

The Biloxi Public School District will provide programming for students who meet the criteria for intellectually gifted services in second through sixth grade. The program is called CREATE.

### **MISSION**

The CREATE program will recognize and nurture exemplary abilities so that Intellectually Gifted learners are provided an appropriately challenging education. This education will enable the students to realize their fullest potential and to become contributing citizens of the world.

### **GOALS**

To provide experiences which are centered in the development of thought processes with exercises in the MDE Gifted program outcomes: Thinking Skills, Creativity, Group Dynamics, Communication, Research and Self-Directed Learning. Also included are Social/Emotional Development, Visual and Performing Arts, and Career Awareness.

The State of Mississippi defines “Intellectually Gifted Children” as follows:

“Intellectually Gifted Children shall mean those children and youth who are found to have an exceptionally high degree of intelligence as documented through the identification process.”

The purpose of this programming is to identify those students who demonstrate unusually high achievement and/or potential for unusually high achievement. Because of their unusual capabilities, they require uniquely qualitatively differentiated educational programs not usually available in the regular classroom. These uniquely different programs are required to enable the gifted students to realize their potential contributions to self and society. Programming is offered through a pull-out resource program. Mississippi regulations require that intellectually gifted students be provided services by a properly endorsed teacher in a resource room for a minimum of five hours per week.

The identification process consists of a combination of subjective and objective measures to determine eligibility for the gifted program and includes an equitable opportunity for the inclusion of students who are culturally diverse, underachieving, disabled under IDEIA guidelines, physically handicapped, or ADD/ADHD. Throughout the identification process, district personnel are careful to select measures that target the student’s strengths.

All data collected as part of the identification process are protected by the Family Educational Rights and Privacy Act (FERPA). Access to this information is restricted to the personnel working directly with the identification process, working directly in the gifted education program, or having a documented need for access. Parents have the right to view their children’s records at any time.

### **REFERRAL PROCESS FOR CONSIDERATION TO THE INTELLECTUALLY GIFTED PROGRAM**

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.

### **REFERRAL**

The *Referral Form* is completed by the person initiating the referral process. Once a referral form has been initiated, signed and dated, only the Local Survey Committee (LSC) or parent(s) can stop the identification process.

## **REFERRAL CRITERIA**

A student shall satisfy a minimum of two of the following criteria at this level before moving forward in the identification process:

- a group measure of intelligence administered within the past twelve months at the 90<sup>th</sup> percentile;
- published characteristics of giftedness measure;
- published measure of creativity;
- published measure of leadership;
- achievement Test scores at the 90<sup>th</sup> percentile; and/or
- individual measure of intelligence administered within the past twelve months at the 90<sup>th</sup> percentile.

## **LSC REVIEW**

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

- move forward to Phase I Assessment;
- there is a need to collect additional data; or
- identification process should stop.

## **PARENT CONFERENCE**

If the criteria have been met, the parents will be contacted and a meeting scheduled. At this time district personnel shall obtain written parental consent for testing through the *Gifted Pupil Personal Data Sheet (GPPDS)*. Parents will be informed of FERPA at this time.

## **PHASE I ASSESSMENT**

A student shall satisfy a minimum of three of the following criteria at this level before moving forward in the identification process. Please note that measures from the referral process may be carried over into Phase I.

- A full scale score of 90<sup>th</sup> percentile or above on a normed group measure of intelligence.
- A score at or above the superior range on a normed characteristics of giftedness checklist.
- A score at or above the superior range on a normed measure of creativity.
- A score in the superior range on a normed measure of leadership.
- A score at or above the 90<sup>th</sup> percentile on a normed measure of cognitive abilities.
- 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 (May not use MCT scores).

If the minimum criteria are not met:

- A letter will be sent home to parents along with formal documentation of the decision.
- Parents may schedule a conference should they wish to review the test results.

## **PHASE II ASSESSMENT**

### **Individual Intelligence Test**

All individual tests of intelligence shall be administered by a licensed examiner. The examiner shall review all available data on the student and use this information to select the most appropriate test of intelligence. The examiner will provide a signed and dated report of the test administration. A student must score at or above the 90<sup>th</sup> percentile composite/full scale.

If a student does not score at or above the 90<sup>th</sup> percentile composite/full scale, there may be another assessment request after a six-month period if the student scored at least a 115 on the previous assessment. A student may be assessed only twice at district expense. If parents wish to have a student assessed privately, it will be at their expense and the assessment must meet the district criteria.

## **ELIGIBILITY DETERMINATION**

Once the Assessment Report is finished, the LSC shall meet to review all data and determine if the 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. Parent(s) shall be notified in writing as to the assessment results.

### **POTENTIALLY TWICE-EXCEPTIONAL STUDENTS**

Students who already have an eligibility ruling under IDEIA and are being assessed for an intellectually gifted eligibility and who did not satisfy the minimal acceptable criteria on the individual test of intelligence shall have their results reviewed by the LSC and a licensed examiner. The district will follow the procedures as outlined by the *Regulations for the Gifted Education Programs in Mississippi (2006)*.

### **POTENTIALLY DISADVANTAGED GIFTED**

Students who have satisfied criteria on the Potentially Disadvantaged Gifted Checklist who did not satisfy minimal acceptable criteria on an individual test of intelligence but did score at least the 85<sup>th</sup> percentile shall be administered an additional measure to determine eligibility as outlined by the *Regulations for the Gifted Education Programs in Mississippi (2006)*.

### **OUT-OF-STATE 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 the 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 district.

### **HOMEWORK/CLASS WORK**

As outlined in *Regulations for the Gifted Education Programs in Mississippi 2006*, gifted students in grades 2-6 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 the mastery of concepts and information on regularly scheduled tests.

### **INSTRUCTIONAL MANAGEMENT PLAN**

Students in the *CREATE* program work under specific Instructional Management Plan (IMP) objectives and time frames. Withholding permission for a student to attend the gifted classes should not be used as a disciplinary measure. Failure to complete gifted education class assignments can be used as grounds for dismissal from the program.

### **ANNUAL REASSESSMENT**

A committee shall meet at least annually to reassess each gifted student's continuation in the program. The committee must include at least the student's teacher of the gifted and a designated administrative representative.

Since participation in the gifted program is an entitlement under law, the student should remain in the program as long as he/she is successful in the program. Grades and/or success in the regular classroom should not be considered as a reason for removal from the gifted program.

In the event a student has difficulty keeping up with the regular classroom work, a conference will be held with the parent, classroom teacher, gifted education teacher, and the student to discuss the problem and to determine an appropriate course of action. The conference and plan of action will be documented and follow-up conferences will be held as needed.

If the committee recommends that a student be removed from the gifted program, the student's parents must be notified and given an opportunity to discuss the decision before the student is removed. Should the parents not agree to the removal of the student, the local district shall grant the parents a hearing.

**HEARING PROCESS**

Parent(s) who are not in agreement with the school-based committee decision to remove their student from the gifted program will present their concerns, orally or in writing, to the principal of the school. The principal and parent will attempt to resolve the matter informally.

If the parent(s) are not satisfied with the action taken by the principal, the parent(s) shall, within five (5) school days after meeting with the principal, put their concerns in writing and present them to the contact person for gifted programming within the district.

The gifted program contact person will schedule a meeting of the District Hearing Team within five (5) school days or a timeframe agreed upon by the parent(s). Parent(s) will be extended an invitation to attend the team meeting. The team will render a written decision based on information shared during the meeting.

**REINSTATEMENT PROCEDURES**

Students will be considered for reinstatement in the gifted program at the request of the parents and with the recommendation of classroom teachers. Consideration and arrangements for reinstatement in the program will be made through the LSC, with parent(s) in attendance, and documented in the minutes. Parent's signature on the minutes will provide documentation of parental permission to reinstate the student in the program.