

Gifted Education Instructional Management Plan

Corinth School District

2026-2027 SY

**Corinth School District
1204 North Harper Road
Corinth, MS 38834
(662) 287-2425**

This document shall be distributed to district and school administrators, school counselors, and teachers and shall be made available to parents at each school site.

CORINTH SCHOOL DISTRICT Gifted Programs

Philosophy: The Corinth School District’s intellectually gifted education and artistically gifted education programs are designed to provide a differentiated curriculum to support and develop the unusually high potential and exceptional abilities of gifted students. Gifted students should be immersed into a multi-disciplinary environment that meets their individual needs, and at the same time, challenges them to attain their highest potential. Students should be given continual opportunities to interact with their gifted peers in an environment that is flexible and fosters creativity and risk-taking. Teachers of the gifted are responsible for providing guidance and support to these students to help them recognize and realize their unique talents and abilities.

Mission Statement: The Corinth School District believes gifted students need a differentiated curriculum that takes into consideration their individual learning needs, exceptional abilities, and unusually high potential. The mission of the Corinth gifted programs is to help gifted students discover and develop their potential with appropriate educational experiences that are uniquely and qualitatively different from those experiences offered in the regular classroom.

INTELLECTUALLY GIFTED PROGRAM: “CHALLENGE”

The intellectually gifted program, entitled “Challenge,” offers a learning environment that fosters the special needs of intellectually gifted children and encourages higher level thinking abilities; creative/productive thinking; metacognition; a love of learning; development of interpersonal relationships; development of suitable expectations; and an understanding of self. “Challenge” teachers shall follow the curriculum of the *Outcomes for Intellectually Gifted Education Programs* (2017), including the corresponding *Scope and Sequence* document (2017) as published by the MDE.

“CHALLENGE” GOALS: The basic goals of the “Challenge” Program are the following:

- Provide a differentiated curriculum, which systematically exposes the student to many fields of learning, provides process skills for advanced levels of thinking, and allows the learner the opportunity to become a producer rather than a consumer.
- Incorporate the interests, strengths, and preferred learning styles of the student into the differentiated curriculum, producing motivation for learning.
- Provide opportunities for career exploration and life skills development.
- Provide opportunities for exposure to and appreciation for the visual and performing arts.
- Create an appreciation for the multicultural composition of the school and community.
- Provide opportunities for personal growth, especially in the areas of leadership and creative expression.
- Provide support to meet the social, emotional, and affective needs of gifted students, including, but not limited to, intervention strategies for gifted, at-risk students and in-class counseling/guidance for gifted students.

“CHALLENGE” OBJECTIVES: The basic objectives of the “Challenge” Program are the following:

- Instruct the students in gaining knowledge through general preparatory experiences.
- Guide the students through group training activities in processing.
- Guide the student through risk-taking experiences as the student becomes involved in problem-based learning and investigates real life problems related to student interests.

Overview of Gifted Education Competencies

THINKING SKILLS	CREATIVITY
Given a topic/situation, the learner will define and classify the problem(s), make connections, and draw distinctions, analyze information objectively and critically (reflectively developing a relationship between facts and values), and differentiate truth and beliefs from his/her understanding of what is logically and realistically possible.	Given a real-life situation, the student will be able to select from divergent thinking, analogical thinking, visualization, attribute listing, morphological analysis, synectics, intuitive thinking, spontaneous thinking, creative problem solving, and/or the creative process in an appropriate manner to develop a workable solution(s).
INFORMATION LITERACY	COMMUNICATION SKILLS
Given a real situation, the student will identify and define the problem, design a research plan appropriate to the problem, conduct the investigation, decide on the most appropriate media for dissemination of the findings/ solutions, and present the results before an authentic audience.	Given the need to retrieve and/or disseminate information, the students will select and utilize the most appropriate media based upon available resources, technology, audience, and time available, for the most effective communication of information, ideas, feelings, and concepts and correctly interpreting those of others.
AFFECTIVE SKILLS	SUCCESS SKILLS
As a gifted learner, students will develop self-acceptance and awareness and demonstrate responsibility for personal growth along with awareness of personal and cultural diversity in others by recognizing forms of bias and stereotypes in order to respect unique beliefs and experiences in themselves and others by understanding and embracing giftedness, appropriately coping with stress in order to become healthy, responsive, contributing, and productive members of classroom communities and society as a whole.	Given a real-life situation, the student will utilize effective organizational, decision making, goal-setting, project management, and time management skills, including controlling impulses and adapting to unforeseen circumstances, in order to develop solutions to problems and achieve goals whether working individually or as a leader or member of a team.

STATE DEFINITIONS

- “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.”
- “Artistically Gifted Children” shall mean those children and youth who are found to have an exceptionally high degree of creativity and an exceptionally high degree of ability in the visual arts as documented through the identification process.
- “Gifted Education Programs (GEP)” shall mean programs of instruction for intellectually gifted children within Grades 2 through 12, programs of instruction for academically gifted children within Grades 9 through 12, and programs of instruction for creatively and/or artistically gifted children within Grades 2 through 12 in public elementary and secondary schools of this state. Such programs shall be designed to meet the individual needs of gifted children and shall be in addition to and different from the regular program of instruction provided by the district.”
- “Gifted Eligibility Form (GEF)” shall mean the document used to collect all relevant data used in the identification of gifted students, inclusive of the students’ demographic information for the purpose of enrollment and registration.

PROGRAMMING OPTIONS

The Corinth School District provides programming for students who meet the criteria for “Intellectually Gifted” in second through sixth grades and “Artistically Gifted” in seventh through twelfth grades. The Corinth School District recognizes that gifted students possess talents and abilities that differ from those of their peers. Without a program of services that differ from what is available in the regular education program, the exceptional talents and abilities of many gifted students would remain underdeveloped.

The Corinth School District programs for the intellectually and artistically gifted are designed to provide a qualitatively differentiated curriculum through in-depth enrichment and extension of the core curriculum. These uniquely advanced programs offer gifted students an opportunity to enhance their academic growth through participation in educational experiences that are both rigorous and challenging.

The purpose of the intellectually gifted programming is to identify those students who demonstrate unusually high achievement and/or potential for unusually high achievement. Because of their unusual capabilities, they require uniquely, qualitatively differentiated educational programs not usually available in the regular classroom. These uniquely different programs are required to enable the gifted students to realize their potential contributions to self and society.

Intellectually gifted programming is offered through a pull-out resource program called “Challenge” in grades 2-6. These “Challenge” classes are located at Corinth Elementary

School and Corinth Middle School. Mississippi regulations require that intellectually gifted students be provided services by a properly endorsed teacher in a self-contained room for a required minimum of 240 minutes per week. It is recommended that gifted students receive a minimum of 270 instructional minutes. The recommended time for gifted instruction is 330 minutes (including planning time) per week. The activities in the gifted class shall develop and enhance the process skills in the outcomes document, the teaching strategies notebook, and the required components of the gifted program standards document. Some of the activities shall be short-term exploratory activities that introduce students to ideas and concepts not normally covered in the regular education program. The activities shall enhance the integration of advanced content and individual student interests by utilizing higher-level thinking skills, creative problem-solving, critical thinking skills, research skills, personal growth, human relations exercises, leadership skills, and creative expression. Activities shall also create an appreciation for the multicultural composition of the school and community.

Gifted students should not be denied the opportunity to attend elective courses at any time.

Artistically gifted students in grades 7-12 are provided services by a properly endorsed teacher in a self-contained classroom for a required minimum of 240 minutes per week. The class shall satisfy the time requirements for a Carnegie unit course. The activities shall develop and enhance the process skills in the outcomes document and the integration of advanced content and individual student interests. Activities shall also create an appreciation for the multicultural composition of the school and community.

IDENTIFICATION OF GIFTED STUDENTS

The identification process consists of a combination of subjective and objective measures to determine eligibility for the gifted program and includes an equitable opportunity for the inclusion of students who are culturally diverse, underachieving, disabled under *IDEA* guidelines, physically handicapped, and/or who exhibit classroom behavior such as extreme shyness, short attention spans, disruptiveness, hyperactivity, continual questioning, and anxiety. Throughout the identification process, district personnel are careful to select measures that target the student's strengths.

OUT-OF-STATE GIFTED ELIGIBILITIES

Intellectually gifted students from out of state will be accepted into the MS GEP if they have met the 91st percentile on an IQ test. These students will no longer be required to be reassessed for the GEP in the state of MS. This includes students from military families based on the Military Interstate Children's Compact.

IN-STATE GIFTED STUDENT TRANSFERS

Students who have a valid Mississippi gifted eligibility ruling do not need 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 area for which the student has eligibility. Before serving a transfer student in the local GEP, district personnel shall collect a copy of the student's Gifted Eligibility Form (GEF), assessment reports, and parental permission to serve.

STATES OF EMERGENCY AND NATIONAL DISASTERS

During states of emergency or national disasters that cause an influx of students without access to education records to MS, the MDE will inform districts of the appropriate course of action to determine gifted eligibility.

LOCAL SURVEY COMMITTEE (LSC)

The Local Survey Committee (LSC) shall include, but is not limited to, gifted education teachers and administrators. It may also include regular education teachers, school psychologists or psychometrists, and parents. A special education teacher shall be included as a member of the LSC when a student is being considered for an eligibility under the twice-exceptional criteria.

PROCEDURAL SAFEGUARDS

All data collected as part of the identification process is protected by the *Family Educational Rights and Privacy Act (FERPA)*. The district's gifted contact shall notify parents of their rights under *FERPA* and ensure that parents understand these rights.

Parents have the right to view their children's records at any time. 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 file cabinet at the central office, and access to the information/data shall be restricted to those personnel working directly with the identification process, working directly in the gifted education program, or having a documented need to access the data.

Once the referral process begins, parents shall be informed of the information/data that is collected, shall have access to these records upon request, and shall be made aware of their rights to an explanation of the results of the Assessment Team Report. Parents shall be notified in writing of the district's gifted contact(s) and the contact information necessary to request their children's records and/or to obtain additional information about the process and/or program.

GIFTED STUDENT FILE REQUIREMENTS

The following information shall be included in the gifted student file:

1. Gifted Eligibility Form (GEF)
 - Parent Signature

- Eligibility/ineligibility marked
 - Signed by LSC (minimum of 2 signatures)
 - Eligibility date
2. Permission for gifted service form
 - Parent signature
 3. Assessment report
 - Student's name
 - Name of at least three measures from Stage 1: Referral that were used to determine the need to administer an individual test of intelligence
 - Results of each measure
 - Name of individual who administered or completed each measure and the date administered or completed
 - Test behaviors for any individually administered test(s)
 - Interpretation of the results for each individually administered test(s)
 - Name of the person who administered the individual test of intelligence
 - Results of the individual test of intelligence to include scores on all subtests and identified strengths and weaknesses
 - Name of the person responsible for writing the Assessment Report, his/her signature, and position
 - Date of the Assessment Report
 4. Referral documentation (referral form)
 5. Original protocols
 - Objective measure(s)
 - Subjective measure(s)
 - Individual assessment(s)

ASSESSMENT TIMELINE

For the purposes of the assessment timeline, referrals shall begin on the day that a signed and dated student referral is submitted by anyone believing that the student may be intellectually gifted. The student should be assessed within ninety (90) school days of the receipt of the signed referral form. For gifted funding purposes, students shall be marked eligible and assigned to a gifted education program in MSIS by December 1.

IDENTIFICATION OF INTELLECTUALLY GIFTED STUDENTS

The Jacob Javits Act 6 (PL 107-110 sec. 9101) declares that intellectual ability and academic ability are two distinct and separate areas of performance. Accordingly, while grades and/or achievement test scores might be an indicator of giftedness, neither grades nor achievement test scores shall eliminate a student from the identification process for the intellectually gifted program.

SPECIAL CONSIDERATIONS FOR GIFTED IDENTIFICATION CHECKLIST



The Special Considerations for Gifted Identification Checklist makes provisions for certain factors that exist that may require special considerations when inappropriate instruments are used during the assessment process. All students should be considered when using the Special Considerations for Gifted Identification Checklist. Students who meet the required criteria on the checklist shall be given special consideration(s) during the gifted identification process.

IDENTIFICATION PROCESS 1: MASS SCREENING

Stage 1: Mass Screening

A Mass Screening shall be conducted annually at the first grade level (second semester) using a normed group measure of intelligence (e.g., *NNAT-3*). Students who obtain a full-scale score at or above the 90th percentile on this normed group measure shall move forward in the referral process.

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 Special Considerations for Gifted Identification 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 performance on the normed group measure of intelligence administered during the Mass Screening Referral Process.



Students with special considerations for gifted assessment who scored at or above the 84th percentile but lower than the 90th percentile on the normed group measure shall move forward in the gifted identification process.

Stage 2: Data Collection

The next step in the process shall consist of the collection of substantiated student data obtained through the use of other objective and subjective measures. A student must satisfy a minimum of **TWO (2)** of the following additional referral criteria (for a total of **THREE**) before moving forward to the LSC Review of Referral Data Stage:

- A score at or above the superior range on a normed, published characteristics of giftedness checklist (e.g., per publishers: 91st percentile for *SIGS*, 95th percentile for *GES*, 84th percentile for *GRS*)
- A score at or above the superior range on a normed, published measure of creativity (e.g., 91st percentile for *SIGS* measure of creativity)
- A score at or above the superior range on a normed, published measure of leadership (e.g., 91st percentile for *SIGS* measure of leadership)
- 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 (e.g., per publishers: standard score of 119 on the *WJ-IV* or *SAGES-3*)

- A score at or above the 90th percentile on a normed measure of cognitive ability
- A score at or above the 90th percentile on an existing measure of individual intelligence that has been administered within the past twelve months
- Other measures that are documented in the research on the identification of intellectually gifted students



Students with special considerations for gifted assessment who scored at or above the 84th percentile but lower than the 90th percentile on the preceding criteria shall move forward in the gifted identification process.

Stage 3: LSC Review of Data

Once the referral data have been collected, the LSC shall review all data and make one of the following recommendations:

OPTION 1	OPTION 2	OPTION 3
The student has satisfied the minimal criteria on at least three measures and shall move forward to the assessment stage.	The student has not satisfied the minimal criteria on at least three measures; however, the LSC feels strongly that additional data, including individual assessment, may be collected and the student reconsidered at that time.	The student has not satisfied the minimal criteria on at least three measures, and the identification process shall stop.

Stage 4: 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 5: Assessment

Once the LSC has determined that a student has satisfied minimal referral criteria 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 the minimal identification criteria, and use that information to select the most appropriate test of intelligence. Standard operating procedures shall 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.



Students with special considerations for gifted assessment who scored 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
3. A district-developed matrix approved by the MDE

Identification criteria, as approved by the MDE on the 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.

Stage 6: Assessment Report

District or assessment 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 were 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 administered or completed
5. Test behaviors for any individually administered test(s)
6. Interpretation of the results for each individually administered test(s)
7. Name of the person who administered the individual test of intelligence
8. Results of the individual test of intelligence to include scores on all subtests and identified strengths and weaknesses
9. Name of the person responsible for writing the Assessment Report, his/her signature, and position
10. Date of the Assessment Report

Stage 7: 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.

IDENTIFICATION PROCESS TYPE 2: INDIVIDUAL

Stage 1: Referral

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 parent(s) can stop the identification process.

Stage 2: 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 3: Data Collection

Students participating in the Individual Identification Process shall satisfy a minimum of **THREE** (3) of the following referral criteria, including both objective and subjective measures, before moving forward to the LSC Review of Referral Data Stage:

- A score at or above the 90th percentile on a group measure of intelligence that has been administered within the past twelve months
- A score at or above the superior range on a normed, published characteristics of giftedness checklist (e.g., per publishers: 91st percentile for *SIGS*, 95th percentile for *GES*, 84th percentile for *GRS*)
- A score at or above the superior range on a normed, published measure of creativity (e.g., 91st percentile for *SIGS* measure of creativity)
- A score at or above the superior range on a normed, published measure of leadership (e.g., 91st percentile for *SIGS* measure of leadership)
- 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 (e.g., per publishers: standard score of 119 on the *WJ-IV* or *SAGES-3*)
- A score at or above the 90th percentile on a normed measure of cognitive ability
- A score at or above the 90th percentile on an existing measure of individual intelligence that has been administered within the past twelve months
- Other measures that are documented in the research on the identification of intellectually gifted students

Stage 4: 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:

OPTION 1	OPTION 2	OPTION 3
The student has satisfied the minimal criteria on at least three measures and shall move forward to the assessment stage.	The student has not satisfied the minimal criteria on at least three measures; however, the LSC feels strongly that additional data, including individual assessment, may be collected and the student reconsidered at that time.	The student has not satisfied the minimal criteria on at least three measures, and the identification process shall stop.



Students with special considerations for gifted assessment who scored at or above the 84th percentile but lower than the 90th percentile on the preceding criteria shall move forward in the gifted identification process.

Stage 5: 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 the minimal identification criteria, and use that information to select the most appropriate test of intelligence. Standard operating procedures shall 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.



Students with special considerations for gifted assessment who scored 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
3. A district-developed matrix approved by the MDE

Identification criteria, as approved by the MDE on the 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.

Stage 6: Assessment Report

District or assessment 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 were 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 administered or completed
5. Test behaviors for any individually administered test(s)
6. Interpretation of the results for each individually administered test(s)
7. Name of the person who administered the individual test of intelligence
8. Results of the individual test of intelligence to include scores on all subtests and identified strengths and weaknesses
9. Name of the person responsible for writing the Assessment Report, his/her signature, and position
10. Date of the Assessment Report

Stage 7: 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.

PRIVATE ASSESSMENT

Students who have been assessed by licensed examiners outside of the school district may have their results considered for referral criteria or reviewed for gifted eligibility on the following conditions:

- The assessment must be conducted by a licensed examiner within the last twelve months;
- The assessment report must be mailed by the licensed examiner directly to the Corinth School District Coordinator for Gifted Education at 1204 N Harper Rd, Corinth, MS 38834;

- The student must also satisfy the district's other referral and assessment criteria as outlined in the Mississippi Department of Education's *Regulations for Gifted Education Programs* (2023) and as listed below.

Parents may have their child independently assessed by a licensed psychometrist or examiner. The student shall satisfy minimally acceptable criteria on the measures used. In addition, the child must satisfy at least **THREE (3)** of the following to be considered for the intellectually gifted educational program:

- A score at or above the 90th percentile on a group measure of intelligence that has been administered within the past twelve months
- A score at or above the superior range on a normed, published characteristics of giftedness checklist (e.g., per publishers: 91st percentile for *SIGS*, 95th percentile for *GES*, 84th percentile for *GRS*)
- A score at or above the superior range on a normed, published measure of creativity (e.g., 91st percentile for *SIGS* measure of creativity)
- A score at or above the superior range on a normed, published measure of leadership (e.g., 91st percentile for *SIGS* measure of leadership)
- 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 (e.g., per publishers: standard score of 119 on the *WJ-IV* or *SAGES-3*)
- A score at or above the 90th percentile on a normed measure of cognitive ability
- A score at or above the 90th percentile on an existing measure of individual intelligence that has been administered within the past twelve months
- Other measures that are documented in the research on the identification of intellectually gifted students

Once the data is collected, the LSC shall meet and determine an eligibility ruling, completing a Gifted Eligibility Form (GEF).

POTENTIALLY TWICE-EXCEPTIONAL STUDENTS

Students who already have an eligibility ruling under the *IDEA* and are being assessed for an intellectually gifted eligibility, and who did not satisfy all of the required minimal 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 individual test of intelligence (composite score or approved subtest score as per publisher) or, 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 (1) year. Within 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 may be revoked.

SUBSEQUENT INTELLIGENCE TESTING

The Corinth School District shall pay for **TWO (2)** administrations of an intelligence test, unless there is adequate evidence the child would not satisfy the minimum criteria for a gifted program. Payment for any subsequent evaluations shall be the responsibility of the parent, unless qualified personnel deem a previous administration to be inappropriate or invalid.

IDENTIFICATION OF ARTISTICALLY GIFTED STUDENTS

STAGE 1: REFERRAL

A teacher, administrator, counselor, parent, peer, self, or any other person having reason to believe that the student may be artistically gifted may refer a student. The person initiating the referral shall sign and date the referral form. District personnel shall collect the data required to satisfy the district's referral criteria. Only the LSC shall be able to stop the identification process once a referral form has been signed and dated.

Referral Criteria

The referral criteria must include a statement from an individual with documented expertise in the visual arts that the student is in the top 10% of age peers in ability in the visual arts and has an exceptionally high degree of creativity, plus **ONE (1)** of the following:

- Published checklist of creativity or norm-referenced test of creativity with local minimal acceptance criteria of at least the superior range (e.g., 91st percentile for *SIGS* measure of creativity and 95th percentile for *GES* measure of creativity and/or *GES* measure of performing & visual arts)
- Published checklist of characteristics for the visual arts or a published test of ability in the visual arts with local minimal acceptance criteria of at least the superior range (e.g., 95th percentile for the *GES* measure of performing & visual arts)
- Portfolio of the student's work (all components of the portfolio shall be the individual efforts of the student and completed during the past twelve months) evaluated using a rubric with local minimal acceptance criteria of at least 36 out of 40 points possible. The rubric must be completed by an individual who derives his/her main source of income from working in the visual arts area and who certifies in writing that the student has an exceptionally high degree of creativity and ability in the visual arts which places them in the top 5% of their age peers in that visual arts area
- Individual accomplishment in the visual arts such as recognition at the state level or above

- Other indicators of an exceptionally high degree of ability in the visual arts (with prior approval of the MDE).

STAGE 2: LSC REVIEW OF REFERRAL DATA

Once the referral data has been collected, the LSC shall review all data and make one of the following recommendations:

OPTION 1	OPTION 2	OPTION 3
The student has satisfied the minimal criteria and shall move forward to the assessment stage.	The student has not satisfied the minimal criteria; however, the LSC feels strongly that additional data shall be collected and the student reconsidered at that time.	The student has not satisfied the minimal criteria, and the identification process shall stop.

STAGE 3: PARENTAL PERMISSION FOR TESTING

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

STAGE 4: ASSESSMENT

Once the LSC has determined that the student shall move forward to the assessment stage, district personnel shall review all available data before deciding which measures are most appropriate to be used during the assessment.

District personnel shall collect measures from at least **TWO (2)** of the assessment criteria noted below. At least **ONE (1)** of the criteria shall be a measure of creativity. A student shall satisfy minimally acceptable criteria for the measures used.

Assessment Criteria

- 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 (e.g., 91st percentile for *SIGS* measure of creativity and 95th percentile for *GES* measure of creativity and/or *GES* measure of performing & visual arts)
- Published checklist of characteristics for the visual arts with a score in at least the superior range, or a published test of ability in the visual arts with a score in at least the superior range (e.g., 95th percentile for the *GES* measure of performing & visual arts)
- Portfolio of the student's work (all components of the portfolio shall be the individual efforts of the student and completed during the past twelve months) evaluated using a rubric (with prior approval by the MDE) by an individual who derives his/her main source of income from working in the visual arts area and who certifies in writing that the student has an exceptionally high degree of creativity and ability in the visual arts which places them in the top 5% of their

age peers in that visual arts area. The local minimal acceptance criteria for the portfolio rubric shall be at least 36 out of 40 points possible.

Individual Audition

If the student has satisfied 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 (3)** experts on the panel with **no more than one (1)** 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 visual arts area, or
2. Derive their main source of income from working in the appropriate visual arts area.

The district shall maintain written documentation confirming the qualifications of each member of the panel. The members of the panel shall observe the student performing in the appropriate visual arts area. The evaluation of the panel shall be performed simultaneously, independently, and without discussion of the results. Each member of the panel shall complete a rubric (with prior approval by the MDE) and sign a statement certifying that they find the student has an exceptionally high degree of creativity and exceptionally high ability in the visual arts that places them in the top 5% of age peers. The local minimal acceptance criteria for the portfolio rubric shall be at least 36 out of 40 points possible.

STAGE 5: ASSESSMENT REPORT

District personnel shall write an Assessment Report, which must contain the following components:

- Student's name;
- Names of at least TWO measures, including the scores on each measure, that were used to determine that the student satisfied minimal acceptable assessment criteria;
- Individual audition summary;
- The name of the individual(s) who administered or completed each measure;
- The date each measure was administered or completed;
- A completed rubric signed and dated by each member of the panel;
- A signed statement by each member of the panel certifying the student's creativity and ability in the visual arts;
- The name of the person responsible for writing the Assessment Report, signature and position; and
- Date of the Assessment Report.

STAGE 6: LSC ELIGIBILITY DETERMINATION

Once the Assessment Report is finalized, the LSC shall meet and review all data and determine whether the student is or is not eligible for the Artistically Gifted Program.

Parental Notification

The district contact person for the gifted program shall provide written notification of the assessment results to the parents of each student assessed for the Artistically Gifted Program. The results shall be explained to any parent who has questions, and the parents shall be notified 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.

PROGRAM EVALUATION

An annual self-evaluation shall be conducted for the purpose of improving the program. A program evaluation shall be conducted, soliciting information from all stakeholders via surveys. District personnel shall compile a written report of the program evaluation.

HOMEWORK / CLASS WORK

Gifted students in grades 2-6 shall 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 is not reasonable to expect gifted students, by virtue of having been granted gifted eligibility, to be academically advanced.

VOLUNTARY REVOCATION OF CONSENT FOR PARTICIPATION

The decision to participate or not to participate in the gifted program rests with the student and his/her parent or guardian once the LSC committee has made the recommendation for placement. If for any reason a parent/guardian of a student does not wish for his/her student to participate in the program, he/she may elect not to sign consent for initial placement. If the student is currently participating in the program based on prior written consent for placement, a parent/guardian may revoke, in writing, the consent for participation. If the parent/guardian later decides to provide written consent for participation again, he/she may request to sign a new consent for placement.

ANNUAL REASSESSMENT

A committee shall meet at least annually to reassess each gifted student's continuation in the program. The committee shall include at least the student's teacher of the gifted and a designated administrative representative. Documentation of the meeting shall be maintained and shall 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, the student should remain in the program as long as they are successful in the program. Grades and/or success in the regular classroom shall not be considered as a reason for removal from the gifted program.

In the event a student has difficulty keeping up with the regular classroom work, a conference shall be held with the parent, classroom teacher, teacher of the gifted, and the student to discuss the problem and to determine an appropriate course of action. The conference and plan of action shall be documented and follow-up conferences shall be held as needed.

Should the committee determine that a student should be removed from the gifted program due to lack of progress in the program and/or unsatisfactory participation in the program, the student's parents shall be notified and given an opportunity to discuss the decision with the committee before the student is removed. Should the parents not agree to the removal of the student, the district shall grant the parents a hearing.

HEARING / APPEAL PROCESS

Parent(s) who are not in agreement with the school-based committee decision to remove their student from the gifted program shall present their concerns, orally or in writing, to the principal of the school. The principal and parent shall attempt to resolve the matter informally.

If the parents are not satisfied with the action taken by the principal, the parents must document their concerns in writing within five (5) school days after the meeting with the principal and present these concerns to the district contact person for gifted programming.

The gifted program contact person for the district shall schedule a meeting with the principal, the gifted teacher, counselor, and gifted contact person within five (5) school days or a timeframe agreed upon by the parent(s). Parent(s) shall be extended an invitation to attend the meeting. The committee shall render a written decision based on information shared during the meeting. The decision of the hearing committee is final. If the student is removed from the program, written documentation will be given to the gifted teacher within three (3) school days. The teacher will provide the counselor with a copy of the documentation within three (3) school days of receipt. The student shall be removed from the gifted program within five (5) school days of the decision or as indicated on the documentation form.

MAINTENANCE AND DESTRUCTION OF GIFTED STUDENT FILES

A file will be created and maintained in a locked file cabinet at the central office for each student referred for possible gifted eligibility, both eligible and ineligible. These files will be maintained until five years after the student's graduation from high school, at which time the files will be destroyed.

CLASS SIZE

The recommended size of each intellectually gifted class in grades 2-6 is 8-12 students. The intellectually gifted class size for grades 2-6 shall not exceed 15 students.

PLANNING TIME

Each teacher of the gifted in grades 2-6 shall have a daily planning period within the instructional day equal to the regular education teachers at the school, not exceeding 60 minutes per day or one ½ day per week. Each teacher of the gifted in grades 7-12 shall have the same planning time as the regular education teachers at that school.

OTHER CONSIDERATIONS

- State and District Assessments: Gifted students shall continue to receive gifted services during the administration of state and district assessments. A modified or alternate schedule shall be implemented if necessary and made available to the MDE upon request.
- Gifted Students in Alternative School Settings: Gifted students shall continue to receive gifted services when placed in an Alternative School setting. The district shall determine the amount of time the student shall receive the gifted services and the way in which the gifted services shall be provided while the student remains in the Alternative School setting.