



Louisville Municipal School District

Gifted Education Program Handbook

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LOUISVILLE MUNICIPAL SCHOOL DISTRICT

TALENTED AND GIFTED PROGRAM INSTRUCTIONAL MANAGEMENT PLAN (IMP)

		Suggested Level of Introduction:							
		I-Introduce	D-Develop Skill Process	E-Extend Skill Process	M-Master Use of Process				
		Grade Level	2	3	4	5	6	7	8
I. THINKING									
I.1	Higher Order Thinking Skills The students will demonstrate the ability to recognize and identify each level of Bloom's Taxonomy. The levels include knowledge, comprehension, application, analysis, synthesis, and evaluation.	I	D	D	D	D	E	E	
I.2	Inductive Reasoning The students will demonstrate the ability to arrive at a conclusion based on reasoning from the specific to the general.	I	D	D	D	D	E	E	
I.3	Deductive Reasoning The students will demonstrate the ability to arrive at a conclusion based on reasoning from the general to the specific.	I	D	D	D	D	E	E	
I.4	Convergent Thinking The students will demonstrate the ability to bring together information focused on solving a problem, especially a problem that has a single solution.	I	D	D	D	D	E	E	
I.5	Divergent Thinking The students will generate many ideas using the SCAMPER Model: Substitute, Combine, Adapt, Modify, Magnify, Minify, Put To Other Uses, Eliminate, Reverse Rearrange.	I	D	D	D	D	E	E	
I.6	Figural Reasoning The students will demonstrate the ability to solve figural similarities, figural sequences, figural classifications, and figural analogies.	I	D	D	D	D	E	E	
I.7	Drawing Global/Analytical Implications The students will demonstrate the ability to be aware of a situation, be receptive to the thoughts of others, react to others, place value on an object/idea, and to act upon their convictions.	I	D	D	D	D	E	E	
I.8	Drawing Interdisciplinary Connections The students will identify that a topic may relate to more than one discipline and demonstrate that one discipline can be used in the study of another discipline.	I	D	D	D	D	E	E	
I.9	Probability and Prediction The students will demonstrate the ability to predict the consequences of what might happen in a variety of situations.	I	D	D	D	D	E	E	
I.10	Spontaneous Thinking The students will discover, view, and explore ideas in a different way using divergent thinking skills.	I	D	D	D	D	E	E	
I.11	Attribute Listing The students will identify attributes of a product, process, or problem.	I	D	D	D	D	E	E	
I.12	Analogical Thinking The students will identify the primary relationship between two items and apply that relationship to make the second two items be related in the same way.	I	D	D	D	D	E	E	
II. CREATIVITY									
II.1	Divergent Thinking The students will generate many ideas using the SCAMPER Model: Substitute, Combine, Adapt, Modify, Magnify, Minify, Put To Other Uses, Eliminate, Reverse Rearrange.	I	D	D	D	D	E	E	
II.2	Intuitive Thinking The students will demonstrate the ability to quiet their minds, focus their thoughts, and use a receptive attitude.	I	D	D	D	D	E	E	
II.3	Fluency, Flexibility, Originality, Elaboration The students will use fluency to generate a large number of ideas, flexibility to change direction in their thinking, originality to generate unique or unusual	I	D	D	D	D	E	E	

	ideas, and elaboration to expand a single idea by making changes or adding details.						
II.4	Spontaneous Thinking The students will use fluency, flexibility, originality, and elaboration along with curiosity, risk-taking, complexity, and imagination to think in new and creative ways.	I	D	D	D	D	E
II.5	Analogical Thinking The students will identify the primary relationship between two items and apply that relationship to make the second two items be related in the same way. The students will also create analogies.	I	D	D	D	D	E
II.6	Morphological Analysis/Synthesis The students will select two objects, list several attributes for the objects, create a matrix, and generate a new idea by combining the attributes.		D	D	D	D	E
II.7	Synecdics The students will create analogies of or solve familiar problems in new ways.		I	D	D	D	E
II.8	Creative Problem Solving Skills The students will define, illustrate, and justify the use of the steps in the Creative Problem Solving (CPS) process. The components of the CPS process include mess-finding, fact-finding, problem-finding, idea-finding, solution-finding, and acceptance-finding. The stages in the creative process are preparation, incubation, illumination, and verification.	I	I	D	D	D	E
II.9	Decision Making Skills The students will think of alternatives for a problem, create criteria for evaluating the alternatives, make a decision, and defend their decision.	I	D	D	D	D	E
II.10	Visualization Skills The students will see images, imagine, and express visual ideas graphically.	I	D	D	D	D	E
II.11	Visual Arts The students will research and compare different artists and their work. The students will be exposed to and use a variety of art media. The students will create original works of art.	I	D	D	D	D	E
II.12	Performing Arts The students will study the components of the performing arts. The students will review and discuss different performances. The students will apply performing art techniques by participating in creative expression.	I	D	D	D	D	E
III. GROUP DYNAMICS							
III.1	Leadership Styles The students will identify personal leadership traits, determine the appropriate leadership style needed for individual or group members, and effectively communicate to the group in order to accomplish the goal or task.			I	D	D	E
III.2	Self-Discipline The students will compare and contrast different situations and explain where self-discipline was used.	I	D	D	D	D	E
III.3	Goal Setting The students will value the need for goal setting, become familiar with the four elements of effective goal setting, and complete a self-audit for setting goals. The four components include acceptance, specificity, challenge, and feedback.			I	D	D	E
III.4	Risk Taking The students will demonstrate an understanding of risk-taking by exposing themselves to failure or criticism and defending their own ideas.	I	D	D	D	D	E

III.5	Affective Thinking Skills The students will demonstrate the ability to understand how their actions affect others and how others' actions affect them. The students will demonstrate the ability to understand the moods, temperaments, motivations, and intentions of others in a variety of situations. The students will discuss and explain issues related to social and emotional development. The students will make connection between self, characters, events, and information in a text. 111.5 A - develop skills to cope with exceptionality 111.5 B - communicate ideas, feelings, intentions, goals and perceptions appropriately 111.5 C - develop a habit of task commitment and responsibility 111.5 D - develop listening and observation skills 111.5 E - accept one's own actions and ideas 111.5 F - recognize a personal mistake or failure and apply the positive aspects of that failure to future situations 111.5 G - develop healthy and meaningful social relationships 111.5 H - accept the possibility of more than one answer 111.5 I - analyze, interpret and evaluate ideas	I	D	D	D	D	E	E	
III.6	Ethical Awareness The students will recognize and develop ethical standards by being aware of a problem, being receptive to the views of others, responding to those views, and valuing and stating their beliefs about the problem.				I	D	D	E	
III.7	Personal Conviction As Well As Compromise The students will continue to recognize and develop ethical standards by valuing and stating their beliefs about a problem, as well as considering the views of others on that issue. The students will internalize those values and act upon their convictions.					I	D	E	
IV. COMMUNICATION									
IV.1	Listening Skills The students will listen attentively and respond appropriately to a speaker by sitting up straight, looking at the speaker and by concentrating on what is being said without interrupting.	I	D	D	D	D	E	E	
IV.2	Point of View The students will demonstrate the ability to express their own points of view about a situation, as well as being respectful of others who may express a different point of view.		I	D	D	D	E	E	
IV.3	Propaganda Techniques The students will recognize and identify different propaganda techniques.				I	D	D	E	
IV.4	Fact and Opinion The students will demonstrate the ability to see the difference between fact and opinion using confrontation with the problem, verification, experimentation, and formulating an opinion.	I	D	D	D	D	E	E	
IV.5	Debate The students will define and explain the debate process using the terms proposition, affirmative, negative, status quo, proof, refute, cross-examine, case brief, evidence, and rebuttal.						I	D	
IV.6	Writing Skills The students will demonstrate the ability to effectively communicate through writing. The components of the writing process include prewriting, drafting, revising, proofreading, and publishing.			I	D	D	D	E	
IV.7	Speaking Skills The students will transfer skills from reading, writing, and listening to speaking. They will establish, build, and maintain relationships with others.			I	D	D	D	E	
IV.8	Small Group Discussions The students will demonstrate the ability to work cooperatively as a member of a team or group. The students will demonstrate that they are responsible members of the group by participating in the discussion.	I	D	D	D	D	E	E	

IV.9	Appropriate Presentation The students will use effective speaking skills to present a product to an audience.			I	D	D	E	E
IV.10	Life Skills The students will participate in activities where real-life situations are discussed and they will apply these life skills by making connections to their own lives.	I	D	D	D	D	E	E
V. RESEARCH								
V.1	Narrow a Topic The students will propose and conduct a research plan by identifying a research topic.			I	D	D	E	E
V.2	Establish a Purpose, Direction or Hypothesis The students will develop questions related to the topic.			I	D	D	E	E
V.3	Use Resources to Collect Data The students will identify and utilize appropriate resources to collect data.				I	D	D	E
V.4	Use Formal Documentation of Resources The students will correctly document the sources used in their research.						I	D
V.5	Evaluate Findings The students will collect, organize, synthesize, and evaluate information related to the topic.				I	D	D	E
V.6	Generate Presentation of Findings The students will present their findings to an appropriate audience.			I	D	D	E	E
V.7	Self Evaluate The students will evaluate their presentation using specific criteria.			I	D	D	E	E
V.8	Use Technology Appropriately The students will use a variety of technological methods as tools in projects to accomplish the goals of being an independent learner.			I	D	D	E	E
VI. SELF-DIRECTED LEARNING								
VI.1	Topics Based on Interests The students will propose and conduct a research plan by identifying a topic.			I	D	D	E	E
VI.2	Commitment to Learning The students will explain responsibility and demonstrate the ability to act responsibly by completing a task.			I	D	D	E	E
VI.3	Realistic Goals The students will demonstrate time-management skills by setting goals for the completion of a project and meeting that goal.			I	D	D	E	E
VI.4	Task Commitment The students will explain perseverance and demonstrate the ability to persevere by completing an assignment.			I	D	D	E	E
VI.5	Research Skills The students will identify a topic, develop questions related to the topic, utilize resources, synthesize information, present findings, and evaluate their presentations.			I	D	D	E	E
VI.6	Achievement of a Goal The students will complete a self-audit of their goals.			I	D	D	E	E
VI.7	Culminating Activity The students will create activities to depict their self-directed learning project.			I	D	D	E	E
VI.8	Evaluation of Activity The students will make a judgment about the worth of the activity using identification, criteria setting, verification, idea-testing, and judgment.			I	D	D	E	E
VI.9	Technology The students will use different modes of technology to accomplish their goals.			I	D	D	E	E
VI.10	Career Exploration The students will complete a career style inventory to determine which career area they would most enjoy. The students will conduct research on a variety of careers. They will conduct research on the education requirements, job descriptions, and responsibilities of the careers.		I	D	D	D	E	E

TAG

Talented and Gifted

Louisville Municipal School District Mission Statement for Intellectually Gifted Education

Louisville Municipal School District (LMSD) recognizes that students who possess exceptional gifts and talents should be granted the direction, encouragement, time, and resources to maximize their potential. Administrators, teachers, counselors, and facilitators will work with parents, students, and the community to identify intellectually gifted students from all backgrounds. The LMSD will offer these students differentiated instructions and opportunities to become confident and lifelong learners.

Vision Statement

- G** Gifted students are guided through
- I** Individual instruction
- F** Focusing on
- T** Thinking strategies
- E** Enrichment, encouragement, and
- D** Diverse learning experiences

Louisville Municipal School District

Gifted Education Board Policy

Louisville Municipal School District

Gifted Education Program

Grades 2-8

The Louisville Municipal School District provides a program of enrichment for intellectually gifted students in grades two through eight. Students in this program grades second through fifth spend a minimum of five hours per week in the gifted “pull out” program and the rest of the week in their regular education classrooms. Grades six through eight spend a minimum of 240 hours in the gifted “pull out” program and the rest of the week in their regular education classrooms.

The Mississippi Gifted Act of 1989, as amended in 1993, mandates that the intellectually gifted students in grades two through six be provided serves by a teacher with a gifted endorsement for a minimum of five hours per week.

Mission Statement

The Louisville Municipal School District recognizes that students who possess exceptional gifts and talents should be granted the direction, time, encouragement, and resources to maximize their potential. Administrators, teachers, counselors, and facilitators will work with parents, students, and the community to identify intellectually gifted students from all backgrounds. The Louisville Municipal School District will offer these students the differentiated instruction and opportunities to become confident and lifelong learners.

VISION STATEMENT

G—Gifted students are taught

I—individual instruction

F—For successful

T—training in

E—enrichments and encouraging

D—development for the future.

GOALS

To provide a qualitatively, differentiated curriculum which provides experiences for the students to develop their exceptional abilities.

To help students understand themselves and others and develop a sense of belonging in order to help them reach their intellectual potential.

The State of Mississippi defines “intellectually Gifted Children” as those children and youth who are found to have an exceptionally high degree of intelligence as documented through a defined identification process. Such programs shall be designed to meet the individual needs of gifted children and shall be quantitatively different from the regular education program of instruction provided by the district.

The purpose of the gifted program is to identify and serve those students who have potential for unusually high achievement. The gifted students go to a pull-out program with a teacher endorsed in gifted education for five (5) hours per week of a minimum of 240 minutes in grades 6-8 to account for sports and band.

The identification process consists of collecting data from 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, or ADD/ADHD. District personnel carefully select measures that target the student’s strengths.

CONFIDENTIAL DATA

All data collected during the identification process is protected by the Family Education Rights and Privacy Act (FERPA). The gifted files are kept in a separate locked file cabinet at the Louisville Municipal School District Office of Student Support Services, and access is restricted to those personnel working directly with the identification process, working directly with the gifted program, or having a documented reason to know about data. Parents have the right to view their children’s records at any time.

REFERRAL TO PLACEMENT PROCESS FOR INTELLECTUALLY GIFTED

A student may be referred by a parent, teacher, counselor, administrator, peer, self, or anyone else having reason to believe that the students might be intellectually gifted. All students comprise the initial screening pool of potential receipts of gifted education services. A mass screening is administered each year at the first-grade level using a group measure of cognitive ability assessment.

Referral shall be taken from March 15 until May 15 each year for all students in the first grade. For students in grades two through six, referral will be taken each year from January 15 until March 15. Students may be tested in the summer. A student may be tested a total of two times into the gifted program using district funds.

REFERRAL

The Referral Form is completed by the person making the referral. Once a referral form has been initiated, signed, and dated, only the Local Survey Committee (LSC) or parents will be able to keep the process going forward. The teacher shall complete the student information on the top of the Gifted Pupil Personal Data Sheet (GPPDS). The Questionnaire to Determine the Appropriate Test shall be completed by the teacher. The teacher shall fill out the Emerging Potential for Gifted Checklist if it is deemed appropriate.

REFERRAL CRITERIA

Type one—Mass Screening Referral Process addresses those students who are mass screened for gifted eligibility.

All students in first grade will be going through a Mass-Screening Process using a normed group measure of intelligence. Students who obtain a full-scale score at or above the 90th percentile on the normed group measure of intelligence shall move forward in the referral process. Students who score at or above the 85th percentile but lower than the 90th percentile on the normed group measure of intelligence shall be subjected to an Emerging Potential for Gifted Referral Checklist. If these students meet the criteria on the checklist, they shall move forward in the referral process. A student shall satisfy two of the following additional criteria before moving forward to the LSC Review Referral Data Stage:

- A score at or above the superior range on a normed published characteristics of giftedness checklist,
- A score at or above the superior range on a normed published measure of creativity,
- A score at or above the superior range on a normed published measure of leadership,
- A score at or above the 90th percentile on a normed measure of cognitive ability,
- A score at or above the 91th percentile on an existing measure of Individual Intelligence that has been administered within the past twelve months, and/or
- Other measures that are documented in the research on identification of intellectually gifted students.

Type two—Individual Referral Process addresses those students who are referred for gifted eligibility.

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 parents can stop the identification process. 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:

- A score at or above the 91st 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,
- A score at or above the superior range on a normed published measure of creativity,
- A score at or above the superior range on a normed published measure of leadership,
- A score at or above the 90th percentile on a normed measure of cognitive ability,
- A score at or above the 91st percentile on an existing measure of individual intelligence that has been administered within the past twelve months, and/or
- Other measures that are documented in the research on identification of intellectually gifted students.

LSC REVIEW

After the referral data is collected, the LSC which includes the principal, regular education teacher, and the gifted teacher at the referred student's school shall review the data and recommend one of the following:

- The student has satisfied minimal criteria on at least three measures and should move forward to the assessment stage, or
- 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 be reconsidered at that time, or
- The student has not satisfied minimal criteria on at least three measures and the identification process should stop.

PROVISIONS for EMERGING POTENTIAL for GIFTED POPULATIONS

At this point the LSC shall make the decision as to the possibility that the student should be eligible for consideration as a candidate for emerging potential for gifted assessment. If it is believed that the student might have emerging potential, then the Emerging Potential for Intellectually Gifted Assessment Checklist should be completed for possible use during the assessment process. The emerging Potential for 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.

PARENT CONSENT

If the LSC does refer the student for further assessment, the gifted teacher shall notify the student's parents in writing and send the Gifted Pupil Personal Data Sheet (GPPDS) to them to be signed and returned. A copy of the parental rights under the Family Educational Rights and Privacy Act (FERPA) shall be included.

ASSESSMENT STAGE (INDIVIDUAL INTELLIGENCE TEST)

All individual intelligence tests shall be administered by a licensed examiner. The examiner shall review all available data on the student, whether it satisfies minimal identification criteria, and use that information to select the appropriate test of intelligence. The examiner shall provide a signed and dated test of 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.

ELIGIBILITY DETERMINATION

The LSC which consists of the director of special education, the gifted contact person, and the gifted teacher at the referred student's school, shall decide based on the assessment results regarding the student's eligibility. The LSC shall determine if the students are eligible or ineligible for the intellectually gifted program. The gifted teacher shall notify the parents in writing as to the assessment results and have the parent sign the Permission to Place form before the student is placed in the gifted program.

POTENTIALLY TWICE-EXCEPTIONAL STUDENTS

Students who already have an eligibility ruling under IDEA and are being assessed for the intellectually gifted eligibility and who did not satisfy the minimal acceptable criteria on the individual intelligence exam shall have their results reviewed by the LSC and a licensed examiner. The district shall follow the procedure included in the Regulations for the Gifted Education Programs in Mississippi (2013).

EMERGING POTENTIAL FOR GIFTED

Students who have met criteria on the Emerging Potential Gifted Checklist who did not satisfy minimal acceptable criteria on an individual intelligence test, but did score at least the 84th percentile or have a scale score that falls within the range of 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, or
3. A district-developed matrix approved by MDE.

OUT OF STATE ELIGIBILITY

Each state has its own set of eligibility criteria for placement in gifted education. If a student moves to Mississippi with a gifted eligibility from another state, that student must satisfy Mississippi eligibility criteria before being placed in the gifted program. The eligibility ruling from another state may be used to begin the referral process in Mississippi. There is no temporary placement in the program while Mississippi eligibility is being determined.

Gifted students in grades two through eight may not be required to make up classwork missed when they are scheduled to be in the gifted classroom. They shall be held accountable for demonstrating mastery concepts and information on regularly scheduled tests.

INSTRUCTIONAL MANAGEMENT PLAN

Students in the Louisville Municipal Gifted Education Program work under specific Instructional Management Plan (IMP) objectives. In order to benefit from the IMP, a student may not be kept from the gifted class as a disciplinary measure. A student can be dismissed from the gifted program if the student fails to complete gifted class assignments.

ANNUAL REASSESSMENT

A committee shall meet at least annually to determine if each gifted student should continue in the gifted program. The committee shall include at least the student's teacher of the gifted and a designated administrator.

Participation in the gifted program is an entitlement under law; therefore, the student shall remain in the program if the student is being successful. Gifted students shall not be removed from the gifted program because of grades in the regular education program.

If a student does have difficulty with work in the regular education classroom, a conference shall be held with the parent, classroom teacher, teacher of the gifted, and the student to discuss the problem and to decide a proper course of action. The conference and plan of action shall be documented, and other conferences shall be held as needed.

HEARING PROCESS

If the committee recommends that a student to be removed from the program, the student's parents shall be given the opportunity to meet and discuss the situation before the child is removed. If the parent does not agree to the removal of the student, the local district shall grant the parents a hearing in which they can appeal the decision of the Office of Special Services and the Louisville Municipal School District Superintendent. The Superintendent's decision shall be considering the final resolution of the situation.

Legal References and Gifted Referral Information: Regulations for the Gifted Education Programs in Mississippi (2013)

Louisville Municipal School District

Updated November 2018

TAG Program Goals

- Provide an appropriate and challenging learning environment that offers identified learners exposure to wider intellectual horizons while emphasizing thinking abilities and independent learning skills.
- Provide learning alternatives that encourage individual student growth based on individual interest, goals, and learning styles.
- Provide educational opportunities for real-life problem solving skills and develop products and information that can be well communicated with others.
- Provide opportunities for development of a realistic understanding of personal strengths and the potential to accept self and others.

Referral

Student referral may be made by a parent, teacher, counselor, administrator, peer, self, or anyone else who has reason to believe a student might be intellectually gifted. District personnel will adhere to the state guidelines to determine eligibility for Intellectually Gifted Program.

Assessment Phase 1:

The student must satisfy 3 of the following measures in order to move to the next stage of assessment:

- Group measure of intelligence administered in last 12 month with a minimal score of 90th percentile. OLSAT
- Published characteristics of giftedness measure with a score at or above the superior range (90th percentile)
- Published measure of creativity with a score at or above the superior range
- Published measure of leadership with a score at or above the superior range

The local survey committee (LSC) convenes and makes determination that

- Student satisfies minimal criteria on at least three measures and should move forward to Phase II of assessment.
- Student does not satisfy minimal criteria on at least three measures but LSC feels additional data should be collected and the student reconsidered.
- Student does not satisfy minimal criteria on at least three measures and identification process stops.
- Potentially Disadvantaged Checklist considered, if applicable.

Parents permission for testing is obtained. Parents are notified of their rights under the Family Education and Rights and Privacy Act (FERPA).

The child must satisfy three of the following measures in order to move to Phase II of assessment process which is the individual intelligence test.

- Group measure of intelligence administered in last 12 months with a minimal score of 90th percentile.
- Published characteristics of giftedness measure with a score at or above the superior range.
- Published measure of creativity with a score at or above the superior range.
- Published measure of leadership with a score at or above the superior range.

If the student satisfies minimal criteria on at least 3 measures, the student will move to Phase II of the assessment process.

If the student does not satisfy minimal criteria on at least 3 measures, the identification process stops.

Assessment Phase II:

The student must score at or above the 91st percentile composite/full scale on approved individual intelligence test to satisfy eligibility criteria for the district's intellectually gifted program.

Students with eligibility under IDEA who do not satisfy minimal acceptable criteria on the individual test of intelligence may have test results reviewed by the LSC and licensed examiner. If the score is at or above the 91st

percentile on nonverbal scale or it is the opinion of the committee that the student would be successful in the gifted program, the student may be granted provisional eligibility for one year.

Students who satisfy criteria on the Potentially Disadvantaged Gifted Checklist and who do not satisfy minimal acceptable criteria on the individual test of intelligence but does not score at least 91st percentile, may be administered one of the following measures to determine eligibility.

- A test of cognitive abilities with a minimal score at the 90th percentile.
- A group intelligence measure with minimal score at the 90th percentile
- Place existing scores from the assessment stage into a matrix that the local district has had approved by MDE.

The LSC convenes and makes the final determination of eligibility.

District personnel notify parents of the test results in writing or in a conference. The office of Student Support Services will provide a free copy of the results, excluding test protocols, to parents.

Parent permission for placement in the Intellectually Gifted Program must be obtained before the student is served in the gifted program.

TAG Referral and Screening Protocols

Referrals may be made by a parent, teacher, counselor, administrator, peer, self, or anyone else who has reason to believe a student might be gifted.

Once a referral has been made, the testing administrator (gifted teacher) sends a letter to the parents of the child requesting permission to screen.

Screening

- Administer and score the Raven (measure of intelligence)
- Fill in referral form with Raven percentile score, date Raven was administered, and by whom the Raven was given.
- Have teacher with knowledge of child's abilities to complete the SIGS, questionnaire to determine appropriate test, and referral form.
- Score the SIGS and place percentiles, date SIGS was completed and by whom it was completed on the referral form.
- The child must satisfy 3 of the following measures in order to move to the next stage of the assessment process:
 - Full scale score at or above 90th percentile on the Raven (normed individual measure of intelligence)
 - Score at or above the superior range on the SIGS General Ability
 - Score at or above the superior range on the SIGS Creativity
 - Score at or above the superior range on the SIGS Leadership
- If three or more of the measures are satisfied, the local survey committee (LSC) must meet to determine if the child will move to the assessment stage in the process. All LSC members must sign the referral form.
- If three or more of the measures are not satisfied, the LSC committee must determine if more data should be collected or if the identification

process is terminated. All members of the LSC must sign the referral form.

- If the child did not meet the criteria to go to the next stage of the assessment process, the testing administrator will send a letter home informing the parents.
- If the child did meet the criteria to go to the next stage of assessment, the testing administrator will send home a letter that includes information about Family Rights and Privacy Act and the Gifted Pupil Data Sheet (GPPDS)
- In order for the child to be given the IQ test, the GPPDS must be signed and returned.
- Create a folder for the child which includes (1) completed questionnaires to determine appropriate test completed by parents and teacher (2) completed SIGS, (3) completed referral form, (4) completed GPPDS. This will be given to the Gifted contact person as she will determine the date and time of testing by the district psychometrist.
- Once the IQ tests are received, the Student Support Director will meet with the Gifted Contact person and letters will be sent home explaining the results of the the assessment. Letters will be set home to parents of the children who did not meet the qualifications to be placed in TAG. Letters will be sent home notifying parents of their child's test results.
- If a child has met the criteria to be placed in TAG, an additional form (Permission to Place) must be sent home and returned before that child can be served in the TAG program.
- **NO CHILD CAN BE SERVED IN THE TAG PROGRAM WITHOUT A PERMISSION TO PLACE FORM ON FILE FOR THAT CHILD.**

*LSC shall include, but not limited to, gifted education teachers and administrators. It may also include regular education teachers, school psychologist, school counselor or psychometrist, and parents. It should include a special education teacher when a student is being considered for eligibility under the twice-exceptional criteria.

Information for Parents

Defining Giftedness

The state of Mississippi defines "Intellectually Gifted Children" as those children and youth who are found to have an exceptionally high degree of intelligence as documented through a defined identification process. Such programs shall be designed to meet the individual needs of gifted children and shall be qualitatively different from the regular education program of instruction provided by the district.

Characteristics of Gifted Children

Learning characteristics

- Has unusually advanced vocabulary for age or grade level.
- Has quick mastery and recall of factual information.
- Wants to know what makes things or people tick.
- Usually sees more or gets more out of a story, film, etc., than others.
- Reads a great deal on his or her own; usually prefers adult-level books; does not avoid difficult materials.
- Reasons things out for him- or herself.

Motivational characteristics

- Becomes easily absorbed with and truly involved in certain topics or problems.
 - Is easily bored with routine tasks.
 - Needs little external motivation to follow through in work that initially excited him or her.
 - Strives toward perfection; is self-critical; is not easily satisfied with his or her own speed and products.
 - Prefers to work independently; requires little direction from teachers.
 - Is interested in many "adult" problems such as religion, politics, sex and race.
 - Stubborn in his or her beliefs.
 - Concerned with right and wrong, good and bad.
-

Creativity characteristics

- Constantly asking questions about anything and everything.
 - Often offers unusual, unique or clever responses.
 - Is uninhibited in expressions of opinion.
 - Is a high-risk taker; is adventurous and speculative.
 - Is often concerned with adapting, improving and modifying institutions, objects and systems.
 - Displays a keen sense of humor.
 - Shows emotional sensitivity.
 - Is sensitive to beauty.
 - Is nonconforming; accepts disorder; is not interested in details; is individualistic; does not fear being different.
 - Is unwilling to accept authoritarian pronouncements without critical examination.
-

Leadership characteristics

- Carries responsibility well.
- Is self-confident with children his or her own age as well as adults.
- Can express him- or herself well.
- Adapts readily to new situations.
- Is sociable and prefers not to be alone.
- Generally directs the activity in which he or she is involved.

The Bright Child vs. the Gifted Learner

The bright child...	The gifted learner...
1. Knows the answers	1. Asks the questions
2. Is interested	2. Is highly curious
3. Is attentive	3. Is mentally and physically involved
4. Has good ideas	4. Has wild, silly ideas
5. Works hard	5. Plays around, yet tests well
6. Answers the questions	6. Discusses in detail; elaborates
7. Top group	7. Beyond the group
8. Learns with interest	8. Shows strong feelings and opinions
9. Learns with ease	9. Already knows
10. 6-8 repetitions for mastery	10. 1-2 repetitions for mastery
11. Understands ideas	11. Constructs abstractions
12. Enjoys peers	12. Prefers adults
13. Grasps the meaning	13. Draws inferences
14. Completes assignments	14. Initiates projects
15. Is receptive	15. Is intense
16. Copies accurately	16. Creates new designs
17. Enjoys school	17. Enjoys learning
18. Absorbs information	18. Manipulates information
19. Technician	19. Inventor
20. Good memorizer	20. Good guesser
21. Prefers straightforward tasks	21. Thrives on complexity
22. Is alert	22. Is keenly observant
23. Is pleased with own learning	23. Is highly self-critical

What You Should See In A Gifted Classroom

- A teacher that is endorsed in gifted education.
- Students are being challenged to perform to their maximum potential; genuine differentiated instruction.
- Goals, objectives, and activities are clearly defined.
- The teacher recognizes varying student learning styles and needs and facilitates lessons that honor students unique talents.
- Program paperwork is completed correctly and is in compliance with legal statutes.
- Varied and creative teaching strategies and materials are being utilized; less use of lecture/direct instruction method.
- Goals and activities are related to social/emotional development.
- Students are engaged in original production development.
- Students participate in self and peer evaluation performance.
- Students use metacognition to evaluate cognitive processes regularly used to problem solving.
- There is effective communication with students, family, and faculty (newsletters, conferences, remind, etc).

What can parents do for their child?

Each child has strengths in certain areas, whether in math; language arts; physical, natural, and social sciences; music; visual and performing arts; leadership; athletics; philanthropy; or some other field. To help bright children discover what they do best, we need to help them explore their interests and abilities.



At home

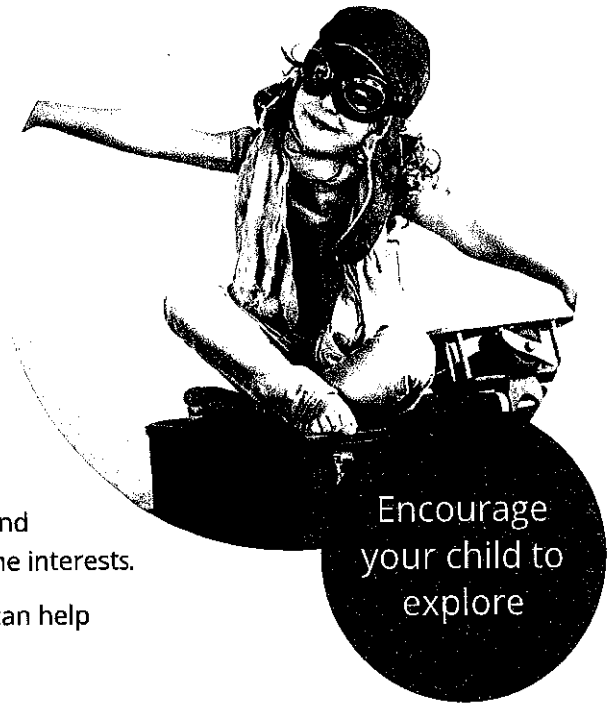
- Be attentive to your child's comments and observations.
- Create an environment that promotes self-expression.
- Help him to develop skills and interests, for example, in plant science, animal care, electronics, carpentry, mechanics, law, design, and crafts.
- Encourage her to explore the beauty of diverse cultures—through language, poetry, story, song, dance, puppetry, cooking, and crafts.
- Promote exploration and discovery.
- Emphasize effort and progress rather than perfection.
- Show your child how errors can be opportunities to discover and learn.
- Model positive ways to address setbacks and solve problems.
- Instill ways to help your child understand and regulate emotional reactions.
- Promote a healthy lifestyle.
- Demonstrate how to serve your community.



In the community

Find or create opportunities where your child can explore interests and nurture talent.

- **Universities and community organizations** offer after school, weekend, summer, and online enrichment programs.
- **Mentors and talent experts** can be guides and sources of knowledge and inspiration.
- **Activities and outside courses** can nurture talent and help establish friendships with those who share the same interests.
- **Group and individual projects or competitions** can help to build lifelong skills.



Encourage
your child to
explore

What makes a quality program for high-ability and talented learners?

Administrators, teachers, and support staff should have training in gifted education.

Within the school system

School districts should establish guidelines that address the needs of high-ability learners. Plans generally include:

- An identification process that considers performance and quantitative measures of general aptitude and academic ability.
- Research-based instructional practices found effective with advanced learners.
- Ongoing professional development for teachers, administrators, and support staff.
- Counseling and guidance services appropriate for high-ability and talented students.
- Systematic evaluation of programs and services.

Outside of school

Quality community programs provide:

- Content and activities that allow advanced learners to develop their skills and creativity.
- Instructors that understand the traits of high-ability students.
- A positive environment that promotes peer and adult relationships.
- Opportunities for children to formulate and work toward achieving their goals.



Promote
personal
expression and
creativity



Essential Links for the Parents of Gifted Children

Every parent wants to see their child successful and happy in school, but sometimes parents just don't know what to do or how to help a child who is exceptional. Keeping him or her challenged and interested in school can be tough. Parents of gifted children should know that they are not alone and there are hundreds of resources on the Web that can help! Here are just a few that can be a helpful start.

Organizations

These organizations help gifted students and their parents get the education, emotional support, and guidance needed to be happy and well-adjusted.

OAGC (www.oagc.com): the Ohio Association of Gifted Children is the state-centered organization for gifted kids. Parents can join, find resources to help parent, and even attend special events and conferences.

National Association for Gifted Children (www.nagc.org): The National Association for Gifted Children is one of the best places for parents of gifted children to find resources, reading, help, and advice on raising an exceptional child.

Mensa for Kids (www.mensaforkids.org): MENSA embraces younger members through this fun and interactive website. It offers monthly themes to get kids reading and learning at an advanced level.

Twitter

Some people may not be comfortable with social media; however, there is a wealth of information on Twitter. Search the following to get connected with teachers of gifted children and parents of gifted children.

@DeepWatersCoach- Lisa Lauffer works with the group Gifted Grownups & Parents of Gifted Children and offers support through her Twitter feed and beyond.

@gifted_guru- Links to Lisa Van Gemert, a gifted youth specialist for MENSA

@JeffcoGifted- Nonprofit group of parents, teachers and community leaders tweets about advocacy and resources for gifted kids.

@HoagiesGifted- Collection of resources and articles about gifted education and parenting

@laughingatchaos- Jen is a mom raising gifted kids. She shares her experiences, both good and bad, here and on her blog.

Blogs

These blogs offer a wealth of information and advice for parents of gifted children

About.com Gifted Children (<http://giftedkids.about.com>) Carol Bainbridge, an expert on gifted children, maintains this blog which is full of ideas and information

Parenting Gifted Kids (www.parentinggiftedkids.com) Sarah Robbins maintains this blog to learn about how to help and challenge your gifted child.

Parents of Gifted Children Resource Group (www.depogcrg.blogspot.com) Parents can find resources and make connections with other parents of gifted children

Gifted Parenting Support (<http://giftedparentingsupport.blogspot.com>) Excellent place to read more about how to parent and educate children who are gifted and talented.

General Resources

Hoagies' Gifted Education Page (www.hoagiesgifted.org) This site has a little bit of everything from conference listings to tips on understanding your gifted child.

Gifted Development Center (www.gifteddevelopment.com) Looking for information about giftedness and how to raise a gifted child? Dr. Linda Silverman provides both on this site.

Gifted Child Today (<http://gct.sagepub.com>) This is an open access journal which is a great read for parents who want to learn more about meeting the needs of their gifted child.

Gifted Journey (www.giftedjourney.com) Great resource for learning about giftedness and covers everything from bullying to IQ tests.

GIFTED STUDENT PROGRESS REPORT

STUDENT : _____ GRADE: _____ GRADING PERIOD: _____

Gifted & Talented Program

Fair Elementary- Louisville Elementary-Eiland Middle School- Noxapater-Nanah Waiya

GOALS	First Semester		
	Exceeds Expectations	Meets Expectations	** Needs Improvement
1. Student demonstrates continuing progress of the content area(s) in Gifted classroom.			
2. Student develops process skills including creative/critical thinking, research, and problem solving.			

3. Student completes high level of products/performances.			
4. Other:			

****Cause/Reason for "Needs Improvement":**

- | | |
|--|---|
| <ul style="list-style-type: none"> a. Lack of prerequisite skills b. More time needed c. Excessive absences/tardy | <ul style="list-style-type: none"> d. Lack of participation e. Lack of motivation f. Other (specify) |
|--|---|

Comments:

Parent Signature/Date: _____

Model Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the (School) receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the [School] to amend their child's or their education record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

[Optional] Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school or school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request or the disclosure is initiated by the parent or eligible student.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202