

District: Webster County School District
Section: I - Instructional Program
Policy Code: IDDEAA - Intellectually Gifted

WEBSTER COUNTY SCHOOL DISTRICT REFERRAL PROCEDURE FOR GIFTED STUDENTS

The Webster county school district will serve students who are identified as intellectually gifted. All 1st grade and all referred 2nd – 6th grade students will be screened to determine eligibility for referral. The student identification processes are separated into six steps for Intellectually Gifted for students in grades 2 – 6. The six steps are: referral, (LSC) review, parental permission for testing, assessment, assessment report and the eligibility determination by the LSC.

Referral

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. District personnel shall collect the data required to satisfy the district's referral criteria. Once a referral form has been initiated, signed and dated, only the LSC or parents can stop the identification process.

LSC Review

Once the referral data has been gathered, the Local Survey Committee shall review all the data and make one of the following recommendations:

1. Student satisfied minimal criteria on at least three measures and should move on to the assessment stage, or
2. student has not satisfied minimal criteria on at least three measures, however, the LSC feels that additional data should be collected, or
3. student has not satisfied minimal criteria on at least three measures and the identification process should stop.

Potentially Disadvantaged Gifted

At this point district personnel shall make the decision as to the possibility that the student could possibly be eligible for consideration as disadvantaged gifted. If it is believed that the student might be disadvantaged, then the Potentially Disadvantaged Intellectually Gifted Checklist should be completed for possible use during the assessment process. The potentially disadvantaged 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.

Assessment

Once the LSC has determined that a student should move forward to the assessment phase, district personnel shall review all data available on the student 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 three of the categories of assessment measures. A student shall satisfy minimal state criteria on measures from at least three categories before moving forward in the process. District may elect to set the local minimal criteria higher than the criteria stated in regulations. Results from other examiners will NOT be accepted.

Parental Permission for Testing

At this time, if parental permission for testing has not been obtained, district personnel shall obtain written parental permission for testing.

Phase I Assessment Criteria

1. A full scale score at or above the 90th percentile on a normed group measure of intelligence.
2. A score at or above the superior range on a normed characteristics of giftedness checklist.
3. A score at or above the superior range on a normed measure of creativity.
4. A score in the superior range on a normed measure of leadership.
5. A score at or above the 90th percentile on a normed measure of cognitive abilities.
6. 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.
7. Other measures as approved by the SBE on the district's Gifted Education Program Proposal.

A student who has satisfied the minimal acceptable criteria on any three of the above measures shall move forward to the individual test of intelligence.

Phase II Assessment Criteria

Once it has been determined that a student has satisfied minimal criteria on three measures from Phase I of assessment, the student shall move forward to the second phase of assessment, the individual test of intelligence. All individual tests of intelligence 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. No more than one individual test of intelligence shall be administered to the student without an appropriate waiting period between administrations. 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 in order to satisfy eligibility criteria.

Potentially Twice-Exceptional Students

Students who already have an eligibility ruling under IDEA 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. If the student scores at or above the 91st percentile on the nonverbal scale, or who 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.

Potentially Disadvantaged Gifted

Students who have satisfied criteria on the Potentially Disadvantage Gifted Checklist who did not satisfy minimal acceptable criteria on an individual test of intelligence, but, who did not satisfy minimal acceptable criteria on an individual test of intelligence, but, did score at least the 85th percentile, 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,
3. Place existing scores from the assessment stage into a matrix that the local district has had approved by the MDE.

Identification criteria, as approved by the SBE 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.

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 Assessment Phase I that were used to determine the need to administer an individual test of intelligence.
3. Results of each measure,
4. Names 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. Names of the person responsible for writing the Assessment Report, his/her signature and position, and

11. The date of the Assessment Report.

Eligibility Determination

Once the Assessment Report is finished, the LSC shall meet to 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 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 that parents have questions about. District personnel shall also notify parents in writing about their rights under the Family Educational Rights and Privacy Act (FERPA).

If at any step of this process, a student fails to achieve eligibility, the local school shall report the findings to the parent/guardian and deny entrance into the intellectually gifted class. (See Attachment F)

Retesting of Students

Students who fail to achieve eligibility criteria and are again referred for the gifted program may be retested by the Webster County School District Psychometrist six months from the date of the original testing. Students should only be evaluated two times during grades 1-6 due to prior exposure and practice effects.

End of Year Assessment

The LSC shall meet at least annually and reassess each student's participation in the gifted program. The student should remain in the program as long as progress is being made. If the committee determines the student should exit the program due to lack of progress and/or participation being unsatisfactory, the student's parents must be notified and given an opportunity to discuss the decision with district personnel before the student is removed from the program. Documentation of this meeting must be maintained and must include the name of the student discussed, a list of committee members present and the date of the meeting.

Removal by Parent

If a parent chooses to remove his/her child from the Gifted Program, the parent must sign a Request for Removal from Special Services Form. The child may be removed for the remainder of the semester or the remainder of the year. The child may not be reinstated until the beginning of the next semester or school year. Parents must sign a Request for Reinstatement of Special Services Form prior to reinstatement.

Gifted Grievance Procedures

Grievance procedures have been established to settle, equitably, at the lowest possible administrative level, differences and issues relating to the gifted program. The grievance procedure is as follows:

- **Level I (Informal Procedures)**

1. The aggrieved person (student, parent, guardian or employee) must first discuss his or her grievance with the building level administrator with the objective of resolving the matter informally.
2. The aggrieved person and the building level administrator shall discuss the grievance with a view toward arriving at a mutually satisfactory resolution

- **Level II - Step One (Formal Procedures)**

1. If as a result of the discussion between the aggrieved person and the building level administrator, the matter is not resolved to the satisfaction of the aggrieved person, the aggrieved person may, within five school days of the date of the meeting with the building level administrator, set forth his or her grievance in writing, directed to the building level administrator and shall specify the following:
 - a. The nature of the grievance;
 - b. The nature or extent of the injury, loss or inconvenience;
 - c. The remedy desired;
 - d. The results of previous discussions; and
 - e. Areas of dissatisfaction with decisions previously rendered.
2. The building level administrator will consult with the Director of Special Education and shall communicate in writing his or her decision to the aggrieved person within five school days of receipt of the written grievance.

- **Level II – Step Two (Formal Procedures)**

1. If the aggrieved person is not satisfied with the disposition of his or her grievance at level II, Step One, he or she may, within 5 school days of receipt of the building level administrator's written decision, present his or her grievance to the Superintendent.
2. The Superintendent will review the written record and convene a hearing, no later than ten working days after the filing of the grievance, at which both the aggrieved person and the Gifted coordinator and the Director of Special Education may present testimony and documents relevant to the grievance.

3. Witnesses may be presented and cross examined. Detailed minutes of the hearing will be made and kept; a copy of the minutes will be available to each party.

4. Within ten working days of the hearing, the Superintendent will provide a written copy of his or her determination to both parties.

- **Level III – Step One (Formal Procedures)**

1. In the event the aggrieved person is not satisfied with the disposition of his or her grievance at Level II, Step two, he or she may request a hearing before the Board of Education.

2. The request shall be in writing and include copies of the original complaint, the minutes of the hearing before the Superintendent and the written determination of the Superintendent.

3. The request for a hearing before the Board must be made within ten working days of the receipt of the decision by the Superintendent.

4. The request for a hearing before the Board shall be submitted to the Superintendent.

5. The Board shall convene a hearing within thirty calendar days of receipt of the request at which the parties may present additional testimony and argument.

6. The aggrieved person may be accompanied by an attorney at this hearing.

7. The aggrieved person shall be given a written decision by the Board within five working days of the Board's hearing.

- **Level III – Step Two (Formal Procedures)**

1. In the event the aggrieved person is not satisfied with the disposition of the grievance by the Board he or she should contact the Mississippi Department of Education at mdek11.org – Office of Curriculum and Instruction or call 601-359-2586.

Last Review Date: 05/14/2018

Adopted Date: 3/20/2017

Approved/Revised Date: 10/21/2019