

**Policy IDE: Gifted Education Program**

**Status:** ADOPTED

**Original Adopted Date:** 04/05/2010 | **Last Revised Date:** 07/08/2025 | **Last Reviewed Date:** 07/08/2025

APPROVED

JUL 08 2025

**GEORGE COUNTY SCHOOL DISTRICT GIFTED EDUCATION PROGRAM**

Effective July 1, 2024

G C SCHOOL BOARD

In compliance with the Mississippi Department of Education (MDE) Regulations for Gifted Education Programs in Mississippi and state mandate, the George County School District (GCSD) "SPIRIT" Program for intellectually gifted students is designed to be an integral part of the school district's overall educational offerings. Services for intellectually gifted students in grades two through six are provided by properly endorsed teachers of the gifted.

**MISSION**

The mission of the GCSD Gifted Education Program is to ensure that intellectually gifted children, as defined by the MDE, are offered appropriate educational experiences that are qualitatively different from those available in the general education classroom in order to provide opportunities for them to realize their abilities and potential.

**MDE DEFINITION**

The State of Mississippi defines "Intellectually Gifted Children" and "Gifted Education Programs" 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.

"Gifted Education Program (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 grade 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. Currently, the GCSD offers the program for intellectually gifted children in the mandated grades 2- 6.

**IDENTIFICATION PROCESS FOR GIFTED ELIGIBILITY**

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 individual and an equitable opportunity for the

inclusion of students who may be at a disadvantage for identification.

All data collected as part of the identification process shall be recorded on the Gifted Eligibility Form (GEF) in documenting relevant data inclusive of demographic information for the purpose of enrollment and registration and will be protected by the Family Educational Rights and Privacy Act (FERPA). Access to this information is restricted to those personnel working directly with the identification process, working directly in the gifted education program, or that have a documented need to access. Parents of gifted students shall be notified in writing about their rights under FERPA.

Gifted student files shall be required to contain the following information:

Gifted Eligibility Form (GEF) INCLUDE:

Parent Signature

Eligibility/Ineligibility Mark

Signed by LSC ( minimum 2 signatures)

Eligibility Date

2. Permission for Gifted Service Form INCLUDE:

Parent Signature

3. Assessment Report

4. Referral Documentation

5. Original Protocols INCLUDE:

Objective Measure(s)

Subjective Measure(s)

Individual Assessment(s)

Once the referral process begins, parents may request access to their child's data and an explanation of results at any point in the process by contacting the George County School District Gifted Program Coordinator and Psychometrist, Kim Davis at (601) 947-5838 or (601) 947-6993.

## REQUIREMENTS AND PROCEDURES FOR REFERRAL

Referral for the gifted education program is based on consideration of potential ability, test performance, maturity, creativity, leadership, and performance in the regular classroom. While grades and/or achievement test scores might be an indicator of giftedness, by MDE Regulations, neither classroom behavior, grades, or achievement test scores may be used to eliminate a student from the identification process.

The GCSD follows the MDE established procedures and criteria on all referral measures for identification.

Process 1: Mass screening is conducted in first grade annually. At the district's discretion, an additional grade level will be screened also.

Process 2: Individual referrals for students in second through sixth grade are accepted throughout the school year.

All students in grades served by the program comprise the initial screening pool of potential recipients of gifted education services by a parent, teacher, counselor, administrator, peer, self, or anyone else having reason to believe that the student might be intellectually gifted. A referral must be initiated by written request to the teacher of the gifted or the Gifted Program Coordinator. Once a referral process has been initiated with a date and a signed referral form, only the Gifted Local Survey Committee (LSC) or parents can stop the identification process.

Referral must include documentation of three of the following:

A group measure of intelligence administered within the past twelve (12) months with a minimum score at or above the 90th percentile;

Published measure of characteristics of giftedness at the superior range;

Published measure of creativity at the superior range;

Published measure of leadership at the superior range;

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 abilities;

A score at or above the 90th percentile on an existing measure of individual intelligence administered within the past twelve (12) months; and/or

Other measures that are documented in the research on identification of intellectually gifted students and approved by the MDE on the George County School District Gifted Education Proposal.

#### ASSESSMENT TIMELINE

For the purposes of the assessment timeline, referrals shall begin on the day that a signed and dated student referral is submitted by anyone believing that the student may be intellectually gifted. The student should be assessed within 90 days of the receipt of the signed referral form.

#### ASSESSMENT PROCESS AND ELIGIBILITY REQUIREMENTS

If a student meets criteria for referral, the Gifted LSC will recommend individual assessment to determine eligibility for an "Intellectually Gifted" ruling. Written permission for testing must be obtained before any individual testing is initiated.

The individual test of intelligence shall be administered by a licensed examiner. In no case will the examiner be related to the student being tested.

The student must meet identification criteria as approved by the MDE at or above the 91st percentile composite/full scale or the 91st percentile on approved subtests (as per publisher) to satisfy eligibility criteria. If a student meets criteria, the Gifted LSC will grant an "Intellectually Gifted" eligibility ruling.

Students who have been assessed by licensed examiners outside of the district shall have their results considered for referral criteria and reviewed for gifted eligibility.

#### INDEPENDENT OR PRIVATE TESTING

Parents may have their child independently assessed by a licensed psychometrist or examiner. The student shall satisfy minimally acceptable criteria on the measures used. In addition, the child must satisfy at least THREE of the following to be considered for the Gifted Education Program:

- \*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

\*Other measures that are documented in the research on the identification of intellectually gifted students

Students referred with an existing IDEA ruling may qualify for additional consideration for a "Twice-Exceptional" one-year provisional gifted eligibility as established in MDE Gifted Education Regulations. If by the end of the provisional year the student has been successful in the program, the LSC shall grant regular eligibility. If the student has not been successful, the provisional eligibility shall be revoked by the LSC.

Students potentially at a disadvantage for gifted assessment criteria as established in Gifted Regulations may qualify for additional consideration with an individual intelligence score at the 84th percentile and one of the following:

A test of cognitive abilities with a minimal score at the 90th percentile;  
A group intelligence measure with a minimal score at the 90th percentile;  
or  
A district developed matrix approved by the MDE.

#### SPECIAL CONSIDERATIONS FOR GIFTED IDENTIFICATION CHECKLIST (formerly Emerging Potential Checklist)

The Special Considerations for Gifted Identification Checklist makes provisions for certain factors that may require special considerations when inappropriate instruments are used during the assessment process. All students should be considered when using the Special Considerations of Gifted Identification Checklist. These students shall be given special consideration(s) during the gifted identification process.

#### IN-STATE GIFTED TRANSFER STUDENTS

In compliance with MS Department of Education Gifted Regulations, students who have a valid Mississippi gifted eligibility ruling do not have to be re-evaluated. 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 area for which the student has eligibility. Currently, the GCSD gifted services are provided for intellectually gifted students in the mandated grade levels, second through sixth. Prior to providing services for in-state gifted transfer student, the GCSD shall collect a copy of the student's Gifted Eligibility Form and obtain parental permission for placement.

#### OUT-OF-STATE GIFTED TRANSFER STUDENTS

Intellectually gifted students from out of state will be accepted into Mississippi Gifted Education Programs if they have met the 91st percentile on an IQ test. As per gifted regulations, if this criterion is met, reassessment of out-of-state transfers will not be required for gifted services. This includes students from military families based on the Military Interstate Children's Compact.

#### PLACEMENT IN THE GIFTED PROGRAM

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

Once a student is ruled eligible for gifted education services, participation in the gifted program is an entitlement under the Mississippi Gifted Education Act of 1989, Mississippi Code Sections 37-23-171 through 37-23-181.

As per gifted regulations, the GCSD is responsible for ensuring the intellectually gifted students are being serviced during the administration of state and district assessments. A modified or alternate schedule is permitted and must be made available to the MDE upon request.

#### INTELLECTUALLY GIFTED PULL-OUT PROGRAM (GRADES 2-6)

A group of all intellectually gifted students is provided services by a properly endorsed teacher in a self-contained room for a required minimum of 240 minutes per week. It is recommended that gifted students receive a minimum of 270 instructional minutes per week. The recommended time for gifted instruction is 330 minutes (including planning time) per week.

#### GIFTED STUDENTS IN ALTERNATIVE SCHOOL SETTINGS

The GCSD is responsible for ensuring that intellectually gifted services continue for students who are placed in an alternative school setting. The amount of time and the way services are provided shall be determined by the GCSD.

#### MDE MANDATED GIFTED OUTCOMES AND STANDARDS

In compliance with the MDE Gifted Regulations, activities in gifted education classes shall develop and enhance the skills established in the Gifted Outcomes, the Gifted Teaching Strategies, and required components of the Gifted Education Program Standards. The activities shall enhance the integration of advanced content and individual student interests by utilizing higher-level thinking skills, creative problem-solving, critical thinking skills, research skills, personal growth, human relations exercises, leadership skills, and creative expression. Activities shall also create an appreciation for the multicultural composition of the school and community.

As gifted students work under specific gifted outcomes, process skills, and standards, withholding permission to attend gifted classes shall not be used as a disciplinary measure.

#### HOMEWORK/CLASSWORK

As established in the MDE Regulations for Gifted Education Programs, intellectually gifted students in grades 2 - 6 shall not be required to make-up missed classwork 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 a minimum, the student's teacher of the gifted and a designated administrative representative. Since participation in the gifted program is an entitlement under law, students shall remain in the general education program if they are being successful in the program. Grades and/or success in the general education program should not be considered as a reason for removal for the Gifted Program.

In the event a student fails to make progress or exhibits unsatisfactory participation in the gifted program, a meeting of the reassessment committee will be held to consider the student's continued placement. If the committee determines that the student is failing to make progress, the student may be placed on probation for the next 9-weeks term. Parents shall be included in the process and notified in writing of all actions taken by the committee. Documentation of all decisions and actions will be collected and maintained in the LSC minutes.

If the student's performance in the gifted program does not improve within a designated period of time, the student may be removed from the program.

#### APPEALS PROCESS/HEARING

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

If the parent is not satisfied with the action taken by the Gifted Program Coordinator, the parent shall, within five (5) school days after the meeting, put their concerns in writing and present them to the Gifted Program Coordinator.

The Gifted Program Coordinator will schedule a meeting of the District Gifted LSC within five (5) school days or a timeframe agreed upon by the parent. The parent will be extended an invitation to attend the Gifted LSC Meeting. The Gifted Program LSC Meeting will render a written decision based on information shared during the meeting. Documentation of all decisions and actions will be collected and maintained in the LSC minutes.

#### 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 Gifted Education Program will be made through the LSC, with the parent in attendance, and documented in the minutes. Written notification of the student's eligibility for reinstatement will be forward to the parents and teachers of the student. Written parental permission must be obtained before the student can be placed in the program.

#### MAINTENANCE AND DESTRUCTION OF GIFTED STUDENT FILES

The intellectually gifted student files shall be held for five (5) years after high school graduation. Prior to shredding, a notice will be posted that these records are available for parents or students eighteen (18) years of age or older with proper identification. These records may include information on referral, assessment, placement, and participation in the gifted education program including authorizations and evidence of eligibility.

---