

Louisville Municipal School District Gifted Education Program Board Policy

Louisville Municipal School District
Gifted Education Program

The Louisville Municipal School District provides a program of enrichment for intellectually gifted students in grades two through eight. Students in this program grades second through fifth spend a minimum of five hours per week in the gifted “pull-out” program and the rest of the week in their regular education classrooms. Grades sixth through eight spend a minimum of 240 hours in the gifted “pull-out” program and the rest of the week in their regular education classrooms.

The Mississippi Gifted Act of 1989, as amended in 1993, mandates that intellectually gifted students in grades two through six be provided services by a teacher with a gifted endorsement for a minimum of five hours per week.

MISSION STATEMENT

The Louisville Municipal School District recognizes that students who possess exceptional gifts and talents should be granted the direction, time, encouragement and resources to maximize their potential. Administrators, teachers, counselors, and facilitators will work with parents, students, and the community to identify intellectually gifted students from all backgrounds. The Louisville Municipal School District will offer these students the differentiated instruction and opportunities to become confident and lifelong learners.

VISION STATEMENT

G-- Gifted students are taught
I – individual instruction
F – For successful
T – training in
E – enrichments and encouraging
D – development for the future

GOALS

To provide a qualitatively, differentiated curriculum which provides experiences for the students to develop their exceptional abilities.

To help students understand themselves and others and develop a sense of belonging in order to help them reach their intellectual potential.

The State of Mississippi defines “Intellectually Gifted Children” as those children and youth who are found to have an exceptionally high degree of intelligence as documented through a defined identification process. Such programs shall be designed to meet the individual needs of

gifted children and shall be qualitatively different from the regular education program of instruction provided by the district.

The purpose of the gifted program is to identify and serve those students who have potential for unusually high achievement. The gifted students go to a pull-out program with a teacher endorsed in gifted education for five (5) hours per week or a minimum of 240 minutes for grades 6-8 to account for sports and band.

The identification process consists of collecting data from subjective and objective measures to determine eligibility for the gifted program and includes an equitable opportunity for the inclusion of students who are culturally diverse, underachieving, disabled under IDEA guidelines, physically handicapped, or ADD/ADHD. District personnel carefully select measures that target the student's strengths.

CONFIDENTIAL DATA

All data collected during the identification process is protected by the Family Educational Rights and Privacy Act (FERPA). The gifted files are kept in a separate locked file cabinet at the Louisville Municipal School District Office of Support Services, and access is restricted to those personnel working directly with the identification process, working directly with the gifted program, or having a documented reason to know about the data. Parents have the right to view their children's records at any time.

REFERRAL TO PLACEMENT PROCESS FOR INTELLECTUALLY GIFTED

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. All students comprise the initial screening pool of potential recipients of gifted education services. A mass screening is administered each year at the first grade level using a group measure of cognitive ability assessment.

Referral shall be taken from March 15 until May 15 each year for all students in the first grade. For students in grades two through six, referrals will be taken each year from January 15 until March 15. Students may be tested in the summer. A student may be tested a total of two times into the gifted program using district funds.

REFERRAL

The Referral Form is completed by the person making the referral. Once a referral form has been initiated, signed and dated, only the Local Survey Committee (LSC) or parent(s) will be able to keep the process from going forward. The teacher shall complete the student information on the top of the Gifted Pupil Personal Data Sheet (GPPDS). The Questionnaire to Determine the Appropriate Test shall be completed by the teacher. The teacher shall fill out the Emerging Potential for Gifted Checklist if it is deemed appropriate.

REFERRAL CRITERIA

Type one-Mass Screening Referral Process addresses those students who are mass screened for gifted eligibility.

All students in first grade will be going through a Mass Screening Referral Process using a normed group measure of intelligence. Students who obtain a full-scale score at or above the 90th percentile on the normed group measure of intelligence shall move forward in the referral process. Students who scored at or above the 85th percentile but lower than the 90th 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. A student shall satisfy two of the following additional criteria before moving forward to the LSC Review of Referral Data Stage:

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

Type two- Individual Referral Process addresses those students who are individually referred for gifted eligibility.

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:

- A score at or above the 90th percentile on a group measure of intelligence that has been administered within the past twelve months,
- A score at or above the superior range on a normed published characteristics of giftedness checklist,
- A score at or above the superior range on a normed published measure of creativity,
- A score at or above the superior range on a normed published measure of leadership,
- 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,
- A score at or above the 90th percentile on a normed measure of cognitive ability,

- A score at or above the 90th percentile on an existing measure of individual intelligence that has been administered within the past twelve months, and/or
- Other measures that are documented in the research on identification of intellectually gifted students.

LSC REVIEW

After the referral data is collected, the LSC which includes the principal, regular education teacher, and the gifted teacher at the referred student's school, shall review the data and recommend one of the following:

- The student has satisfied minimal criteria on at least three measures and should move forward to the assessment stage, or
- 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
- 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.

PARENT CONSENT

If the LSC does refer the student for further assessment, the gifted teacher shall notify the student's parents in writing and send the Gifted Pupil Personal Data Sheet (GPPDS) to them to be signed and returned. A copy of the parental rights under the Family Educational Rights and Privacy Act (FERPA) shall also be included.

Assessment Stage

Individual Intelligence Test

All individual intelligence tests shall be administered by a licensed examiner. The examiner shall review all available data on the student, whether or not it satisfies minimal identification criteria, and use that information to select the most appropriate test of intelligence. The examiner shall provide a signed and dated copy 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.

ELIGIBILITY DETERMINATION

The LSC, which consists of the director of special education, the psychometrist, and the gifted teacher at the referred student's school, shall make a decision based on the assessment results regarding the student's eligibility. The LSC shall determine if the student is eligible or ineligible for the intellectually gifted program. The gifted teacher shall notify the parents in writing as to the assessment results and have the parent sign the Permission to Place form before the student is placed in the gifted program.

POTENTIALLY TWICE-EXCEPTIONAL STUDENTS

Students who already have an eligibility ruling under IDEA and are being assessed for the intellectually gifted eligibility and who did not satisfy the minimal acceptable criteria on the individual intelligence test shall have their results reviewed by the LSC and a licensed examiner. The district shall follow the procedure included in the Regulations for the Gifted Education Programs in Mississippi (2013).

EMERGING POTENTIAL FOR GIFTED

Students who have met criteria on the Emerging Potential Gifted Checklist who did not satisfy minimal acceptable criteria on an individual intelligence test, but did score in at least the 84th percentile or have a scale score that falls within the range of 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.

OUT OF STATE ELIGIBILITY

Each state has its own set of eligibility criteria for placement in gifted education. If a student moves to Mississippi with a gifted eligibility from another state, that student must satisfy Mississippi eligibility criteria before being placed in the gifted program. The eligibility ruling from another state may be used to begin the referral process in Mississippi. There is no temporary placement in the program while Mississippi eligibility is being determined.

HOMEWORK/CLASSWORK

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

INSTRUCTIONAL MANAGEMENT PLAN

Students in the Louisville Gifted Education Program work under specific Instructional Management Plan (IMP) objectives. In order to benefit from the IMP, a student may not be kept from the gifted class as a disciplinary measure. A student can be dismissed from the gifted program if the student fails to complete gifted class assignments.

ANNUAL REASSESSMENT

A committee shall meet at least annually to determine if each gifted student should continue in the gifted program. The committee shall include at least the student's teacher of the gifted and a designated administrator.

Participation in the gifted program is an entitlement under law; therefore, the student shall remain in the program as long as the student is being successful. Gifted students shall not be removed from the program because of grades in the regular education program.

If a student does have difficulty with work in the regular classroom, a conference shall be held with the parent, classroom teacher, teacher of the gifted, and the student to discuss the problem and to decide a proper course of action. The conference and plan of action shall be documented and other conferences shall be held as needed.

HEARING PROCESS

If the committee recommends that a student be removed from the program, the student's parents shall be given the opportunity to meet and discuss the situation before the child is removed. If the parent does not agree to the removal of the student, the local district shall grant the parents a hearing in which they can appeal the decision to the Office of Special Services and to the Louisville Municipal School District's Superintendent. The Superintendent's decision shall be considered the final resolution of the situation.

Legal References and Gifted Referral Information: Regulations for the Gifted Education Programs in Mississippi (2013).

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