

2019 - 2020

Gifted Education Handbook

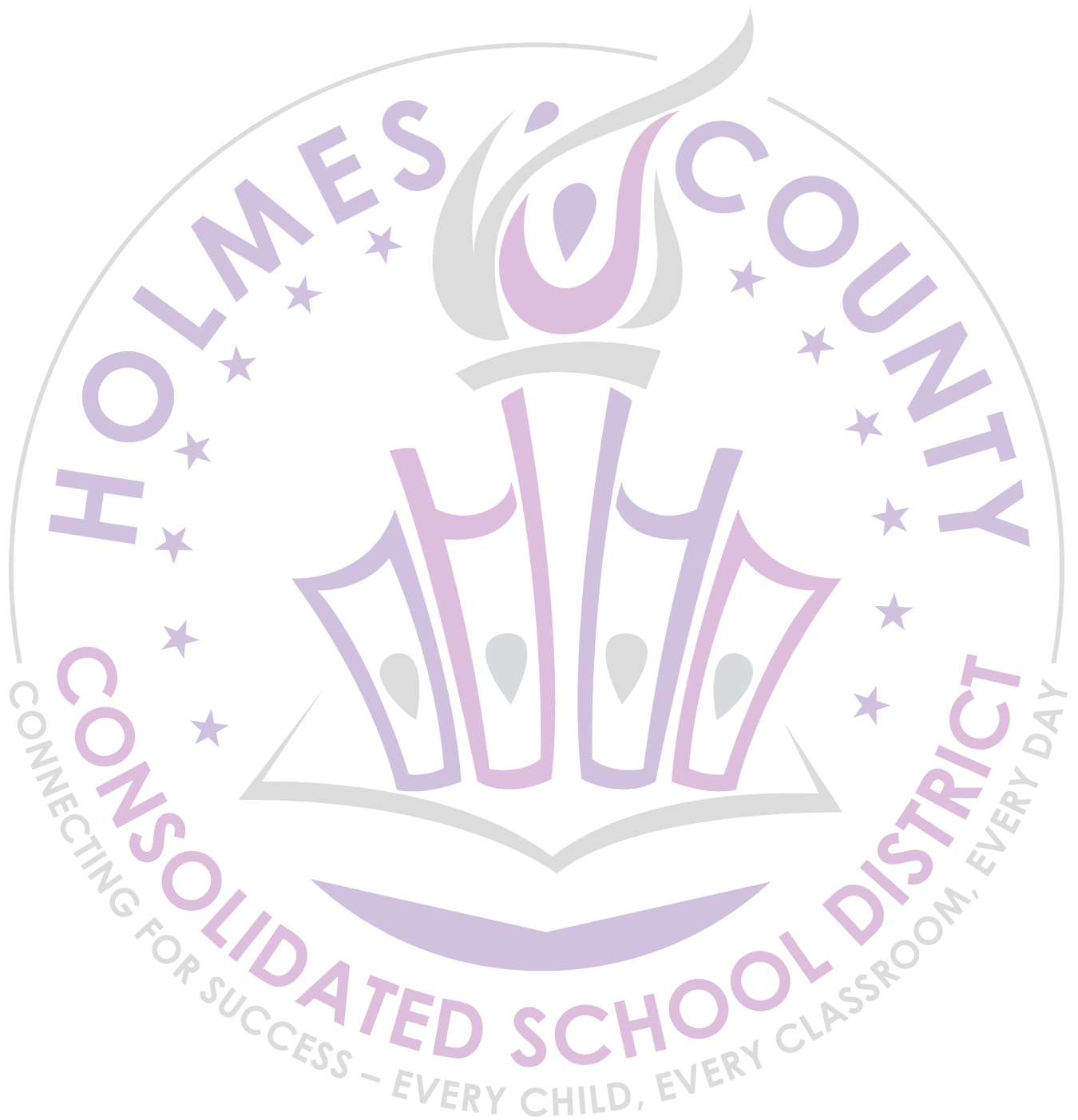
Durant Elementary School
Principal: Eddie Allen
Address: 65 W Madison St
Durant, MS 39063
Phone: 662-653-3176
Fax: 662-653-3472

William Dean Jr. Elementary School
Principal: Bridgett Wheaton
Address: 96 Rockport Road
Lexington, Mississippi 39095
Phone: 662-834-3003
Fax: 662-834-4581

Goodman-Pickens Elementary School
Principal: Karen Williams
Address: 3877 Highway 51 South
Goodman, Mississippi 39079
Phone: 662-468-2116
Fax: 662-468-2786

Williams Sullivan Middle School
Principal: Frederick LeFlore
Address: 14494 Highway 51
Durant, Mississippi 39063
Phone: 662-653-6218
Fax: 662-653-6218

S. V. Marshall Elementary School
Principal: Dr. Karina Peterson
Address: 12572 Highway 12 West
Lexington, Mississippi 39095
Phone: 662-235-5226
Fax: 662-235-4895



Holmes County Consolidated School District
313 Olive St.
Lexington, MS 39095
662.834.2175

Sharon Williams, Ed.D.	Chief Academic Officer
Joann Rucker, Ed.D.	Chief of School Leadership
Lynette Banks	Coordinator, Special Education
Kavitha Gandham	Gifted Education Teacher

MISSION STATEMENT

Connect with all stakeholders for the Success of Every Child, Every Classroom, Every Day.

VISION STATEMENT

A model rural school district where all students graduate prepared to succeed in a global community.

CORE PRINCIPLES

We Believe...

ALL Decisions will be made in the best interest of children.

ALL Children deserve a high-quality education in environments that foster trust and respect.

ALL Staff have the right to work in safe, respectful learning environments.

ALL Families are important to the education process for all children.

DEFINITION

Intellectually gifted children means those children and youth who are found to have an exceptionally high degree of intelligence documented through the identification process.

OUTCOME DOCUMENTATION

The Instructional Management Plan (IMP) for the Gifted Program of Holmes County Consolidated School District is based on the **Outcomes for the Intellectually Gifted Program Grades 2-6** provided by the Mississippi Department of Education:

1. Thinking Skills
2. Creativity
3. Information Literacy
4. Success Skills
5. Communication Skills
6. Affective Skills

Students are required by our state to have a minimum of 4 hours of gifted instruction per week.

Each of the six major outcomes is broken down into separate skills. The student must be able to use these process skills appropriately in order to demonstrate accomplishment of the major outcomes.

STUDENT IDENTIFICATION PROCESS

Gifted Local Survey Committee (**GLSC**): The GLSC is involved in determining a student's eligibility for an intellectually gifted program. The GLSC shall include, but is not limited to, gifted education teachers and administrators.

The student identification process is separated into six stages: referral, GLSC review of referral data, parental permission for testing, assessment, assessment report, and the GLSC eligibility determination stage.

Stage 1 REFERRAL There are two types of gifted referral processes:

- I. **Mass Screening Referral Process** addresses those students who are mass screened for gifted eligibility. This process requires all first grade students to be tested at the end of the second semester. Districts should use a normed group measure of intelligence called RAVENS in the Mass Screening Referral Process.
- II. **Individual Referral Process** addresses those students who are individually referred for gifted eligibility.

Mass Screening Referral Process involves tested first grade students.

Review of Referral Data Stage:

1. A score at or above the superior range on a normed published characteristics of giftedness 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 in total language, total math, total reading, total science, total social studies, or the composite on a normed achievement test,
5. A score at or above the 90th percentile on a normed measure of cognitive ability,
6. 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

7. Other measures that are documented in the research on identification of intellectually gifted students.

Individual Referral Process involves students who are individually referred for gifted eligibility. A student may be referred by but not limited to 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. 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 giftedness 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.

Stage 2 GLSC REVIEW OF REFERRAL DATA

Once the referral data have been collected, the LSC shall review all data and make a recommendation for a student to enroll in the gifted program.

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.

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 GLSC 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.

A student must score at or above the 91st percentile composite/full scale or at the 91st percentile on an intelligence test in order to satisfy eligibility criteria.

Stage 5 ASSESSMENT REPORT

Psychometrist shall write an Assessment Report.

Stage 6 GLSC ELIGIBILITY DETERMINATION

Once the Assessment Report is finalized, the GLSC shall meet to review all data and determine if eligibility criteria have been satisfied. District personnel shall notify 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.

PROCEDURE FOR HEARINGS

Step 1 APPEAL TO THE PRINCIPAL

A parent/guardian may make a written request to the school principal for a conference

- A. The Gifted Local Survey Committee will review the reasons listed in the request.
- B. The GLSC shall schedule the conference within five (5) school days of receipt of the request and shall respond to the parent/guardian in writing within five (5) school days after the conference.

Step 2 APPEAL TO THE SUPERINTENDENT

- A. The parent/ guardian may appeal the decision in writing to the superintendent within five (5) school days of receiving the written response from the GLSC. The parent/guardian must, in writing, explain concerns and specific points of disagreement regarding decisions made by the school LSC.
- B. The Superintendent will form a committee to review the disagreement. S/he will respond in writing as to the outcome.

Step 3 APPEAL TO THE SCHOOL BOARD

The parent/guardian may appeal the Superintendent’s decision, in writing, to the school board.

GIFTED LOCAL SURVEY COMMITTEES	
Durant Elementary	
COMMITTEE MEMBER	POSITION
EDDIE ALLEN	PRINCIPAL
KAVITHA GANDHAM	GIFTED TEACHER /CONTACT PERSON
LYNETTE BANKS	COORDINATOR FOR SPECIAL SERVICES
	PARENT
Goodman-Pickens Elementary	
COMMITTEE MEMBER	POSITION
KAREN WILLIAMS	PRINCIPAL
KAVITHA GANDHAM	GIFTED TEACHER /CONTACT PERSON
LYNETTE BANKS	COORDINATOR FOR SPECIAL SERVICES
	PARENT
S V Marshall Elementary	
COMMITTEE MEMBER	POSITION
Dr. KARINA PETERSON	PRINCIPAL
KAVITHA GANDHAM	GIFTED TEACHER /CONTACT PERSON
LYNETTE BANKS	COORDINATOR FOR SPECIAL SERVICES
	PARENT
William Dean, Jr. Elementary	
COMMITTEE MEMBER	POSITION
BRIDGETT WHEATON	PRINCIPAL
KAVITHA GANDHAM	GIFTED TEACHER /CONTACT PERSON
LYNETTE BANKS	COORDINATOR FOR SPECIAL SERVICES
	PARENT
Williams-Sullivan Middle School	
COMMITTEE MEMBER	POSITION
FREDERICK LEFLORE	PRINCIPAL
KAVITHA GANDHAM	GIFTED TEACHER /CONTACT PERSON
LYNETTE BANKS	COORDINATOR FOR SPECIAL SERVICES
	PARENT