

# WATER VALLEY SCHOOL DISTRICT

## Intellectually Gifted Education Program Policies and Procedures

### MISSION

The mission of the Water Valley School District intellectually gifted program (Challenge) is to provide challenging, qualitatively different, educational experiences directed to the unique needs of the intellectually gifted students and to instill in them a life-long love of learning.

### PHILOSOPHY

The Water Valley School District in accordance with the Mississippi Department of Education's Regulations and Standards for gifted education programs, is committed to identifying intellectually gifted students and providing a program of enrichment that addresses their unique talents, needs, and learning styles. Recognizing the intellectual, emotional, and social needs of gifted students, as well as their potential for creativity, higher-level thinking, independent learning, and leadership, the program addresses cognitive and affective needs with curriculum that is qualitatively different from and in addition to the regular classroom

### MDE DEFINITION OF INTELLECTUALLY GIFTED

The State of Mississippi defines "Intellectually Gifted Children" and "Gifted Education Programs" as "those children and youth who are found to have exceptionally degree of intelligence as documented through the identification process."

"Gifted Education Programs" (GEP) shall mean special programs of instruction for intellectually gifted children in grades 2-12, in the public elementary and secondary schools of this state. Such programs shall be designed to meet the individual needs of gifted children and shall be in addition to and different from the regular program of instruction provided by the district."\*

Although the State of Mississippi recognizes permissive programming for academically gifted students in grades 9-12; artistically gifted children in grades 2-12; and creatively gifted children in grades 2-12, only intellectually gifted programs in grades 2-6 are mandated by law. At this time, the WVSD offers the program on intellectually gifted children in the mandated grades 2-6.

### WATER VALLEY SCHOOL DISTRICT GIFTED EDUCATION PROGRAM

The WVSD provides programming for students who meet the criteria for Intellectually Gifted students in second through sixth grade. The WVSD provides a program of enrichment for intellectually gifted students in second through sixth grade and are served for the recommended 300 minutes per week. These classes are held at our Davidson Elementary campus.

The Challenge program is designed to meet the individual needs of the gifted student and will be *in addition to and different from* the regular program of instruction provided by the district. The activities in the gifted class are designed to develop and enhance the process skill in the outcomes document, the teaching strategies notebook, and required components of the gifted program standards document. Some of the Challenge activities will be short-term exploratory activities that introduce students to ideas and concepts not normally covered in the regular education program. These activities are designed to enhance the integration of advanced content and individual student's interest utilizing higher-level thinking skills, creative problem solving, critical thinking skills, research skills, personal growth and human relation exercises, affective skills, leadership skills, and creative expressions. Many of the activities are developed to encourage an appreciation for multicultural compositions of school and communities.

The WVSD follows the MDE Gifted Regulations referral process, guidelines and criteria on all referral measures.

### **STUDENT IDENTIFICATION PROCESS**

The student identification process for intellectually gifted students is separated into the following six stages: referral, Local Survey Committee (LSC) review of referral data, parental permission for testing, assessment, assessment repost, and the LSC eligibility determination.

### **REFERRAL CRITERIA FOR THE GIFTED PROGRAM**

Referral to the gifted program may be made by a parent, teacher, counselor, administrator, peer, self, or anyone else having reason to believe that the students might be intellectually gifted. Neither grades nor achievement test scores shall eliminate a student from the identification process for the IG program. All measures collected throughout the identification process shall be selected based upon the strengths of the individual student being considered.

#### **STAGE 1: REFERRAL**

As mandated in MDE Gifted Regulations, the WVSD follows the state minimal scale/percentile score criteria on all referral measures.

There are two types of gifted referral processes:

- Type One – Mass Screening 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 mass screening is conducted at Davidson Elementary School in the spring semester of a student's first grade year and in of their third grade year.

The WVSD uses a normed group measure of intelligence in the Mass Screening Referral Process. This process assists in identifying students in underrepresented populations. 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.

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

### **Individual Referral Process**

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 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 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
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 will be completed for possible use during the assessment process. The Emerging Potential for Gifted category makes provisions for factors that exist and may put the student at a disadvantage when inappropriate instruments are used during the assessment process.

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

if a student meets the criteria for referral, the Gifted LSC will recommend individual assessment to determine eligibility for an “Intellectually gifted” ruling. Written parental permission for testing must be obtained before any individual testing is initiated and parents will be notified in writing of their rights under FERPA.

### **STAGE 4: ASSESSMENT**

Once it is determined that a student has satisfied minimal referral criteria in order to move forward to the assessment stage, district personnel will review and compile all data available on the students. This data shall be made available to a licensed examiner who will administer an individual test of intelligence.

The assessment stage is the individual test of intelligence, which will be administered by a licensed examiner. In no case will the examiner be related to the student being tested. The examiner will review all available data on the student, whether or not it satisfies minimal identification criteria, use that information to select the most appropriate test of intelligence. Standard operating procedures will be followed during the selection and administration of all assessments as reflected in the examiner’s manuals. The examiner will 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.

Identification criteria, as approved by the MDE on the Water valley School District Gifted Education Program Proposal, must be satisfied for a student to be ruled eligible by the LSC for the intellectually gifted education program.

### **Provisions for Student with Emerging Potential for Gifted and Twice Exceptional Student**

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 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 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 Proposal, must be satisfied for a student to be ruled eligible by the LSC for the intellectually gifted education program.

The identification process shall provide an equitable opportunity for the inclusion of students with an emerging potential for gifted – students who are culturally diverse, underachieving disabled under the Individuals with Disabilities Education Act (IDEA) guidelines, physically handicapped, ADD/ADHA, 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 type of instruments and measures that should be used to correctly assess that student.

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

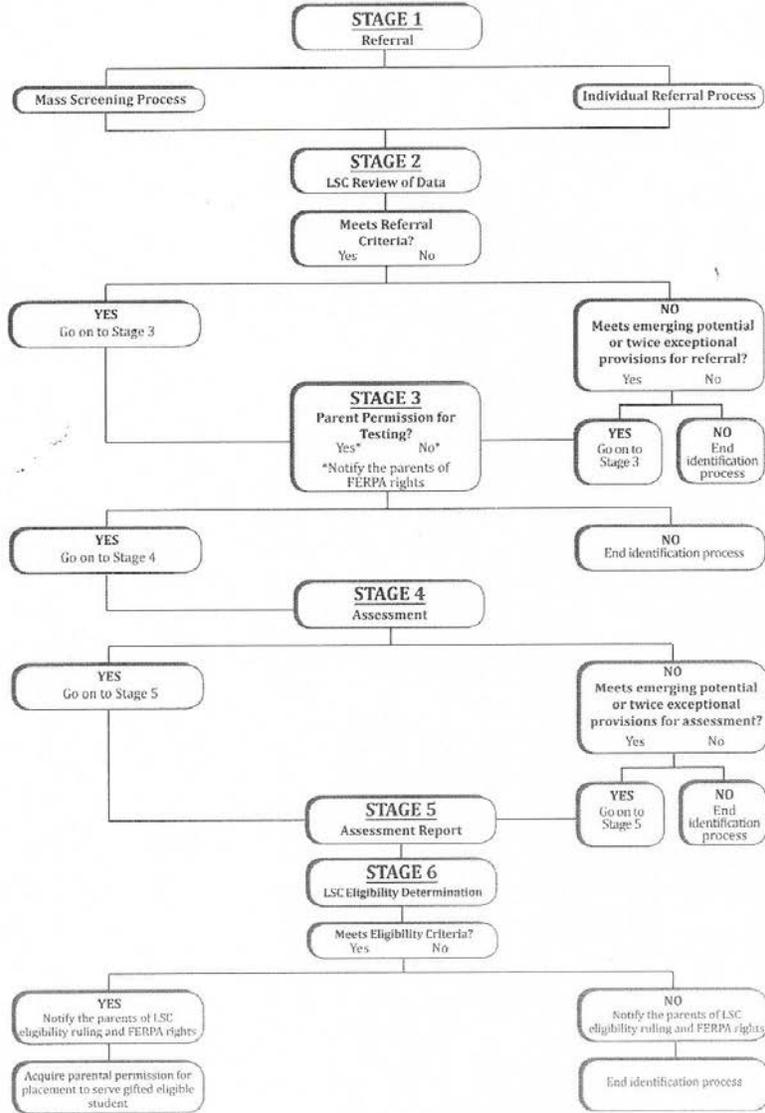
### **Parental Notification**

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

### **PARENTAL PERMISSION FOR PLACEMENT**

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

### SCHEMATIC OF IDENTIFICATION PROCESS FOR INTELLECTUALLY GIFTED STUDENTS



## **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. The school counselor may also attend the meeting when necessary. Documentation of the meeting will be maintained and will include the name(s) of the student(s) discussed, a list of the committee members present and the date of the meeting. Since participation in the gifted program is an entitlement under law, students should remain in the gifted program as long as they are being successful in the program. Grades and/or success in the regular education program are 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; 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/guardians not agree to the removal of the student from the program the local district shall grant the parents a hearing.

## **EXIT POLICY**

Once a student is placed in the gifted program, he/she will most likely continue in the IG Challenge program. However, students who are unable to maintain satisfactory performance within the structure of the program may be exited. If it becomes necessary for a student to exit Challenge, the following procedure will be used.

- A. If a parent/guardian requests that a student exit the program he/her must complete an exit form and submit it to the child's gifted teacher. Parents are encouraged not to use the Exit Procedure as a disciplinary action for behavioral or academic punishment but seek alternative methods of modifications prior to removing the child from Challenge.

- B. If a teacher of the gifted request that a student exit the program, the steps listed below must be followed.

Step 1: Teacher-student conference will be held to discuss what the child needs to do in order for the student to remain in Challenge.

Step 2: Teacher-parent conference will be held to discuss the issues the child is facing in Challenge.

Step 3: Teacher-parent-administrator conference will be held to discuss the student's need for exiting the gifted program. If the parent does not choose to attend the meeting, the Exit form will be sent home for a signature. The signed form should be returned to the teacher of the gifted within five school days. If the form is not returned, the student will be automatically removed.

Step 4: Copies of the Exit form and other documentation should be placed in the student's cumulative folder and in the gifted folder.

- C. If a parent/guardian disagrees with the judgment to exit the child, an appeal can be made using the following steps.

Step 1: The parent/guardian should complete and return the Appeal Form within ten days of receipt of notification of the exit decision. The form may be picked up at the WVSD office.

Step 2: Return the completed Appeal's form and a written request to Gifted Director at  
WVSD Gifted Director  
P.O. Box 788  
Water Valley, MS 38965

Step 3: The LSC will make the final decision.

- D. Re-entry into the Challenge gifted program must take place as follows:

Step 1: The parent/guardian must submit a written Re-Entry Request Form to WVSD Gifted Director.

Step 2: The LSC will meet and review documentation and develop a suggestion to present to the parent. The suggestion may be to not reenter the program, to reenter the program under specific provisions, or to reenter the program without any restrictions or provisions.

Step 3: A meeting with the parents/guardian, student, and the LSC will be held to discuss the LCS's opinion on possible reentry into Challenge.

Step 4: If the student does reenter and does not meet the provisions stated (See step 3), the child will be exited from the gifted program.

### **HEARING PROCESS**

Parents who are not in agreement with the school-based committee decision to remove a student from the gifted program will present their concerns orally or in writing to the gifted teacher and the principal. The gifted teacher, the principal, the district gifted director, and the parent will attempt to resolve the matter informally.

If the parents are not satisfied with the action taken by the principal, the parents shall, within five (5) school days after the meeting with the principal, put their concerns in writing and present them to the WVSD Gifted Director and the LSC. The WVSD Gifted Director will schedule meeting of the LSC including the gifted teacher within five (5) school days or a timeframe agreed upon by the parents. Parents will be extended as invitation to attend the meeting. The LSC will render a written decision based on information shared during the meeting. More details of this process are included in the Exit procedure.

### **APPEAL PROCESS**

Appeals must be presented in writing to the Director of the Gifted Program. The Local survey committee will review appeals, conduct hearings and notify parents of the decision of the committee.

### **REINSTATEMENT PROCEDURES**

Students will be considered for reinstatement in the gifted program at the request of parents and with the recommendation of classroom teachers. Consideration and arrangements for reinstatement in the program will be made through the LSC and documented in the minutes. Written notification of the student's eligibility for reinstatement will be forwarded to the parents and teachers of the students. Written parental permission must be obtained before the student can be placed in the program.

### **RE-REFERRAL**

Students who do not satisfy the criteria for advancement to the assessment stage may be referred again one year from their last referral date.

### **RE-ASSESSMENT**

Students who do not satisfy the criteria may not be retested until the completion of one full school year. In order to be re-tested, the student must have scored above the 75<sup>th</sup> percentile on the intelligence test. Parents must submit a written request indicating rationale for re-testing. The Gifted Education Committee will review the request and make a final determination on retesting eligibility. All testing must be completed by a district employed examiner.

A student may only be administered an individual test of intelligence for the purpose of entering the WVSD Intellectually Gifted Program twice in his/her academic career at the district's expense. Parents may request testing and pay prior to the student's being re-assessed if the students meet the approved criteria. (WVSD Board Approved 4/13/17)

## **INSTRUCTIONAL MANAGEMENT PLAN**

As CHALLENGE students work under specific Instructional Management Plan objective and time frames, withholding permission to attend gifted classed shall not be used as a disciplinary measures. 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 ground for dismissal.

## **OUT OF STATE ELIGIBILITY**

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 considers 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.

Students who have a valid Mississippi gifted eligibility ruling do not have to be reevaluated. Se 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 the state provided the district has a program in the particular area for which the student has eligibility.

## **HOMEWORK/CLASSWORK**

Gifted students in grades 2-6<sup>th</sup> may not be required to make-up class work missed when they are scheduled to be in the gifted classroom. Gifted students shall be held accountable for demonstrating mastery of concepts and information on regularly scheduled tests. It should be noted that some gifted students will not be high academic achievers for a variety of reasons. It is not reasonable to expect intellectually gifted students, by virtue of having been granted a gifted eligibility ruling, to make all A's and B's.

## **VISITORS**

Parents and interested parties are welcome to visit the Challenge classes. Please contact the teachers of the gifted to make arrangements.

## **FOR MORE INFORMATION**

2013 Gifted regulations and the 2017 Outcomes for Intellectually Gifted Education Programs are located at [www.mde.k12.ms.us](http://www.mde.k12.ms.us) and [www.wvsdonline.com](http://www.wvsdonline.com)

Questions may be directed to the WVSD Gifted Director at 662-473-1203.

**Referral Form: D.E.S. Intellectually Gifted**

Name of Student \_\_\_\_\_ Date \_\_\_\_\_ Student ID# \_\_\_\_\_

School: \_\_\_\_\_ District: \_\_\_\_\_

Grade \_\_\_\_\_ DOB \_\_\_\_\_

Name of person making referral: \_\_\_\_\_

Relationship to student \_\_\_\_\_

Does the student wear glasses? \_\_\_\_\_

Does the student have any allergies? \_\_\_\_\_

List any medications the student takes: \_\_\_\_\_

Does the student have any disabilities/problems that should be considered when selecting appropriate assessment measures? \_\_\_\_\_

If so, please describe: \_\_\_\_\_

Has the student been referred previously for the intellectually gifted program? Yes \_\_\_ No \_\_\_

If yes, please give date of referral (If known): \_\_\_\_\_

### Appendix A: Emerging Potential for Gifted Checklist

*(Note: Complete this checklist only if there is reason to believe the student will have emerging potential for gifted during the identification process.)*

District personnel shall complete this checklist for any student referred for the gifted program that satisfies one or more of the descriptors for emerging potential for gifted, listed under the Student Identification Processes section of the Gifted Regulations. 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.

**Student:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_  
**District:** \_\_\_\_\_  
**School:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Questionnaire Completed By:** \_\_\_\_\_  
**Relationship to Student:** \_\_\_\_\_

#### Option I

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.)**

#### Option II

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 seeing the "big picture."