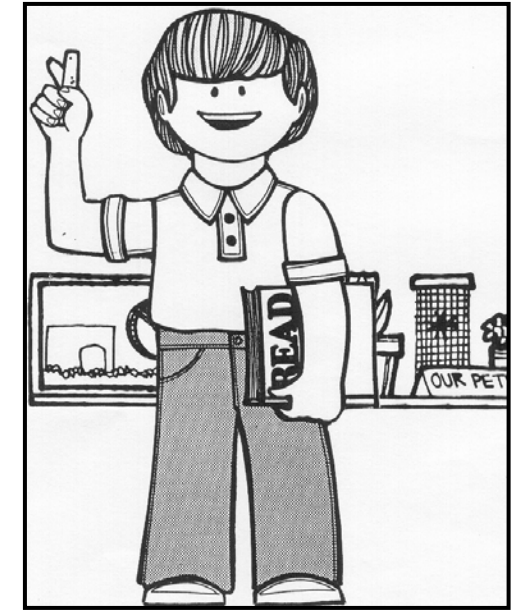


# Long Beach School District Gifted Education Program



## Policies & Procedures

Policies and procedures for referral, assessment, and eligibility for the Long Beach School District gifted program were compiled in accordance with Mississippi Gifted Education Standards and the 2006 Revised MDE Gifted Regulations, incorporating required process skill development and outcomes.

Spring- 2006

Approved by  
The Long Beach School District Board of Trustees  
June 12, 2006

The student must score at or above the 90<sup>th</sup> percentile composite/full scale in order to satisfy eligibility criteria. If a student meets criteria, the Gifted Local Survey Committee will grant an "Intellectually Gifted" eligibility ruling.

### PLACEMENT IN THE GIFTED PROGRAM



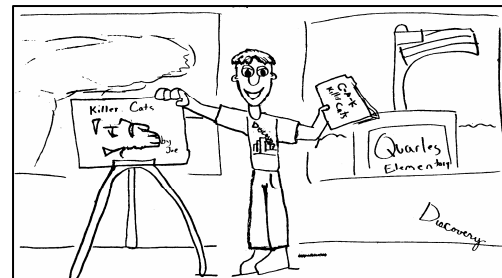
Once a student is ruled eligible for placement in the gifted program, the parent has the right to agree to placement or withhold placement of the child in the program. Written parental permission must be obtained before the child can be placed in the program.

**Participation in the Gifted Education Program is NOT a reward. It is an Entitlement under State Law (Mississippi Gifted Education Act of 1989, Mississippi Code Sections 37-23-171 through 37-23-181).**

Once a student is determined eligible for a gifted program in Mississippi, no reevaluation testing is required to remain in the program. Although criteria may vary from district to district, an eligible determination is accepted by all school districts within the State of Mississippi.

### VISITORS

Parents and interested parties are always welcome to visit the Discovery and Excel classes. Please contact the school office or teachers of the gifted to make arrangements.



**For additional information or questions about the Long Beach School District Gifted Education Program please contact Deborah Holt, Gifted Contact Person at 228-864-3370 or the Long Beach School District Department of Student Services at 864-8085.**

### OUT-OF-STATE GIFTED 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 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.

### ASSESSMENT PROCEDURE AND ELIGIBILITY REQUIREMENTS

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

#### PHASE I OF ASSESSMENT

If parent permission is granted for testing, a student must meet the stated criteria for at least three of the following measures prior to the administration of an individual intelligence test:

- A full scale score at or above the 90<sup>th</sup> percentile 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;
- Other measures as approved by the State Board of Education on the district's Gifted Education Program Proposal.

#### PHASE II OF ASSESSMENT

If the stated minimal acceptable criteria have been met on at least three of the above measures, an individual intelligence test will be administered by a licensed examiner. In no case will the examiner be related to the student being tested.



## Mission Statement

The mission of the Long Beach School District gifted program is to insure that intellectually gifted children, as defined by the Mississippi Department of Education\*, are offered appropriate educational experiences that are qualitatively different from those available in the regular classroom in order to provide opportunities for them to realize their abilities and potential.

## \*MDE Definition

“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.

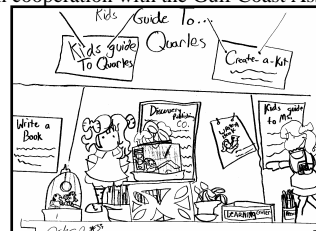
## Philosophy

The Long Beach School District, in accordance with the Mississippi Department of Education’s regulations and standards for gifted education programs, is committed to identifying intellectually gifted students and providing a program of enrichment that addresses their unique talents, needs, and learning styles. Recognizing the intellectual, emotional, and social needs of gifted students; as well as their potential for creativity, higher-level thinking, independent learning, and leadership; the program addresses cognitive and affective needs with a

curriculum that is qualitatively different from the regular classroom.

## Goals and Objectives

- To provide a gifted learning environment that allows gifted students to interact with intellectual peers.
- To provide an equitable identification process for gifted students which is inclusive and meets requirements as outlined in state regulations.
- To provide challenging, learning experiences that address the multiple talents, challenges, and cultural diversity of the district’s population.
- To provide a challenging, differentiated curriculum and teaching strategies that address the intellectual, cognitive, and affective characteristics of the gifted learner
- To focus on students’ interests, strengths, and learning styles in order to encourage a life-long love of learning.
- To provide opportunities for students to develop skills in creative and critical thinking, research, communication, creative and performing arts, leadership, career awareness, life-skills, self-directed learning, group dynamics, and self-evaluation.
- With the assistance of school counselors, to provide differentiated guidance efforts to meet the social-emotional needs of gifted students including those who are underachieving, twice exceptional, and from diverse populations.
- To foster improvement of the gifted program through continued self evaluation and external review/audit.
- Provide additional opportunities for flexible grouping arrangements based on interests of the students.
- To provide specific training opportunities for counselors and teachers related to the characteristics, social-emotional needs, and differentiated curriculum needs of gifted students.
- To add to resource holdings and professional development materials related to unique needs and characteristics of gifted children for parents and teachers at each school site.
- To extend the gifted program beyond the sixth grade.
- To offer internships in career exploration at the middle school level (grade 6).
- To develop a website for the Long Beach School District gifted education program.
- To solicit evaluations from the community at large to assist us in evaluation of the gifted program.
- To provide a continuum of specialized counseling services for gifted at-risk students has been established as a goal for the 2009-10 school year.
- In cooperation with the Gulf Coast Association for



Teachers of the Gifted, staff development sessions for the 2009-10 school year will focus on appropriate differentiated curriculum.

- Widely publicize information about meetings and programs offered for parents and gifted children. Develop a comprehensive student profile sheet to assist the examiners in selection of the most appropriate assessment instrument.

## Requirements and Procedures for Referral



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

Referral must include documentation of two or more of the following:

- A group measure of intelligence administered within the past twelve (12) months with a minimum score at or above the 90<sup>th</sup> percentile;
- Grades from the current or past school years with at least a “B” average;
- Published characteristics of giftedness measure at the superior range;
- Published measure of creativity and/or leadership at the superior range;
- Achievement test scores at the 90<sup>th</sup> percentile;
- Existing measure of individual intelligence administered within the past twelve (12) months, and/or;
- Other measures documented in research on identification of the intellectually gifted.

**\*A student may be referred for consideration, pending documentation of the above criteria, by a parent, teacher, counselor, administrator, peer, self, or anyone else having reason to believe that the student might be intellectually gifted.**