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PURPOSE

The Mississippi Gifted Education Act of 1989, as amended in 1993, mandates that each public school district within the state provide gifted education programs for intellectually gifted students in grades 2

SCHEMATIC OF IDENTIFICATION PROCESS FOR INTELLECTUALLY GIFTED STUDENTS

IDENTIFICATION OF ACADEMICALLY GIFTED STUDENTS

NOTE: Throughout the identification process, district personnel shall be careful to select measures that target the student's strengths.

STAGE 4: ASSESSMENT

Once the LSC has determined that the student should move forward to the assessment stage, district personnel shall review all data available before deciding which measures are most appropriate to be used during assessment. After reviewing the information available, district personnel shall collect measures from at least two of the following assessment criteria. A student shall satisfy minimal state criteria on at least two of these measures.

Assessment Criteria

1. A score at or above the 90th percentile on the total score in the pertinent academic area on a norm-referenced achievement test,
2. A score at or above the 90th percentile in the pertinent academic area on a norm

Parental Notification

District personnel shall notify in writing the parents of each student tested for the academically gifted program about the assessment results. District personnel shall offer to explain any of the results about which the parents have questions. District shall also notify parents in writing about their rights under FERPA.

STAGE 6: LSC ELIGIBILITY DETERMINATION

Once the Assessment Report is finalized, the LSC shall meet and review all data and determine if eligibility criteria has or has not been satisfied. The LSC shall rule that the student is or is not eligible for the artistically gifted program.

Parental Notification

District personnel shall notify in writing the parents of each student tested for the artistically 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.

Assessment Criteria

1. Published checklist of creativity with a score in at least the superior range, or a published test of creativity with a score in at least the superior range,
2. Published checklist of characteristics for performing arts with a score in at least the superior range, or a published test of ability in the performing arts with a score in at least the superior range, or
3. Videotape of the student's performance (must have been taped within the past twelve months) evaluated using a rubric (with prior approval by the MDE) by an individual who derives their main source of income from working in the pertinent performing arts area and who certifies in writing that the student has an exceptionally high degree of creativity and ability in the performing arts which places them in the top 5% of age peers.

Individual Audition

If the student has satisfied the minimal criteria as outlined above, the student shall successfully complete an individual live audition before a Panel of Experts. There must be at least three experts on the panel with no more than one being an employee of the district. The teacher in the program may not be a member of the panel. All members of the panel shall meet the following criteria:

1. Possess an advanced degree in the appropriate performing arts area or
2. Derive main source of income from working in the appropriate performing arts area.

The district shall maintain written documentation confirming the qualifications of each member of the panel. The members of the panel shall observe a live performance by the student in the appropriate performing arts area. The evaluation of the panel shall be conducted simultaneously, independently, and without discussion of the results. Each member of the panel will complete a rubric (with prior approval of the MDE) and sign a statement that they find that the student has an exceptionally high degree of creativity and an exceptionally high ability in the performing arts that places them in the top 5% of age peers.

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 two measures, with the score on each measure, that were used to determine that the student satisfied minimal acceptable assessment criteria,
3. Individual audition summary,
4. Date that each measure was administered or completed,
5. Completed rubric signed and dated by each member of the panel,
6. Signed statement by each member of the panel certifying the student's creativity and ability in the performing arts,
7. Name of person responsible for writing the Assessment Report, signature and position, and
8. Date of the Assessment Report.

SCHEMATIC OF IDENTIFICATION PROCESS FOR CREATIVELY GIFTED STUDENTS

PROGRAMMING OPTIONS

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

HOMEWORK/CLASSWORK

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.

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

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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 staying on task.

Appendix B: Gifted Education Program Proposal

Mississippi Department of Education – Office of Curriculum and Instruction

District_____Phone_____

Gifted Contact Person_____

INTELLECTUALLY GIFTED

Check the categories of instruments to be used during the identification process. Only complete the name of the instrument(s) and minimal score if establishing a minimal acceptable criteria higher than that stated in the regulations:

	Name of Instrument	Score
-Group intelligence test(s)	_____	_____
-Characteristics of giftedness checklist	_____	_____
-Measure of creativity	_____	_____
-Measure of leadership	_____	_____
-Measure of cognitive ability	_____	_____
-Achievement test(s)	_____	_____
-Individual test of intelligence	_____	_____
-Other measures	_____	_____

ACADEMICALLY GIFTED

Check the categories of instruments to be used during the identification process. Only complete the name of the instrument(s) and minimal score if establishing a minimal acceptable criteria higher than that stated in the regulations:

	Name of Instrument	Score
-Group achievement test(s)	_____	_____
-Individual achievement test	_____	_____
-Portfolio*	_____	_____

*A copy of the rubric that will be used to evaluate the portfolio, including the minimal acceptable score, must be submitted for approval with the program proposal.

ARTISTICALLY GIFTED

Check the categories of instruments to be used during the identification process. Only complete the name of the instrument(s) and minimal score if establishing a minimal acceptable criteria higher than that stated in the regulations:

	Name of Instrument	Score
-Measure of creativity	_____	_____
-Measure of ability in visual arts	_____	_____
-Portfolio*	_____	_____

*A copy of the rubric that will be used to evaluate the portfolio, including the minimal acceptable score, must be submitted for approval with the program proposal.

CREATIVELY GIFTED

Check the categories of instruments to be used during the identification process. Only complete the name of the instrument(s) and minimal score if establishing a minimal acceptable criteria higher than that stated in the regulations:

	Name of Instrument	Score
-Measure of creativity	_____	_____
-Measure of ability in performing arts	_____	_____
-Portfolio*	_____	_____

*A copy of the rubric that will be used to evaluate the portfolio, including the minimal acceptable score, must be submitted for approval with the program proposal.

TYPE OF PROGRAM(S)

Check all that apply for the district and indicate the grade level(s) in which each program will be implemented:

PROGRAM	GRADE LEVEL(S)
-Intellectually Gifted Resource*	_____*Mandated in grades 2-6
-Academic Placement*	_____*Available in grades 9-12 only
-Artistically Gifted Resource	_____
-Creatively Gifted Resource	_____
-Dual Enrollment	_____
-Independent Study	_____
-Mentorship	_____

APPROVAL OF PROPOSAL

_____ _____
Superintendent Signature Date

_____ _____
GEP Contact Person's Signature Date

Below is for MDE use only:

_____ _____
Office Director's Signature Date

_____ _____
Bureau Director's Signature Date

Appendix C: MS Code 37-23-171 through 181

MISSISSIPPI CODE of 1972

*** Current through the 2012 Regular Session ***

§ 37-23-171. Short title

Sections 37-23-171 through 37-23-181 shall be known and may be cited as the "Mississippi Gifted Education Act of 1989."

HISTORY: SOURCES: Laws, 1989, ch. 447, § 1, eff from and after July 1, 1989.

§ 37-23-173. Legislative findings and declarations; purpose

The Legislature finds and declares that there are many children in the State of Mississippi who are intellectually, academically, creatively and/or artistically gifted and who require additional opportunities to allow them to develop their capabilities to their fullest potential.

Consequently, it is the purpose of Sections 37-23-171 through 37-23-181 to provide for a uniform system of education for gifted children in the public schools of Mississippi, to provide for a nondiscriminatory process of identification of these children, to provide for periodic evaluation of the program and its benefit to the gifted children, and to insure that gifted children are identified and offered an appropriate education.

Further, it is the intent of the Legislature that local districts be given as much flexibility as possible in the operation of their programs and that there be parental involvement in the development and conduct of their programs.

HISTORY: SOURCES: Laws, 1989, ch. 447, § 2; Laws, 1993, ch. 585, § 1, eff from and after July 1, 1993.

§ 37-23-175. Definitions

For purposes of Sections 37-23-

(c) "Department" shall mean the State D TmucTmuartmenn t ofEduction .]TJETBT1 0 0 1 3960.55695.38 Tm[