***Greenville Public School District***

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***Greenville’s G.I.F.T.S***

***Game-Changing Intellectuals Focusing To Succeed***

***Intellectually Gifted Education Program Handbook***

***Gifted Program Message:***

***Welcome to the Greenville Public School District Intellectually Gifted Program. The GPSD Gifted program will be termed “Greenville’s G.I.F.T.S” (Gaming-Changing Intellectuals Focusing To Succeed). The Greenville Public School District program for Intellectually Gifted students in grades 2-6 focuses on providing a nurturing, accepting environment where the unique intellectual, creative, social and emotional needs of gifted learners are fulfilled. The program acts as a “Successful Thinker Igniter” focusing on the development of skills and techniques that teach the processes of thinking rather than the products of knowledge. Research suggests that one of the most important aspects of gifted programming is the need for these learners to come together to “Spark” each other’s thinking. We are very excited to have your child participate in this challenging enrichment program. This program offers instruction and exploration in various content areas based on student interests and Mississippi Department of Education guidelines.***

***The promotion of appropriate, quality education for students identified as intellectually gifted will be the primary goal. The Mississippi Gifted Education Act requires public school districts to provide gifted education programs for intellectually gifted students in grades 2-6. These programs are designed to meet the individual needs of the gifted students and shall be in addition to and different from the regular program of instruction provided by the district.***

***Portions of state law addressing gifted education include Sec 37-23-171 Short title, Sec 37-23-173 Legislative findings and declarations; purpose, Sec 37-23-175 Definitions, Sec 37-23-177. General powers and duties of state board of education, Sec 37-23-179 Promulgation of rules, regulations, guidelines; office for gifted education; implementation of programs of gifted education by local school districts; funding of programs and Sec 37-23-181 Relationship of Secs. 37-23-121 through 37-23-131. Students participating in the Intellectually Gifted Program in grades 2-6 attend gifted studies for at least 4 hours per week.***

***We are pleased to have the opportunity to serve your child. We look forward to an exciting and productive year. Parental involvement is encouraged. If we can be of assistance, please contact us.***

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**Greenville Public School District School District Mission Statement for the**

**Intellectually Gifted Program**

The mission of the Intellectually Gifted Program in the Greenville Public School District School is to cultivate, lead and inspire world-class, innovative thinkers and expert communicators through a focus on the relationship between educator(s) and student(s) built around challenging meaningful and engaging curriculum.

**Greenville Public School District School District Philosophy for the Intellectually Gifted Program**

It is the belief of the Greenville Public School District that intellectually gifted students have the potential for educational excellence. This potential can be broadened and enhanced by offering appropriate educational experiences that are qualitatively different from those available in the regular classroom.

Through the application of varied instructional strategies, as well as content development based on students’ strengths, needs, and interests, academic progress is encouraged and accelerated, focusing on the unique intellectual and affective needs of intellectually gifted students. Instructional strategies addressing cognitive and affective needs to develop skills in critical and creative thinking, effective decision making, leadership, and group dynamics. These instructional strategies broaden the scope of knowledge and infuse independent study skills that will serve the student in their daily lives and throughout their academic career.

**“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 needs of those students should be addressed based on the program options provided in the *Outcomes for Intellectually Gifted Education Programs Grades 2-8 in Mississippi.*

--Defined as stated in the Mississippi Gifted Regulations 2013

**"*I value the education that I receive from the gifted classes that I attend. I have the opportunity to explore interesting topics in a challenging way. Quite simply, I am asked to think. I believe that this is what I will be asked to do in the future, and it appears that the future will require me to be an excellent thinker."*** *- Gifted Elementary Student*

**Greenville Public School District School District Goals for the Intellectually Gifted Program**

➢ GPSD will provide an equitable identification process for intellectually gifted students which is inclusive and meets requirements outlined in the Regulations for the Gifted Education Programs in Mississippi.

➢ GPSD will provide a curriculum and delivery system that addresses the unique cognitive, affective, and interpersonal needs of the intellectually gifted learner.

➢ GPSD will provide intellectually gifted students with opportunities to engage in challenging learning experiences that are not included in the regular classroom.

➢ GPSD will provide intellectually gifted students with opportunities to become more independent and self-directed learners through participation in investigations of authentic problem-solving.

➢ GPSD will provide intellectually gifted students with opportunities to develop thinking skills, creativity, reasoning abilities, decision-making skills, and effective communication skills.

➢ GPSD will provide intellectually gifted students opportunities to participate in social development activities where they interact with other students with similar skills, talents, and interests.

➢ GPSD will provide intellectually gifted students with opportunities to use technology to

research areas of interest and content and attain global understanding.

➢ GPSD will provide opportunities for on-going training for teachers and other personnel involved in the Intellectually Gifted Program.

➢ GPSD will provide intellectually gifted students with opportunities to use technology to research areas of interest and content and attain global understanding.

➢ GPSD will provide an on-going evaluation of each student’s progress in the Intellectually Gifted Program as well as a comprehensive annual assessment of the Greenville Public School District School District’s Intellectually Gifted Program.



**The foundation of the Gifted Program is a differentiated curriculum with these key characteristics:**

* More intellectually demanding learning experiences.
* Learning based on characteristics, needs, abilities, and interests rather than on predetermined curricula or sequence of instruction.
* Complex activities requiring more abstract thought and higher-level thinking processes.
* Time for in-depth inquiry, active exploration, and discovery.
* Higher expectations for independence and task persistence.
* Extensive opportunities to develop and apply creative and critical thinking.
* More challenges to acquire and demonstrate leadership abilities.
* More emphasis on developing self-understanding and the understanding and appreciation of others.
* More opportunities for students to demonstrate what they have learned in a wide variety of forms that reflect the knowledge, excellence, and the ability to generate new ideas

**I. INTELLECTUALLY GIFTED PULL-OUT (GRADES 2-8)**

A group of all intellectually gifted students is provided services by a properly endorsed teacher in a self-contained room for a recommended 300 minutes per week, or a minimum of 240 minutes per week. The activities in the gifted class should develop and enhance the process skills in the outcomes document, the teaching strategies notebook, and required components of the gifted program standards document. Some of the activities should be short-term exploratory activities that introduce students to ideas and concepts not normally covered in the regular education program. The activities should 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. Activities should also create an appreciation for the multicultural composition of the school and community.

**DIFFERENTIATED CURRICULUM**

Instructional methods and strategies used within the program emphasize the belief that gifted students must be active participants in their own learning. The teacher functions as a facilitator, guide, and confidant. The curriculum incorporates both group and individual strategies focusing on creative thinking, critical thinking, communication, leadership, group dynamics, and problem-solving. The teachers of the program develop a differentiated curriculum and implement instructional strategies designed to:

• involve gifted students in educational decision making.

• develop gifted students as independent learners.

• allow gifted students to apply productive thinking skills.

• enable gifted students to develop an understanding of self and society

**CLASS SIZE-** The Mississippi Gifted Education Act of 1989 requires teachers of the gifted to provide a gifted program that meets the individual needs of the gifted students being served. The recommended size of each class in grades 2-8 is 8-12 students. While local districts have flexibility in the operation of programs, general education class size as mandated in the accreditation standards is inappropriate for gifted classes. The integrity of the program shall be maintained.

**New Content / Tests** - Tests and the introduction of major concepts should also be avoided on the withdrawal day. Due to the nature of most gifted children, this may cause them undue stress. If new material is taught, teachers should provide direct instructions to students when they return to class. Students should not be responsible for obtaining this information on their own.

**Classroom Work** - Students should only be required to complete work that is necessary to learn new information or to understand complex concepts. It is the student’s responsibility to check their work obligations and to ask for extra help if they do not understand any material.

**Homework** - Gifted students often need help to learn how to break assignments into manageable chunks and balance their workload appropriately. A monthly calendar at home with assignments listed would be beneficial. Be aware that the one-day withdrawal class is often very intense for the gifted student. They may need an extra day to catch up on their work. If at any time, you feel your child has more than she or he can comfortably handle, please contact the child’s teachers to discuss strategies to lighten the load.

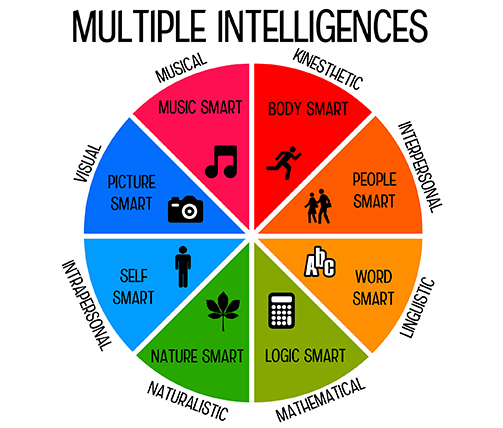
**Note:** Gifted students in grades 2-8 may not be required to make-up class work missed when they are scheduled to be in the gifted classroom. Gifted students shall be held accountable for demonstrating mastery of concepts and information on regularly scheduled tests. It should be noted that some gifted students will not be high academic achievers for a variety of reasons. It is not reasonable to expect intellectually gifted students, artistically gifted students, and/or creatively gifted students, by virtue of having been granted one of those gifted eligibility rulings, to make all A’s and B’s. The exception is academically gifted students in grades 9-12 who have been ruled eligible based upon exceptionally high academic achievement in the pertinent area being served.

**Communication-**Communication is the key to any successful program. It is very important to work together to ensure that the gifted learner has a positive experience. The newsletter, *The Gifted Journal***,** will keep parents and teachers informed about on-going classroom activities. Students will be utilizing a weekly *Learning Log*and *Inking About Thinking Journal*to record observations and ideas about their day. The purpose of the journal is to encourage the development of meta-cognitive thinking. Students will be expected to share the journal with their parents and teachers in order to keep everyone in the loop. Parents and teachers should feel free to contact the Teachers of the Gifted with any questions or concerns. It is also important to contact the teachers when your child will be absent from the program.

**Logical Reasoning** - Logic is the study of methods and principles used in distinguishing correct from incorrect reasoning. Deductive thinking is a form of logical reasoning in which the conclusion follows from the statements of fact. Inductive thinking is a form of logical reasoning in which a generalization is made based on the evidence gathered.

**Problem Solving** - Problem-solving strategies include these steps: define the problem, analyze the problem, establish criteria for evaluating solutions, propose solutions, take action. (Think, Evaluate, Decide, Act)

**Research** To become effective information users, students must have opportunities to access and use all kinds of information. Utilizing the independent research method, students develop organizational and research skills as they locate, interpret, analyze, synthesize, evaluate, and communicate information. Technological skills are also taught to help students produce a variety of products.

**Howard Gardner’s Multiple Intelligence Theory** 

**“*It’s not how smart you are, but how you are smart.”*** Gardner maintains that we all have not one but eight intelligences, which interact to give us our individual patterns of abilities. The eight intelligences are quite separate in that a person may have ability or potential in any one, or more, of them without necessarily being good in other areas Through various activities and personal inventories, students learn the characteristics of each intelligence: **Word Smart, Math Smart, Picture Smart, Music Smart, Body Smart, Nature Smart, People Smart, Self Smart**. Understanding one’s learning strengths and weaknesses help students engage in their own learning. By providing variety with a choice of activities from all intelligences, students are engaged through multiple learning pathways and have a greater opportunity to experience success.

**GIFTED TEACHER UNITS**

The gifted education program is an add-on program funded by the state legislature through the Mississippi Adequate Education Program. Gifted teacher units in grades 2-6 shall be calculated as follows:

1. The first teacher unit shall be funded on the basis of a minimum of 20 identified and participating students.
2. The second gifted teacher unit shall be funded when there are 41 identified and participating students.
3. Additional gifted teacher units shall be funded based on the 40 + 1 formula.
4. The teacher serving fewer than 20 students, more than 60 students, or working less than full time in the gifted program shall be prorated.
5. No student may be counted more than once for the purpose of justifying funding of a gifted teacher unit.
6. The data entered into the Mississippi Student Information System (MSIS) shall be the official numbers for the purposes of funding gifted teacher units.

**NOTE:** If funds are available for permissible programs in grades 7-8, the teacher

unit funding formula shall be the same as it is for grades 2-6.

**PLANNING TIME -** Each teacher of the gifted in grades 2-8 should have a daily planning period of not more than 60 minutes. This time is needed to develop activities to meet the individual needs of gifted students as required by law.

**ASSESSMENT TIME -**  One teacher of the gifted may be assigned an average of one 60-minute period per day of assessment time to perform the duties related to referral, assessment, and LSC meetings. If the time is combined, it may not exceed one-half day per week.

**PROPOSAL FOR GIFTED PROGRAM -** The Proposal for Gifted Program Form must be submitted to the State Board of Education for approval prior to providing a program for gifted students. Gifted Program Proposals may be approved for a period of up to five years, depending upon the district’s annual self-evaluation on the Mississippi Gifted Education Program Standards and monitoring reports. Whenever a district makes changes to the local gifted program, the district shall submit a new Proposal for Gifted Program Form to the MDE Office of Curriculum and Instruction for approval prior to implementing those changes.

**MONITORING AND SELF-EVALUATION -** Local gifted education programs shall be monitored by the Office of Curriculum and Instruction. Each district shall submit to the MDE a copy of the local GEP self-evaluation by June 30 each year. The district shall also maintain a copy on file. This evaluation shall be made in accordance with the Mississippi Gifted Education Program Standards. It is suggested that the evaluation follows the rubric format of the standards. A sample self-evaluation document is available online, located in the Advanced Learning and Gifted area of www.mde.k12.ms.us/ci. Written documentation shall be submitted with the evaluation for each rating of 3 or higher. A written corrective action plan approved by the local school board shall be maintained on file in the district with the evaluation for each rating of 1. The corrective action plan should be succinct.

**GEP CONTACT PERSON-**  Each local district superintendent shall appoint at least one, but no more than two GEP Contacts. These individuals are the link between the district and the Office of Curriculum and Instruction at the MDE. This is not intended to be an additional administrative position at the district level. At least one of the GEP Contacts in the district shall hold a valid gifted endorsement. It is the responsibility of these individuals to keep the superintendent informed about the local gifted education program and all communications from the MDE regarding gifted education programs.

**NON-COMPLIANCE -** Districts must comply with the requirements of the Mississippi Gifted Education Act of 1989 (MS Code 37-23-171 through 181), the requirements of the Mississippi Gifted Education Program Standards, the requirements of these gifted program regulations, and the requirements of the Mississippi Public School Accountability Standards related to gifted education programs. If a district does not comply with the above requirements or fails to correct a problem identified during a program monitoring visit, the district accreditation status may be downgraded and state funds for the gifted program may be withheld until such time that compliance occurs. The hearing and appeals procedures related to accreditation are outlined in Accreditation Policy 6.0 as indicated in the Mississippi Public School Accountability Standards.

**II. IDENTIFICATION OF INTELLECTUALLY GIFTED STUDENTS**

**STAGE 1: REFERRAL**

There are two types of gifted referral processes:

* Type One - Mass Screening Referral 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 process requires all Mississippi districts to screen all students in at least one grade level each year. Districts should use a normed group measure of intelligence in the Mass Screening Referral Process. This process should assist 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 gifted 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
5. 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.

**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 gifted 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.

Documentation of measures shall be maintained in a written document approved by the local school board indicating that the district is using the state minimal scale/percentile score criteria on all referral measures. This document shall be distributed to district administrators, school counselors, and teachers and shall be available to parents at each school site.

**NOTE:** Any student who does not meet the minimum acceptable criteria (score in the 90th percentile) on the normed group measure of intelligence during the Mass Screening Referral Process and does not qualify for the Emerging Potential for Gifted criteria, can be referred by anyone for the Individual Referral for Screening Process. The individually referred student shall not be excluded from the referral process by their performance on the normed group measure of intelligence administered during the Mass Screening Referral Process.

**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 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.

**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.

**STAGE 3: PARENTAL PERMISSION FOR TESTING**

At this time, district personnel shall obtain written parental permission for testing. District personnel shall also notify parents in writing about their rights under FERPA.

**STAGE 4: ASSESSMENT**

Once the LSC has determined that a student has satisfied minimal referral criteria in order to move forward to the assessment stage, district personnel shall review and compile all data available on the student. This data shall also be made available to a licensed examiner. The assessment stage is the individual test of intelligence, which shall be administered by a licensed examiner. In no case will the examiner be related to the student being tested. 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. Standard operating procedures should be followed during the selection and administration of all assessments as reflected in the examiner’s manuals. The examiner shall 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. District personnel shall make decisions as to whether the minimal acceptable criteria set in regulations will be used, or if a higher minimal acceptable criteria will be used. The assessment criteria and acceptable minimal scale/percentile scores to be used shall be documented in writing in the district’s Gifted Education Program Proposal submitted to and approved by the Office of Curriculum and Instruction at the MDE. If a district decides to raise its minimal acceptable scale/percentile score for gifted eligibility above the state minimum scale/percentile score, justification shall be provided to the MDE in writing. Included in the justification must be documentation that the district continuously addresses the Emerging Potential for Gifted guidelines as outlined in the regulations.

**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.

Identification criteria, as approved by the MDE on the local district’s Gifted Education Program Proposal, must be satisfied for a student to be ruled eligible by the LSC for the intellectually gifted education program.

**Potentially Twice-Exceptional**

Students who already have an eligibility ruling under special services and are being assessed for intellectually gifted eligibility, and who did not satisfy all of the required minimum 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 91st percentile on the 10 individual test of intelligence (composite score or approved subtest score) or in the opinion of the reviewing committee, would benefit from participation in the intellectually gifted program, the student may be granted 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 shall write 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 was 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
5. administered or completed,
6. Test behaviors for any individually administered test(s),
7. Interpretation of the results of each individually administered test(s),
8. Name of the person who administered the individual test of intelligence and date test was administered,
9. Qualifications of the individual who administered the individual test of intelligence,
10. Results of the individual test of intelligence to include scores on all subtests and, identified strengths and weaknesses,
11. Name of the person responsible for writing the Assessment Report, his/her signature, and position, and
12. 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 one of the gifted programs, written parental permission for placement shall be obtained before the student is placed in the program.

**PARTICIPATION**

Participation is necessary on a regular basis for students eligible for the Intellectually Gifted Program. A general education classroom teacher may not prevent an eligible student from attending the gifted class due to issues within the general education classroom. A student may not choose to miss a gifted class without prior consent from the parent/guardian and the teacher(s).

**LOCAL SURVEY COMMITTEE (LSC)**

Each district shall establish a Local Survey Committee (LSC) for the GEP. The LSC shall be involved in determining a student’s eligibility for the gifted program. The LSC shall include, but is not limited to, gifted education teachers and administrators. It may include regular education teachers, school psychologists or psychometrists, and parents. It should include a special education teacher when a student is being considered for an eligibility under the twice-exceptional criteria. The LSC may be a building level committee which is responsible for students enrolled at that school, a district level committee which is responsible for students enrolled in the entire district, or a combination of the two.

**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. Documentation of the meeting must be maintained and must 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 is 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 due to lack of progress in the program and/or unsatisfactory participation in the program, the student’s parents must 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 local district shall grant the parents a hearing. The hearing committee will be composed of the Assistant Superintendent and two administrators. The Assistant Superintendent will chair the committee. Information from the committee recommending the removal and information from the parent will be considered by the hearing committee. Both parties will be notified in writing of the decision from the Assistant Superintendent.

Placement and participation in the Intellectually Gifted Program are based on a voluntary decision by the eligible student’s parent. A student may be removed from the program with written parental consent. A student who has been removed from the Intellectually Gifted Program during the school year for any reason may not be considered for reentry for a minimum of 9 weeks. A request for reentry must be in written form. If reentry is requested a committee will meet to determine if it is appropriate for the student to reenter. The committee must include at least the student’s teacher of the gifted and a designated administrative representative. The student’s parents must be notified of the committee’s decision and given the opportunity to discuss the decision with the committee. Should the parent not agree with the decision of the committee the district shall follow a hearing process as described in the previous paragraph.

**PROGRESS REPORTING**

Parents of students participating in the Intellectually Gifted Program will be notified of their child’s progress and participation.

**PROCEDURAL SAFEGUARDS**

All data collected as part of the identification process are protected by the Family Educational Rights and Privacy Act (FERPA). Parents must be notified of their rights under FERPA. It is the obligation of the local district to ensure that parents understand these rights. All information/data collected as part of the identification process shall be placed in an individual eligibility file for each student. These files and the information contained therein shall not be placed in the student’s cumulative record folder. The files shall be maintained in a separate locked storage facility/file cabinet, and access to the information shall be restricted to those personnel working directly with the identification process, working directly in the gifted education program, or those that have a documented need to know. Once the referral process begins, parents must be informed of the information/data that is collected. Parents shall have access to these records. Each district shall have a policy that establishes the process that parents shall adhere to when requesting to access these files. Parents shall be made aware of their rights to an explanation of the results of the Assessment Team Report.

**OUT-OF-STATE ELIGIBILITIES**

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 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 local district.

**NOTE**: Students who have a valid Mississippi gifted eligibility ruling do not have to be reevaluated. See 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.

**ACCESS TO RECORDS**

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 those personnel working directly with the identification process, working directly in the gifted education program, or those that have a documented need to access. Parents requesting access to their child’s gifted records shall make such a request in written form to the Gifted Education Program Coordinator. A mutually agreed upon time will be set for a review of the child’s records. Such records will be viewed at the location in which the records are maintained. Test protocols will not be available for review by the parent.

**INSTRUCTIONAL MANAGEMENT PLAN (IMP)**

Each local school district shall have a written IMP for the intellectually gifted program and for all other gifted programs (academically gifted, artistically gifted, and/or creatively gifted) that the district offers. The IMP shall include, at a minimum, the following components:

1. District mission/philosophy statement, including goals and objectives;

2. The components of the Mississippi Gifted Education Program Standards:

a. Differentiated activities,

b. Scope and sequence of program process skills (outcomes),

c. Career exploration and life skills,

d. Exposure to and appreciation for the visual and performing arts,

e. In-class counseling/guidance for gifted students,

f. Social-emotional needs of gifted students,

g. Affective needs of gifted students, and

h. Needs of gifted at-risk students; and

3. Program outcomes for the specific gifted program(s) offered.

* Gifted Studies Resource Classes
* Intellectually Gifted Outcome Process Skills
  + I = Introduction of skill
  + E = Emerging skill
  + M = Mastery of skill