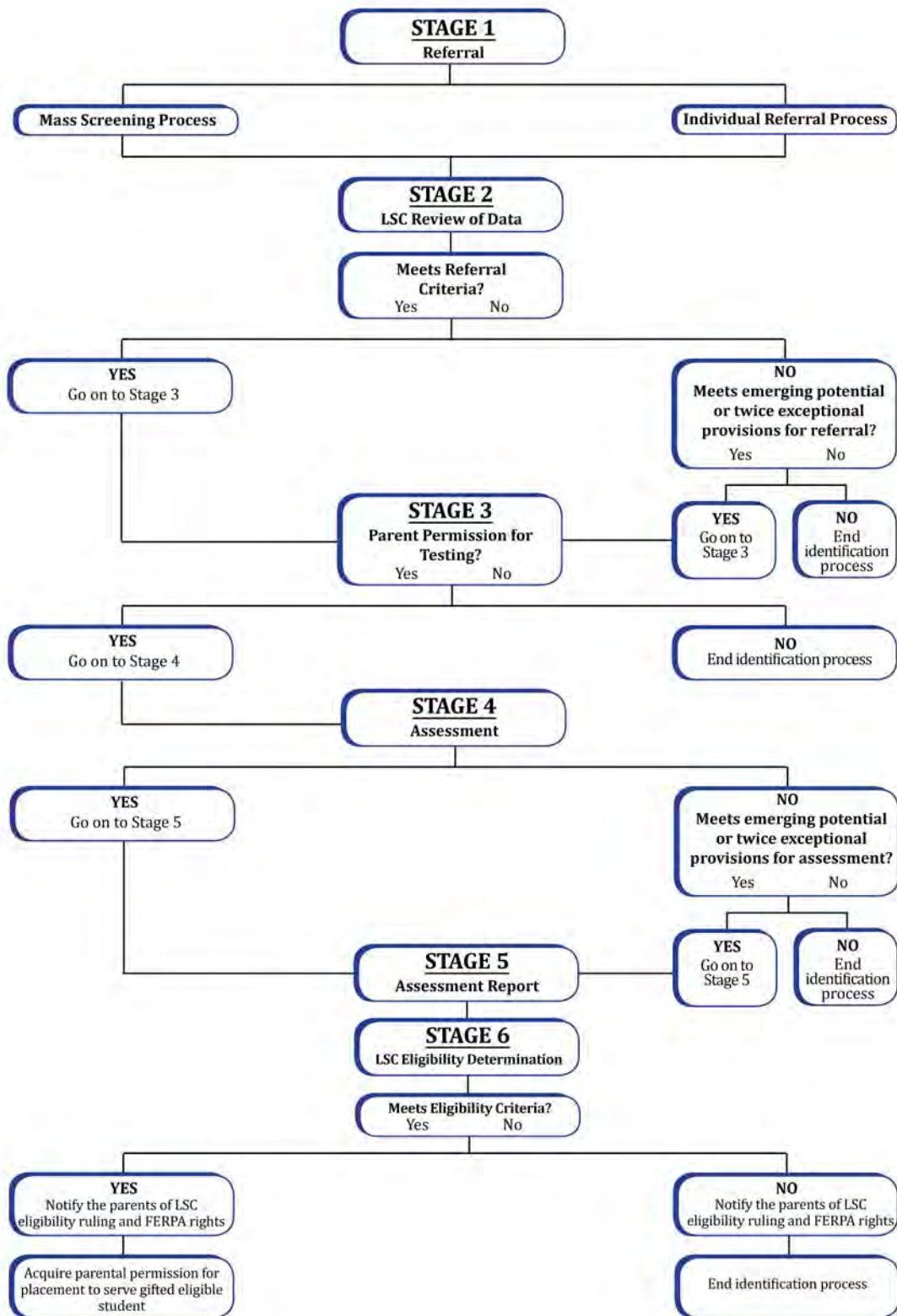
Once the Assessment Report is finished, the LSC shall meet to review all data and determine if eligibility criteria have or have not been satisfied. The LSC shall rule that the student is or is not eligible for the intellectually gifted program.

#### **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 offer to explain any of the results about which the parents have questions. District personnel shall also notify parents in writing about their rights under the Family Educational Rights and Privacy Act (FERPA).



## SCHEMATIC OF IDENTIFICATION PROCESS FOR INTELLECTUALLY GIFTED STUDENTS



## **IDENTIFICATION OF ACADEMICALLY GIFTED STUDENTS**

**NOTE:** Throughout the identification process, district personnel shall be careful to select measures that target the student's strengths.

### **STAGE 1: REFERRAL**

Students who are rising ninth graders through rising twelfth graders may be referred by a teacher, parent, peer, self, or any other person having reason to believe that the student might be academically gifted. The person initiating the referral shall sign the referral form and date it. District personnel shall collect the data required to satisfy the district's referral criteria. Only the LSC can stop the identification process once a referral has been signed and dated.

#### **Referral Criteria**

A student shall satisfy at least two of the following criteria before moving to the assessment process:

1. Grade history of A's and B's in the pertinent academic area,
2. Portfolio of the student's work indicating outstanding capabilities in the pertinent academic area (evaluated using a rubric),
3. Group or individual intelligence test administered within the last twelve months,
4. Group or individual achievement test score(s) in the pertinent academic area (individual achievement test must have been administered within the last twelve months), or
5. Other demonstrated achievement and/or potential abilities (with prior approval of the MDE).

Each district shall establish the local minimal acceptable criteria on each measure used at this stage. Documentation of the measures and minimal acceptable criteria for each shall be maintained in a written document and approved by the local school board. This document shall be distributed to district administrators, school counselors, and teachers, and shall be available to parents at each school site.

### **STAGE 2: LSC REVIEW OF REFERRAL DATA**

Once the referral data has 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 two of the measures stage, and should move forward to the assessment,
2. The 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. The student has not satisfied minimal criteria on at least two measures, and the identification process should stop.

### **STAGE 3: PARENTAL PERMISSION FOR TESTING**

At this time, if parental permission for testing has not been obtained, district personnel shall obtain written parental permission for testing.

#### **STAGE 4: ASSESSMENT**

Once the LSC has determined that the student should move forward to the assessment stage, district personnel shall review all data available before deciding which measures are most appropriate to be used during assessment. After reviewing the information available, district personnel shall collect measures from at least two of the following assessment criteria. A student shall satisfy minimal state criteria on at least two of these measures.

##### **Assessment Criteria**

1. A score at or above the 90th percentile on the total score in the pertinent academic area on a norm-referenced achievement test,
2. A score at or above the 90th percentile in the pertinent academic area on a norm-referenced individual achievement test, or
3. A portfolio of the student's work demonstrating outstanding achievement in the pertinent academic area over a period of at least six months. The portfolio shall be evaluated using a rubric approved by the MDE.

#### **STAGE 5: ASSESSMENT REPORT**

District personnel shall write an assessment report, which must contain the following components:

1. Student's name,
2. Name of each measure used and date administered or completed,
3. Results of each measure,
4. Test behaviors for any individually administered test(s),
5. Name and credentials of individual who administered any individual test(s),
6. Interpretation of any individually administered test(s),
7. Name of the person responsible for writing the Assessment Report, his/her signature and date, and
8. The date of the Assessment Report.

#### **STAGE 6: LSC ELIGIBILITY RULING**

The LSC shall meet to review all data to determine if eligibility criteria has or has not been satisfied. The LSC shall rule that the student is or is not eligible for the academically gifted program.

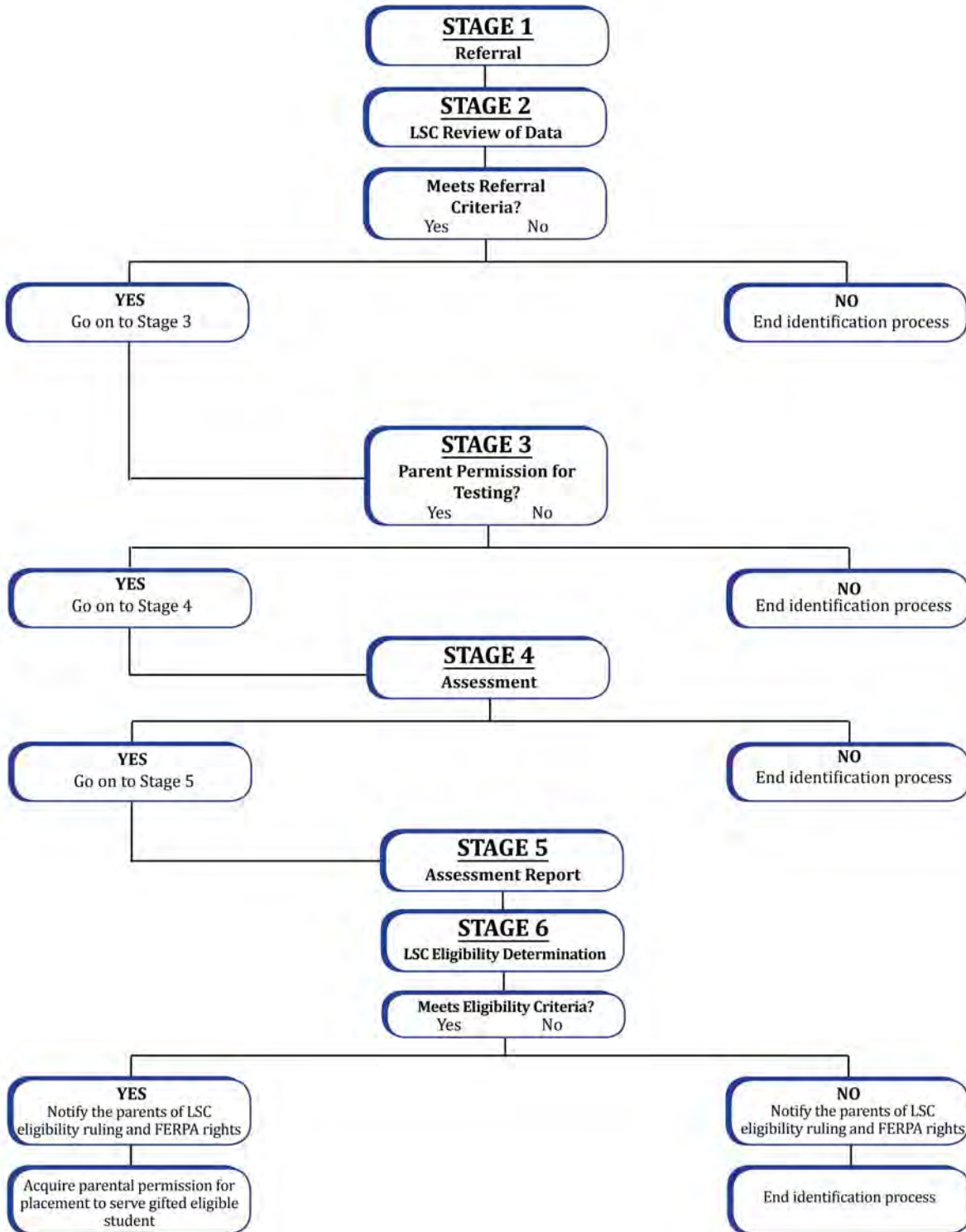
**NOTE:** Once a student has been ruled eligible for the academically gifted program, additional eligibilities are not required to provide services in academic areas other than the area of the original eligibility ruling. However, careful consideration shall be given as to the probability of the student being successful in additional areas.

A student with an intellectually gifted eligibility ruling does not need to have an academically gifted ruling to be served in an academically gifted program. Since not all intellectually gifted students are also academically gifted, available data shall be reviewed to determine the probability that the student will be successful in the academic placement.

**Parental Notification**

District personnel shall notify in writing the parents of each student tested for the academically gifted program about the assessment results. District personnel shall offer to explain any of the results about which the parents have questions. District shall also notify parents in writing about their rights under the Family Educational Rights and Privacy Act (FERPA).

## SCHEMATIC OF IDENTIFICATION PROCESS FOR ACADEMICALLY GIFTED STUDENTS



## **IDENTIFICATION OF ARTISTICALLY GIFTED STUDENTS**

### **STAGE 1: REFERRAL**

A student may be referred by a teacher, administrator, counselor, parent, peer, self, or any other person having reason to believe that the student may be artistically gifted. The person initiating the referral shall sign the referral form and date it. District personnel shall collect the data required to satisfy the district's referral criteria. Only the LSC can stop the identification process once a referral has been signed and dated.

#### **Referral Criteria**

A statement from an individual with documented expertise in the visual arts that the student is in the top 10% of age peers in ability in the visual arts and has an exceptionally high degree of creativity, plus one of the following:

1. Published checklist of creativity or norm-referenced test of creativity,
2. Published checklist of characteristics for the visual arts or a published test of ability in the visual arts,
3. Demonstrated individual accomplishment in the visual arts such as recognition at the state level or above,
4. Portfolio of the student's work evaluated using a rubric, or
5. Other indicators of an exceptionally high degree of ability in the visual arts (with prior approval of the MDE).

Each district shall establish the local minimal acceptable criteria on each measure used at this stage. Documentation of the measures and minimal acceptable criteria for each shall be maintained in a written document and approved by the local school board. This document shall be distributed to district administrators, school counselors, and teachers, and shall be available to parents at each school site.

### **STAGE 2: LSC REVIEW OF REFERRAL DATA**

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

1. The student has satisfied minimal criteria and should move forward to the assessment stage,
2. The student has not satisfied the minimal criteria. 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, and the identification process should stop.

### **STAGE 3: PARENTAL PERMISSION FOR TESTING**

At this time, if parental permission for testing has not been obtained, district personnel shall obtain written parental permission for testing.

### **STAGE 4: ASSESSMENT**

Once the LSC has determined that the student should move forward to the assessment stage, district personnel shall review all available data before deciding which measures are most appropriate to be used during assessment. District personnel shall collect measures from at least

two of the assessment criteria noted below. At least one of the criteria shall be a measure of creativity. A student shall satisfy minimal acceptable criteria on the measures used.

### **Assessment Criteria**

1. Published checklist of creativity with a score in at least the superior range, or a published test of creativity with a score in at least the superior range,
2. Published checklist of characteristics for the visual arts with a score in at least the superior range, or a published test of ability in the visual arts with a score in at least the superior range, or
3. Portfolio of the student's work (all components of the portfolio shall be the individual efforts of the student and completed during the past twelve months) evaluated using a rubric (with prior approval by the MDE) by an individual who derives his/her main source of income from working in the visual arts area and who certifies in writing that the student has an exceptionally high degree of creativity and ability in the visual arts which places them in the top 5% of their age peers in that visual arts area.

### **Individual Audition**

If the student has satisfied minimal criteria as outlined above, the student shall successfully complete an individual live audition before a Panel of Experts. There must be at least three experts on the panel with no more than one being an employee of the district. The teacher in the program may not be a member of the panel. All members of the panel shall meet the following criteria:

1. Possess an advanced degree in the appropriate visual arts area or
2. Derive their main source of income from working in the appropriate visual arts area.

The district shall maintain written documentation confirming the qualifications of each member of the panel. The members of the panel shall observe the student performing in the appropriate visual arts area. The evaluation of the panel shall be performed simultaneously, independently, and without discussion of the results. Each member of the panel will complete a rubric (with prior approval by the MDE) and sign a statement certifying that they find that the student has an exceptionally high degree of creativity and exceptionally high ability in the visual arts that places them in the top 5% of age peers.

## **STAGE 5: ASSESSMENT REPORT**

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

1. Student's name,
2. Names of at least two measures, including the scores on each measure, that were used to determine that the student satisfied minimal acceptable assessment criteria,
3. Individual audition summary,
4. Date that each measure was administered or completed,
5. Completed rubric signed and dated by each member of the panel,
6. Signed statement by each member of the panel certifying the student's creativity and ability in the visual arts, and,
7. Name of the person responsible for writing the Assessment Report, signature and position, and date of the Assessment Report.

### **STAGE 6: LSC ELIGIBILITY DETERMINATION**

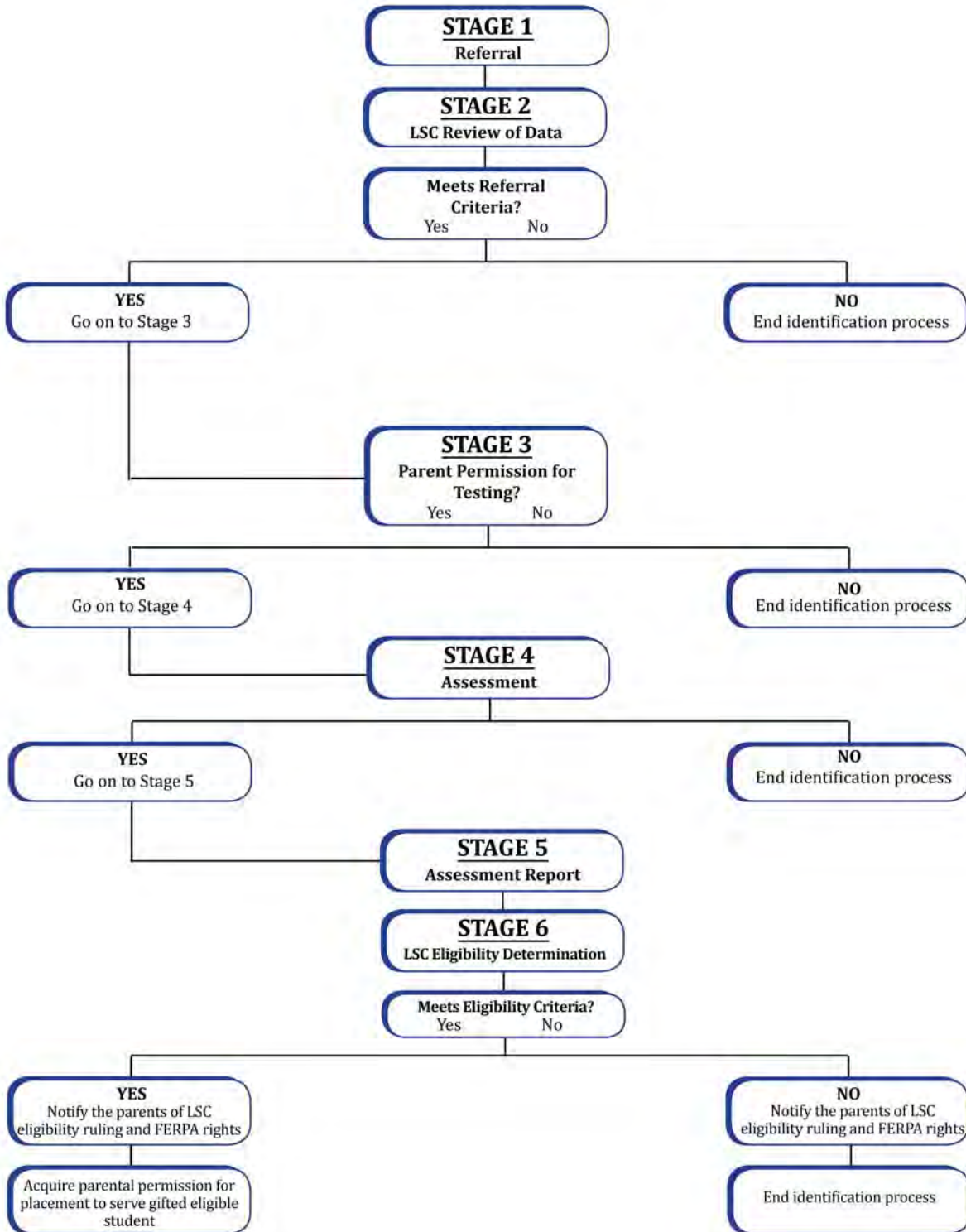
Once the Assessment Report is finished, the LSC shall meet and review all data and determine if eligibility criteria has or has not been satisfied. The LSC shall rule that the student is or is not eligible for the artistically gifted program.

#### **Parental Notification**

District personnel shall notify in writing the parents of each student tested for the artistically gifted program about the assessment results. District personnel shall offer to explain any of the results about which the parents have questions. District personnel shall also notify parents in writing about their rights under the Family Educational Rights and Privacy Act (FERPA).



## SCHEMATIC OF IDENTIFICATION PROCESS FOR ARTISTICALLY GIFTED STUDENTS



## **IDENTIFICATION OF CREATIVELY GIFTED STUDENTS**

### **STAGE 1: REFERRAL**

A student may be referred by a teacher, administrator, counselor, parent, peer, self, or any other person having reason to believe that the student may be creatively gifted. The person initiating the referral shall sign the referral form and date it. District personnel shall collect the data required to satisfy the district's referral criteria. Only the LSC can stop the identification process once a referral has been signed.

#### **Referral Criteria**

A statement from an individual with documented expertise in the performing arts that the student is in the top 10% of age peers in ability in the performing arts and has an exceptionally high degree of creativity, and one of the following:

1. Published checklist of creativity or a published test of creativity,
2. Published checklist of characteristics in the performing arts or a published test of ability in the performing arts,
3. Demonstrated individual accomplishment in the performing arts such as recognition at the state level or above,
4. Videotape of the student's performance in the performing arts evaluated using a rubric, or
5. Other indicators of an exceptionally high degree of ability in the performing arts (with prior approval of the MDE).

Each district shall establish the local minimal acceptable criteria on each measure used at this stage. Documentation of the measures and minimal acceptable criteria for each shall be maintained in a written document and approved by the local school board. This document shall be distributed to district administrators, school counselors, and teachers, and shall be available to parents at each school site.

### **STAGE 2: LSC REVIEW OF REFERRAL DATA**

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

1. The student has satisfied minimal criteria and should move forward to the assessment stage,
2. The student has not satisfied minimal criteria. However, the LSC feels strongly that additional data should be collected and the student reconsidered at that time, or  
The student has not satisfied minimal criteria, and the identification process should stop.

### **STAGE 3: PARENTAL PERMISSION FOR TESTING**

At this time, if parental permission for testing has not been obtained, district personnel shall obtain written parental permission for testing.

### **STAGE 4: ASSESSMENT**

Once the LSC has determined that the student should move forward to the assessment phase, district personnel shall review all available data before deciding which measures are most appropriate to be used during assessment. District personnel shall collect measures from at least two of the categories of assessment measures. At least one of the measures shall be a measure of creativity. A student shall satisfy minimal acceptable criteria on the measures used.

### **Assessment Criteria**

1. Published checklist of creativity with a score in at least the superior range, or a published test of creativity with a score in at least the superior range,
2. Published checklist of characteristics for performing arts with a score in at least the superior range, or a published test of ability in the performing arts with a score in at least the superior range, or
3. Videotape of the student's performance (must have been taped within the past twelve months) evaluated using a rubric (with prior approval by the MDE) by an individual who derives their main source of income from working in the pertinent performing arts area and who certifies in writing that the student has an exceptionally high degree of creativity and ability in the performing arts which places them in the top 5% of age peers.

### **Individual Audition**

If the student has satisfied the minimal criteria as outlined above, the student shall successfully complete an individual live audition before a Panel of Experts. There must be at least three experts on the panel with no more than one being an employee of the district. The teacher in the program may not be a member of the panel. All members of the panel shall meet the following criteria:

1. Possess an advanced degree in the appropriate performing arts area, or
2. Derive main source of income from working in the appropriate performing arts area.

The district shall maintain written documentation confirming the qualifications of each member of the panel. The members of the panel shall observe a live performance by the student in the appropriate performing arts area. The evaluation of the panel shall be conducted simultaneously, independently, and without discussion of the results. Each member of the panel will complete a rubric (with prior approval of the MDE) and sign a statement that they find that the student has an exceptionally high degree of creativity and an exceptionally high ability in the performing arts that places them in the top 5% of age peers.

### **STAGE 5: ASSESSMENT REPORT**

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

1. Student's name,
2. Name of at least two measures, with the score on each measure, that were used to determine that the student satisfied minimal acceptable assessment criteria,
3. Individual audition summary,
4. Date that each measure was administered or completed,
5. Completed rubric signed and dated by each member of the panel,
6. Signed statement by each member of the panel certifying the student's creativity and ability in the performing arts,
7. Name of person responsible for writing the Assessment Report, signature and position, and
8. Date of the Assessment Report.

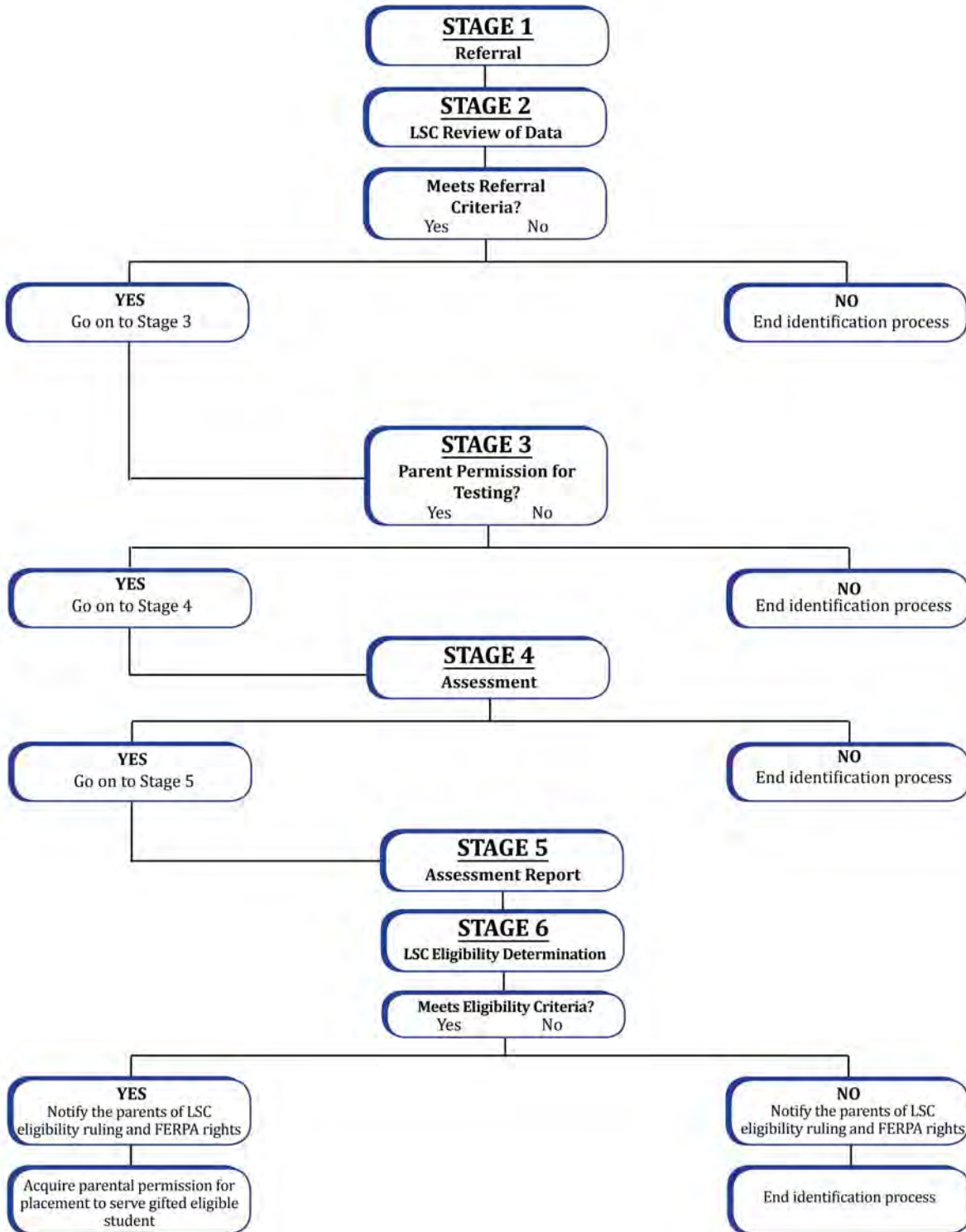
### **STAGE 6: LSC ELIGIBILITY DETERMINATION**

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

#### **Parental Notification**

District personnel shall notify in writing the parents of each student tested for the creatively gifted program about the assessment results. District personnel shall offer to explain any of the results about which the parents have questions. District personnel shall offer to explain any of the results that parents have questions about. District personnel shall also notify parents in writing about their rights under the Family Educational Rights and Privacy Act (FERPA).

## SCHEMATIC OF IDENTIFICATION PROCESS FOR CREATIVELY GIFTED STUDENTS



## **PARENTAL PERMISSION FOR PLACEMENT**

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

## **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 teacher of the gifted and a designated administrative representative. Documentation of the meeting must be maintained and must 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 program due to lack of progress in the program and/or unsatisfactory participation in the program, the student's parents must 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 local district shall grant the parents a hearing. Each local school district should have a policy in place as to how this hearing will be conducted and how the lack of agreement will be resolved.

## **MISSION/PHILOSOPHY STATEMENT**

Each district shall have on file a written Mission/Philosophy Statement with accompanying goals and objectives. This statement shall be available to administrators, teachers, and counselors, and available to parents at the school site.

## **INSTRUCTIONAL MANAGEMENT PLAN (IMP)**

Each local school district shall have a written IMP for the intellectually gifted program and for all other gifted programs (academically gifted, artistically gifted, and/or creatively gifted) that the district offers. The IMP shall include, at a minimum, the following components:

1. District mission/philosophy statement, including goals and objectives,
2. The components of the Mississippi Gifted Education Program Standards,
  - a. Differentiated activities,
  - b. Scope and sequence of program process skills (outcomes),
  - c. Career exploration and life skills,
  - d. Exposure to and appreciation for the visual and performing arts,
  - e. In-class counseling/guidance for gifted students,
  - f. Socio-emotional needs of gifted students,
  - g. Affective needs of gifted students, and
  - h. Needs of gifted at-risk students.
3. Program outcomes for the specific gifted program(s) offered.

## **PROGRAMMING OPTIONS**

### **INTELLECTUALLY GIFTED PULL-OUT RESOURCE (GRADES 2-8)**

A group of all intellectually gifted students is provided services by a properly endorsed teacher in a resource room for a recommended 300 minutes per week, or a minimum of 240 minutes per week. The activities in the gifted class should develop and enhance the process skills in the outcomes document, the teaching strategies notebook, and required components of the gifted program standards document. Some of the activities should be short-term exploratory activities that introduce students to ideas and concepts not normally covered in the regular education program. The activities should enhance the integration of advanced content and individual student's interests utilizing higher-level thinking skills, creative problem solving, critical thinking skills, research skills, personal growth and human relations exercises, leadership skills, and creative expression. Activities should also create an appreciation for the multicultural composition of the school and community.

### **INTELLECTUALLY GIFTED (GRADES 9-12)**

Intellectually gifted students in grades 9-12 may be served in an academically gifted program. They may also be served in an enrichment pull-out program like the one for intellectually gifted students in grades 2-8. They shall be provided these services by a properly licensed teacher holding a gifted endorsement. The class shall satisfy time requirements for a Carnegie Unit course.

### **ACADEMICALLY GIFTED (GRADES 9-12 ONLY)**

The Mississippi Gifted Education Act of 1989 requires that the GEP shall be in addition to and different from the regular program of instruction. Not all academic classes have been approved for the academically gifted program. Local district personnel should reference the gifted section in the *Approved Courses for the Secondary Schools of Mississippi* to determine if a course may be taught as part of an academically gifted program. The IMP for the course must show how it is in addition to and different from the same course if it were taught in the regular education program. Teachers shall have a valid teaching license in the appropriate secondary area and the gifted endorsement. The class shall satisfy time requirements for a Carnegie Unit Course.

### **ARTISTICALLY OR CREATIVELY GIFTED RESOURCE PROGRAM (GRADES 2-8)**

Artistically gifted or creatively gifted students are provided services by a properly endorsed teacher in a self-contained classroom for a recommended 300 minutes per week, or a minimum of 240 minutes per week. The activities should develop and enhance the process skills in the outcomes document and the integration of advanced content and individual students' interest. Activities should also create an appreciation for the multicultural composition of the school and community. The IMP must show how the activities are in addition to and different from classes in the visual/performing arts if they were taught in the regular education program.

### **ARTISTICALLY OR CREATIVELY GIFTED (GRADES 9-12)**

Artistically gifted or creatively gifted students shall be provided courses appropriate to their eligibility ruling. Local district personnel should reference the gifted section in the *Approved*

*Courses for the Secondary Schools of Mississippi* to determine if a course may be taught as a part of an artistically gifted or creatively gifted program. The IMP for the program must show how it is in addition to and different from the same course if it were taught in the regular education program. The teacher shall have a valid teaching license in the appropriate secondary area and the gifted endorsement. The district may elect to serve the students in a resource program like the one for artistically gifted or creatively gifted students in grades 2-8. The IMP and the teacher's credentials are the same as above. The class shall satisfy time requirements for a Carnegie Unit course.

## **DUAL ENROLLMENT**

High School students may attend regular classes part of the day and attend one or more classes at a higher grade level within the district, at an Institution of Higher Learning (IHL), or a Community or Junior College (CJC) for a part of the day. All expenses related to attendance at an IHL are the sole responsibility of the student's family. The classes should be in an academic area identified as a strength during the eligibility process and an academic area of intense personal interest for the student.

**NOTE:** There is no funding from the state for this option. Students must meet the criteria for participating in dual enrollment classes.

## **INDEPENDENT STUDY**

Students are allowed to conduct an in-depth individual investigation under the supervision of a properly endorsed teacher of the gifted. The student must develop a written contract with the teacher before beginning the investigation. The contract should include the reason for the investigation, the time-line for the investigation, the expected final product, and the expert audience that will critique the final product.

**NOTE:** A Carnegie Unit may be awarded for the independent study if the student is enrolled in the "Field Experience" course in tandem with the intellectually gifted enrichment pull out course in grades 9-12.

## **MENTORSHIP**

The gifted student is assigned as an intern to a professional or expert in a selected field related to the student's interest. The student shall develop a written contract with the teacher of the gifted and the mentor.

## **CLASS SIZE**

The Mississippi Gifted Education Act of 1989 requires teachers of the gifted to provide a gifted program that meets the individual needs of the gifted students being served. The size of each class in grades 2-8 should be fewer than 12 students. Once a class reaches 12 or more students, the integrity of the program could be negatively impacted. General education class size as mandated in the accreditation standards is inappropriate for gifted classes. The integrity of the program shall be maintained.



## **HOMEWORK/CLASSWORK**

Gifted students in grades 2-8 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, artistically gifted students, and/or creatively gifted students, by virtue of having been granted one of those gifted eligibility rulings, to make all A's and B's. The exception is academically gifted students in grades 9-12 who have been ruled eligible based upon exceptionally high academic achievement in the pertinent area being served.

## **GIFTED TEACHER UNITS**

When the gifted education program funding is provided as an add-on program by the state legislature, the funding formula for gifted teacher units in grades 2-6 shall be as follows:

1. The first teacher unit shall be funded on the basis of a minimum of 20 identified and participating students.
2. The second gifted teacher unit shall be funded when there are 41 identified and participating students.
3. Additional gifted teacher units shall be funded based on the 40 + 1 formula.
4. The teacher serving fewer than 20 students, more than 45 students, or working less than full time in the gifted program shall be prorated.
5. No student may be counted more than once for the purpose of justifying funding of a gifted teacher unit.
6. The data entered into the Mississippi Student Information System (MSIS) shall be the official numbers for the purposes of funding gifted teacher units.

**NOTE:** If funds are available for permissible programs in grades 7-8, the teacher unit funding formula shall be the same as it is for grades 2-6.

If funds are available for permissible programs in grades 9-12, gifted teacher units in grades 9-12 shall be funded as follows:

1. If a teacher serves at least 7 identified and participating students and no more than 14 identified and participating students, that class period shall be funded.
2. If a teacher serves fewer than 7 identified and participating students or more than 14 identified and participating students, that class period shall be considered for prorated funding.
3. If a teacher serves at least 7 identified and participating students and no more than 14 students (some of whom are not identified), the class period shall be prorated based upon the percentage of identified students in the class.

## **PLANNING TIME**

Each teacher of the gifted in grades 2-8 should have a daily planning period of not more than 60 minutes. This time is needed to develop activities to meet the individual needs of gifted students

as required by law. Each teacher of the gifted in grades 9-12 should have the same planning time as the regular education teachers at that school.

## **ASSESSMENT TIME**

One teacher of the gifted may be assigned an average of one 60-minute period per day of assessment time to perform the duties related to referral, assessment, and LSC meetings. If the time is combined, it may not exceed one-half day per week. Additional teachers of the gifted may be assigned assessment time based upon the following formula:

- 1-300 gifted students district wide = 1 assessment teacher
- 301-600 gifted students district wide = 2 assessment teachers
- 601-900 gifted students district wide = 3 assessment teachers

Additional assessment time is earned on multiples of 300 + 1 gifted students.

## **PROPOSAL FOR GIFTED PROGRAM**

The Proposal for Gifted Program Form must be submitted to the MDE Office of Curriculum and Instruction for approval prior to providing a program for gifted students. Gifted Program Proposals may be approved for a period of up to five years, depending upon the district's annual self-evaluation on the *Mississippi Gifted Education Program Standards* and monitoring reports.

Whenever a district makes changes to the local gifted program, the district shall submit a new Proposal for Gifted Program Form to the MDE Office of Curriculum and Instruction for approval prior to implementing those changes.

## **ANNUAL SELF-EVALUATION OF LOCAL GEP**

Each district shall maintain on file a copy of the local GEP self-evaluation by June 30 of every year. This evaluation shall be made in accordance with the *Mississippi Gifted Education Program Standards*. It is suggested that the evaluation follow the rubric format of the standards. A sample self-evaluation document is available online, located in the Advanced Learning and Gifted area of [www.mde.k12.ms.us/ci](http://www.mde.k12.ms.us/ci). Written documentation shall be maintained on file in the district with the evaluation for each rating of 2 or higher. A written corrective action plan approved by the local school board shall be maintained on file in the district with the evaluation for each rating of 1. The corrective action plan should be succinct.

## **GEP CONTACT PERSON**

Each local district superintendent shall appoint a GEP Contact Person. This person is the link between the district and the Office of Curriculum and Instruction at the MDE. This is not intended to be an additional administrative position at the district level. The GEP Contact Person shall hold a valid gifted endorsement. It is their responsibility to keep the superintendent

informed about the local gifted education program and all communications from the MDE regarding gifted education programs.

## **NON-COMPLIANCE**

If a district does not comply with the requirements of the Mississippi Gifted Education Act of 1989, the requirements of the *Mississippi Gifted Education Program Standards*, the requirements of these gifted program regulations, or fails to correct a problem identified during a program monitoring visit, the district accreditation status may be downgraded until such time that compliance occurs. The hearing and appeals procedures related to accreditation are outlined in Accreditation Policy 6.0 as indicated in the *Mississippi Public School Accountability Standards, 2012*.

## Appendix A: Emerging Potential for Gifted Checklist

*(Note: Only complete this if you have reason to believe the student will have emerging potential for gifted during the identification process.)*

**Student:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_

**School:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Questionnaire Completed By:** \_\_\_\_\_

**Relationship to Student:** \_\_\_\_\_

**A student who has been diagnosed with ADD/ADHD qualifies for use of the emerging potential for testing criteria as defined in the regulations.**

Date of Diagnosis: \_\_\_\_\_ Person making diagnosis: \_\_\_\_\_

**(Attach a copy of diagnosis and recommendations.)**

### Emerging Potential for Gifted Testing

District personnel shall complete this checklist for any student referred for the gifted program that satisfies one or more of the categories. If some of these elements fit the student being considered, the student could be at a disadvantage when certain measures are used during the identification process. This information is only to be considered when selecting appropriate measures during the identification process. If the student satisfies five (5) or more of the following criteria, the student may be considered for emerging potential for testing criteria as defined in the regulations.

- \_\_\_\_\_ The student has limited English proficiency or English is not the primary language in the home.
- \_\_\_\_\_ Non-standard English interferes with learning activities.
- \_\_\_\_\_ There is evidence of frequent moves from one school to another or one district to another.
- \_\_\_\_\_ Few academic enrichment opportunities are available in the home or local neighborhood.
- \_\_\_\_\_ Home or after school responsibilities may interfere with the student's learning activities.
- \_\_\_\_\_ Cultural values may be in conflict with dominant culture.
- \_\_\_\_\_ There is a lack of access to cultural activities within the dominant culture.
- \_\_\_\_\_ The student has poor reading skills.
- \_\_\_\_\_ The student is frequently absent.
- \_\_\_\_\_ The student demonstrates difficulty staying on task.

## Appendix B: Gifted Education Program Proposal

Mississippi Department of Education – Office of Curriculum and Instruction – Revised August 2008

District \_\_\_\_\_ Phone \_\_\_\_\_

Gifted Contact Person \_\_\_\_\_

### INTELLECTUALLY GIFTED

Check the categories of instruments to be used during the identification process. Only complete the name of the instrument(s) and minimal score if establishing a minimal acceptable criteria higher than that stated in the regulations:

	Name of Instrument	Score
-Group intelligence test(s)	_____	_____
-Characteristics of giftedness checklist	_____	_____
-Measure of creativity	_____	_____
-Measure of leadership	_____	_____
-Measure of cognitive ability	_____	_____
-Achievement test(s)	_____	_____
-Individual test of intelligence	_____	_____
-Other measures	_____	_____

### ACADEMICALLY GIFTED

Check the categories of instruments to be used during the identification process. Only complete the name of the instrument(s) and minimal score if establishing a minimal acceptable criteria higher than that stated in the regulations:

	Name of Instrument	Score
-Group achievement test(s)	_____	_____
-Individual achievement test	_____	_____
-Portfolio*	_____	_____

\*A copy of the rubric that will be used to evaluate the portfolio, including the minimal acceptable score, must be submitted for approval with the program proposal.

### ARTISTICALLY GIFTED

Check the categories of instruments to be used during the identification process. Only complete the name of the instrument(s) and minimal score if establishing a minimal acceptable criteria higher than that stated in the regulations:

	Name of Instrument	Score
Measure of creativity	_____	_____
-Measure of ability in visual arts	_____	_____
-Portfolio*	_____	_____

\*A copy of the rubric that will be used to evaluate the portfolio, including the minimal acceptable score, must be submitted for approval with the program proposal.

**CREATIVELY GIFTED**

Check the categories of instruments to be used during the identification process. Only complete the name of the instrument(s) and minimal score if establishing a minimal acceptable criteria higher than that stated in the regulations:

	Name of Instrument	Score
-Measure of creativity	_____	_____
-Measure of ability in performing arts	_____	_____
-Portfolio*	_____	_____

\*A copy of the rubric that will be used to evaluate the portfolio, including the minimal acceptable score, must be submitted for approval with the program proposal.

**TYPE OF PROGRAM(S)**

Check all that apply for the district and indicate the grade level(s) in which each program will be implemented:

PROGRAM	GRADE LEVEL(S)
-Intellectually Gifted Resource*	_____ *Mandated in grades 2-6
-Academic Placement*	_____ *Available in grades 9-12 only
-Artistically Gifted Resource	_____
-Creatively Gifted Resource	_____
-Dual Enrollment	_____
-Independent Study	_____
-Mentorship	_____

**APPROVAL OF PROPOSAL**

_____	_____
Superintendent Signature	Date

_____	_____
GEP Contact Person's Signature	Date

**Below is for MDE use only:**

_____	_____
Gifted Program Specialist's Signature	Date

_____	_____
Division Director's Signature	Date

_____	_____
Bureau Director's Signature	Date