
CARROLL COUNTY SCHOOL DISTRICT

CARROLL COUNTY SCHOOL DISTRICT GIFTED EDUCATION PROGRAM

The CARROLL COUNTY SCHOOL DISTRICT provides a program of enrichment for intellectually gifted students in second through sixth grade as mandated in Mississippi Department of Education regulations. The classes are called “GEMS” and services are provided by a teacher with gifted endorsement for a minimum of four hours per week.

GIFTED MISSION

The mission of the CARROLL COUNTY SCHOOL DISTRICT gifted program is to insure that intellectually gifted children, as defined by the Mississippi Department of Education, are offered appropriate educational experiences that are qualitatively different from those available in the regular classroom in order to provide opportunities for them to realize their abilities and potential.

GEMS REFERRAL PROCESS

The referral process is separated into six stages which include referral, LSC review of referral data, parental permission for testing, assessment, assessment report, and the LSC eligibility determination stage.

STAGE 1: REFERRAL

Type One: Mass Screening Referral Process

Carroll County School District will administer a normed group measure of intelligence to all first grade students, to assist in identifying students in underrepresented populations, providing an equitable opportunity for the inclusion of students who are culturally diverse, underachieving, disabled under Individuals with Disabilities Act (IDEA) guidelines, physically handicapped, or ADD/ADHD, as well as students who exhibit classroom behavior such as extreme shyness, short attention spans, disruptiveness, and anxiety.

All students who obtain a verbal, non-verbal, or full scale/composite score at or above the 90th percentile shall move forward in the referral process. Any students who score between the 85th and 89th percentile shall be administered the Emerging Potential for Gifted Referral Checklist provided by MDE (Appendix A). If those students meet 5 of the 10 criteria for emerging potential, they shall move forward in the referral process.

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

1. a score at or above the superior range on a normed published characteristics of giftedness checklist,

2. a score at or above the superior range on a normed published measure of creativity,
3. a score at or above the superior range on a normed published measure of leadership,
4. a score at or above the 90th percentile on total language, total math, total reading, total science, total social studies, or the composite on a normed achievement test,
5. a score at or above the 90th percentile on a normed measure of cognitive ability,
6. a score at or above the 90th percentile on an existing measure of individual intelligence that has been administered within the past twelve months, and/or
7. other measures that are documented in the research on identification of intellectually gifted students.

Type Two: Individual Referral Process

A student may be referred for consideration 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 must sign the referral and date it. Once the student is referred, the district will collect data to satisfy the referral criteria.

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

1. A score at or above the 90th percentile on a group measure of intelligence that has been administered within the past twelve months,
2. A score at or above the superior range on a normed published characteristics of giftedness checklist,
3. A score at or above the superior range on a normed published measure of creativity,
4. A score at or above the superior range on a normed published measure of leadership,
5. A score at or above the 90th percentile on total language, total math, total reading, total science, total social studies, or the composite on a normed achievement test,
6. A score at or above the 90th percentile on a normed measure of cognitive ability,
7. A score at or above the 90th percentile on an existing measure of individual intelligence that has been administered within the past twelve months, and/or
8. Other measures that are documented in the research on identification of intellectually gifted students.

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 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.

At this point, district personnel shall make the decision as to the possibility that the student might be eligible for consideration as a candidate for an emerging potential for gifted upon review of the Emerging Potential for Gifted Checklist.

STAGE 3: PARENTAL PERMISSION FOR TESTING

If a student meets the criteria for referral, district personnel will obtain written parental permission for testing and parents will be provided written notification of their rights under FERPA.

STAGE 4: ASSESSMENT

Once the LSC has determined that a student has satisfied minimal criteria on the three measures from the referral/review stages and parental permission has been received, the student's data shall be made available to a licensed examiner who will administer an individual test of intelligence. The examiner will review all data on the student, whether or not it satisfies minimal identification criteria, and use that information to select the most appropriate test of intelligence. In no case will the examiner be related to the student being tested. Standard operating procedures will be followed during the selection and administration of all assessments as reflected in the examiner's manuals. A student must score at or above the 91st percentile on a verbal, non-verbal, or composite/full scale or the 91st percentile on approved subtests (as per publisher) in order to satisfy eligibility criteria.

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 84th percentile or have a scale score that falls within the range of the 90th percentile confidence interval of the state minimum scale/percentile score, may be administered one of the following additional measures to determine eligibility:

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

STAGE 5: ASSESSMENT REPORT

The examiner shall provide a signed and dated report of the test administration to include testing conditions, scores of all subtests or subscales, and strengths and weaknesses of the student.

District personnel shall compile an Assessment/Summary Report, which contains all the MDE required 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 administrator of 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/Summary Report.

STAGE 6: LSC ELIGIBILITY DETERMINATION

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

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

Once a student is ruled eligible for placement in the gifted program, the parent has the right to agree to placement or withhold placement of the child in the program. Written parental permission must be obtained before the child can be placed in the program.

Upon additional referrals of a previously ineligible, evaluated student, Carroll County School District will re-assess the student only after one full calendar year has passed.

OUT-OF-STATE GIFTED ELIGIBILITIES

As each state has a unique set of eligibility criteria for placement in a gifted program, 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.

INSTRUCTIONAL MANAGEMENT PLAN

As GEMS students work under specific Instructional Management Plan objectives and time frames, withholding permission to attend gifted classes shall not be used as a disciplinary measure.

The activities in the gifted class develop and enhance the process skills as established in the MDE required outcomes document, the teaching strategies notebook, and required components of the gifted program

standards document. A differentiated curriculum that includes short-term exploratory activities and long-term activities that 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 are provided in the gifted enrichment program. Activities also create an appreciation for the multicultural composition of the school and community. Failure to complete enrichment class assignments can be used as grounds for dismissal from the program.

HOMEWORK/CLASSWORK

Gifted students may not be required to make up class work missed when they are scheduled to be in the gifted classroom. Gifted students shall be held accountable for demonstrating mastery of concepts and information on regularly scheduled tests.

ANNUAL REASSESSMENT FOR CONTINUED PLACEMENT

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

Once a student is determined eligible for a gifted program in Mississippi, no re-evaluation assessment is required to remain in the program. Although criteria may vary from district to district, an eligible determination is accepted by all school districts within the State of Mississippi.

Since participation in the gifted program is an entitlement under the law, the 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 are the responsibility of the regular classroom teachers and should not be considered as a reason for removal from the gifted program.”

In the event a student fails to make progress or exhibits unsatisfactory participation in the GEMS class, the LSC can determine that the student should exit GEMS due to lack of progress and/or unsatisfactory participation in the program. The student's parents will be notified and given the opportunity to discuss the decision with the committee before the student is removed. Should the parents not agree to the removal of the student from the program, the district shall grant the parents a hearing. If a parent requests a hearing, the committee will determine whether to place the student on suspension from the program for the remainder of the current school year and reassess the student's enrollment in gifted at the beginning of the subsequent school year. Once the student is re-enrolled in the gifted class, they will remain on probation for a period of nine weeks. At the end of the nine weeks, their performance will be reviewed and if the committee determines that the student continues to exhibit unsatisfactory participation, the student will be permanently removed from the program. Documentation of all committee meetings must be maintained.

LEGAL REFERENCES:

- Mississippi Gifted Education Act of 1989, Mississippi Code Sections 37-23-171 through 37-23-181
- Regulations for Gifted Education Programs in Mississippi (2013)