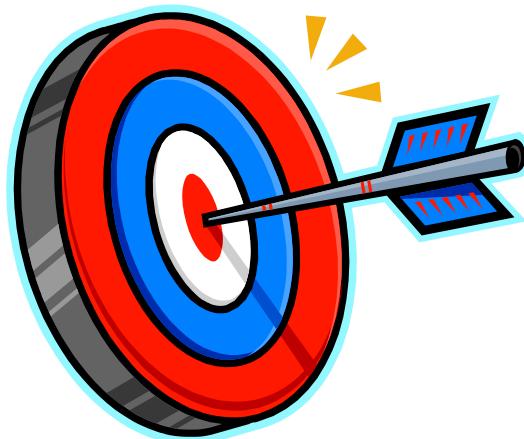


# **TARGET**

**North Panola School District's  
Gifted Education Program**



**Teaching Accelerated Goals and Enrichment Techniques  
to Gifted Students**

# **Gifted Handbook**

**Serving Intellectually Gifted students at North Panola Schools:**  
**Como Elementary**  
**Crenshaw Elementary**  
**Green Hill Elementary**  
**North Panola Junior High**

**LaShana Middleton, TARGET Teacher and Gifted Education Coordinator**  
**Verda Taylor, Director of Special Services**  
**Shelia Kelson, Administrative Assistant**

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**Ms. Kimberly Nevels, Asst. Principal**

**Mr. Deon Harrington, Counselor**

#### Crenshaw Elementary

**Mrs. Rachel Williams, Principal**

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**Ms. Wanda McKinney, Counselor**

#### North Panola Junior High

**Dr. Mario Keys, Principal**

**Mr. Keith Powell, Asst. Principal**

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# **TARGET**

## **Gifted Education...It's the LAW!**

Welcome to the North Panola School District's Intellectually Gifted Program. This program offers instruction and exploration in various content areas based on student interests and Mississippi Department of Education guidelines. Promotion of appropriate, quality education for students identified as intellectually gifted will be the primary goal.

The **MDE** defines **intellectually gifted** students as:  
“those children and youth who are found to have an exceptionally high degree of intelligence as documented through the identification process.”

**The Mississippi Gifted Education Act of 1989**, as amended in 1993, mandates that each public school district within the state provide gifted education programs for intellectually gifted students in grades 2-6. All local public school districts may have gifted education programs for intellectually gifted students in grades 7-12, artistically gifted students in grades 2-12, creatively gifted students in grades 2-12, and/or academically gifted students in grades 9-12, subject to the approval of the State Board of Education.

“**Gifted Education Programs (GEP)**” shall mean special programs of instruction for intellectually gifted children in grades 2-12, academically gifted children in grades 9-12, artistically gifted children in grades 2-12, and/or creatively gifted children in grades 2-12 in the public elementary and secondary schools of this state.

The **North Panola School District** currently serves the Intellectually Gifted population in Grades 2-8. **TARGET** provides services to identified intellectually gifted students by a properly endorsed teacher of the gifted.

**The Jacob Javits Act** (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. Grades and/or achievement test scores are more appropriately an indicator of

academic giftedness. Many intellectually gifted students are not going to be high achieving, teacher pleasing students.

**North Panola School District**

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# **TARGET**

**TARGET= Teaching Accelerated Rigorous Goals and Techniques  
to Gifted Students**

**TARGET** is a pull-out program of enrichment for 2nd-8th grade intellectually gifted students in the North Panola School District. Students spend 5 hours per week in **TARGET** classes. **TARGET** students work under specific Instructional Management Plan (IMP) objectives for process skill development as suggested by the Mississippi Department of Education. During the time spent in **TARGET**, students are involved in long and short term intellectual assignments as well as enrichment and extension of regular classroom academic programs based on individual levels of ability, interests, and **MDE** suggested outcomes.

**The Mississippi Department of Education** regulations require that “gifted students are grouped together for a minimum of five hours per week to participate in enrichment activities developed to enhance the integration of advanced content and student interests utilizing higher level thinking skills, creative problem solving, critical thinking skills, research skills, personal growth and human relations exercises, leadership skills, and creative expression.”

Through the implementation of varied instructional strategies, as well as topic development based on students’ strengths, needs, and interests, academic progress is encouraged and accelerated, focusing on the unique intellectual and affective needs of intellectually gifted students. Instructional strategies addressing cognitive and affective needs develop skills in critical and creative thinking, effective decision making, leadership, and group dynamics. These instructional strategies serve to broaden the scope of knowledge and instill independent study skills that will serve the student in their daily lives and throughout their academic career.

**Gifted Education is not a reward, it's an entitlement.**

Portions of state law addressing gifted education include Sec 37-23-171 Short title, Sec 37-23-173 Legislative findings and declarations; purpose, Sec 37-23-175 Definitions, Sec 37-23-177 General powers and duties of state board of education, Sec 37-23-179 Promulgation of rules, regulations, guidelines; office for gifted education; implementation of programs of gifted education by local

school districts; funding of programs and Sec 37-23-181 Relationship of Secs. 37-23-121 through 37-23-131.

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# **TARGET**

## **Mission Statement**

The North Panola School District strives to foster the unique intellectual, social, and emotional needs of the Gifted Student, while educating him/her through the development of appropriate services that meet their needs. TARGET will foster, enhance, and maximize the development of intellectually gifted learners by providing a unique educational experience that is in addition to and different from the experiences available in the regular education classroom.

## **Purpose**

The purpose of the Gifted Education Program in the North Panola School District is to provide enriching educational experiences for children who possess a high degree of intelligence. The program is designed to meet the individual needs of the gifted learner and is in addition to and different from the regular classroom's program of study. TARGET offers accelerated learning opportunities and is committed to the motivation and guidance of gifted students through an enriched quality education.

## **Philosophy**

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

affective needs with a curriculum that is qualitatively different from the regular classroom.

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## **Program Design**

The Gifted Education Program in the North Panola School District, in accordance with the MS State Department of Education's standards for gifted education programs, is committed to identifying intellectually gifted students and providing a program of enrichment that addresses their unique talents, needs, and learning styles. We recognize their potential for creativity, higher level thinking, independent learning and leadership.

These students attend TARGET classes a minimum of 5 hours per week, where they are exposed to the challenging opportunities addressing their cognitive and affective needs that are above and beyond those provided in the regular classroom.

## **Goals of Gifted Education**

The Gifted Education Program at North Panola Schools shall:

- Provide challenging opportunities of exchanged learning among intellectual peers.
- Ensure a safe environment with a curriculum that meets individual needs.
- Develop life long learners who become productive, creative, and contributing members of society.
- Increase understanding of self and others to develop healthy, positive, and enriching relationships.
- Improve parental and community involvement for the advancement of gifted education

# **TARGET**

## **Gifted Education Program Objectives**

- To provide an equitable identification process for gifted students which is inclusive and meets requirements as outlined in state regulations.
- To provide a gifted learning environment that allows gifted students to interact with intellectual peers.
- To provide challenging, learning experiences that address the multiple talents, challenges, and cultural diversity of the district's population.
- To provide a challenging, differentiated curriculum and teaching strategies that address the intellectual, cognitive, and affective characteristics of the gifted learner
- To focus on students' interests, strengths, and learning styles in order to encourage a life-long love of learning.
- To provide opportunities for students to develop skills in creative and critical thinking, research, communication, creative and performing arts, leadership, career awareness, life-skills, self-directed learning, group dynamics, and self-evaluation.
- With the assistance of school counselors, to provide differentiated guidance efforts to meet the social-emotional needs of gifted students including those who are underachieving, twice exceptional, and from diverse populations.

- To foster improvement of the gifted program through continued self evaluation and external review/audit.

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In **TARGET**, effective instruction of intellectually gifted students takes place in an **environment** that:

- permits and encourages gifted students to develop their potential through interaction with intellectual peers
- encourages and nurtures inquiry, flexibility, decision making, thinking skills, self-evaluation, and divergent thinking
- honors students' unique learning and thinking styles, talents, and differences
- provides appropriate modifications for special populations such as: profoundly gifted, learning disabled gifted, culturally diverse gifted, underachieving gifted,  
etc.

The curriculum and its delivery system must address the cognitive, affective, and relational characteristics and needs of the intellectually gifted learner which include:

- inquisitiveness / curiosity
- complexity
- an extraordinary learning capacity
- a preference for intuitive / holistic learning and diverse interests
- a tendency toward perfectionism and fear of risk taking
- a need to understand and accept the nature of giftedness
- a need to develop positive, healthy relationship skills
- a need for self-reflection
- a need to search for meaning and connectedness through real life problem solving

\**Uneven development:* For example, motor skills may lag behind cognitive and conceptual abilities, particularly in younger intellectually gifted children. Thus, these children can visualize what they want to do, yet their motor skills may not allow them to achieve their goal. This often results in intense frustration and emotional outbursts. In addition, since the cognitive skills are more pronounced than other areas of development, intellectually gifted children and youth may use these to deal with the world, while social and emotional skills remain undeveloped.

# TARGET

## 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,	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.

and productive members of classroom communities and society as a whole.

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### **No Stereotypes, Please**

Intellectually gifted children can and do exhibit a wide variety of attitudes and interests and quite often do not fit into the anticipated “gifted child” stereotype. They do not always make the honor roll, are not always well-behaved, do not always do their homework, and are not gifted in all areas. The Intellectually Gifted Program is based on a student’s innate ability, rather than learned academics, meaning that participants in this program may not have “straight A’s” and students with “straight A’s” may not be eligible for gifted services.

### **TARGET class**

TARGET is specifically designed to meet the special needs of intellectually gifted students. **This program is not a privilege/reward, nor is removal from it to be used as a means of discipline. No child who qualifies for gifted program services shall be denied access to them at the daily discretion of the teacher.** Regular classroom teachers are not to withhold students from TARGET for disciplinary reasons, including failure to do homework or class work. No child may be penalized for participating in TARGET. (**Mississippi Gifted Education Act of 1989, Mississippi Code Sections 37-23-171 through 37-23-181**).

### **Missed Assignments**

Gifted students shall be held accountable for demonstrating mastery of concepts and information on regularly scheduled tests while they are attending TARGET class. *State Regulations, p.27*

When gifted students miss regular classroom work because of participation in TARGET, they are not to be penalized. Please allow them the opportunity to demonstrate mastery of the skill(s). The students in the TARGET Program are identified as Intellectually Gifted. This is not synonymous with academically gifted.

Regular classroom teachers should communicate regularly with parents and TARGET teacher when academic problems arise. However, “Grades and/or success in the regular education program is the responsibility of the regular

classroom teacher and should not be considered as a reason for removal from the gifted program." ***State Regulations, p. 26***

As the academic progress and welfare of the students are always of prime consideration, special situations will be handled on an individual basis.

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## **In the Gifted Classroom**

### **What you should not see in the gifted classroom:**

- More of the same kind of work from the regular education program and classroom
- Focus on the use of activity books and/or the ditto(s)
- Focus on recall of facts, information, and knowledge
- Focus on pre-packaged units and /or mini-unit that have no relevance to the needs of the gifted students being served
- Focus on hobbies and interests of the teacher of the gifted
- Focus on competitions or educational games
- Focus on cookbook approaches to classroom activities
- Focus on "things" simply because they are not covered in the regular education program
- Traditional classroom setting
- Focus on a single learning style

### **What you should see in the gifted classroom**

- Focus on specific and unique identified needs of gifted students
- Focus on specific interests of the gifted students being served, identified with input from the students
- Focus on the identified learning styles of the students
- Focus on more advanced and complex issues and themes that go beyond the domain of the regular education program
- Focus on CREATING new ideas and products
- Focus on analysis, synthesis, and evaluation
- Focus on discovery, open-endedness, and reasoning
- Focus on identification of real problems, real investigations, and real audiences
- Focus on self-understanding
- Focus on self-directed learning
- Focus on self-initiated, lifelong learning
- Focus on creativity
- Focus on process skills

- Focus on Metacognition
- Focus on development of individual strengths and individual interests
- Focus on small group and individual investigations

Conrad Castle, PhD  
Coordinator, Gifted Education Program  
**North Panola School District**

**Gifted Education Program**

## **TARGET**

### **Qualitatively Differentiated Curriculum for the Gifted**

**Gifted learners prefer idea-mates rather than age-mates. They enjoy the company of peers because the peer group understands one another.**

#### **TARGET's curriculum:**

- Focuses on the specific and unique needs of gifted not more of the same kind of work.
- Focuses on specific learning styles of gifted not on the recall of facts, information and knowledge.
- Focuses on more advanced and complex issues and themes that go beyond the regular curriculum not on pre-packed units unrelated to the student's interests or needs.
- Incorporates the process of analysis, synthesis and evaluation not solely on educational games
- Focuses on discovery, open-endedness, and reasoning.
- Focuses on real problems real investigations, and real audiences.
- Encourages self-understanding and self-initiated, lifelong learning.

# TARGET

## Curriculum Framework

In response to the identified needs of this population, the North Panola School District has synthesized the growing body of research regarding intellectually gifted children and youth into a model that serves as the framework for the Gifted Education Program.

The vision and objectives for gifted students are underpinned by the following principles:

- **Equity** – All students, including students who are gifted, have the right to fair and equitable access to appropriate educational programs that meet their specific learning needs.
- **Recognition of difference** – Students who are gifted are recognized as different from students of their own age in their speed of learning, the insightful quality of their thinking and their advanced ability in one or more areas.
- **Educational excellence** – All students, including students who are gifted, have the right to appropriate educational programs that result in learning outcomes consistent with their abilities.

**TARGET** offers a differentiated curriculum for intellectually gifted students. It is achieved through many different teaching strategies and through the utilization of:

- **Attributes of Scholarliness**
- **Universal Themes**
- **Depth and Complexity**
- **Novelty/Independent Student**
- **Acceleration**

The differentiation of curriculum for **TARGET** students is achieved through the modification of:

- Process/Thinking Skills
- Content
- Resources/Research Skills

- Products

**The primary outcome for Intellectually Gifted Programs in Mississippi is  
METACOGNITION.**

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The vision and objectives for NPSD Intellectually Learners are underpinned by these principles:

**Equity  
Recognition of Differences  
Educational Excellence**

### **Primary Outcome for Intellectually Gifted Education Programs:**

**Metacognition:** Ability to understand one's own thinking process combined with the ability to bring together one's total learning experiences (cognitive and affective) to bear on a new situation, enabling one to appropriately apply that understanding to and empower the new endower, acting responsibly to enjoy the self-motivated discovery of new ideas and/or solutions. In short, it is challenging students to do what others think cannot be done by students that age.

### **Desired Outcome of the Intellectually Gifted Education Programs:**

**Love of Learning:** Given carefully designed learning experiences that instill in each student an intense love of learning, the learner will become a lifelong learner and will use their almost limitless ability to learn to the fullest and their learning experience will be a joyous, satisfying one. Learning will be pure enjoyment with a purpose.

<b>Regular Education Classes</b>	<b>Gifted Education Classes</b>
<ul style="list-style-type: none"> <li>• Provides Differentiated Instruction</li> <li>• Teaches MS College &amp; Career Ready Standards to students</li> <li>• Provides Tier I</li> </ul>	<ul style="list-style-type: none"> <li>• Provides Differentiated Curriculum</li> <li>• Assists the students with applying the MS College &amp; Career Readiness Standards</li> <li>• Provides Tier II instruction to</li> </ul>

instruction to Gifted Learners	Gifted Learners. Tier III instruction is also provided in the form of Independent Study Projects/Contracts
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# TARGET

## **Classroom Expectations**

### **What you can expect from your teacher - Ms. Middleton**

- provide my best efforts in teaching
- respect your child's needs
- maintain open lines of communication
- create engaging lessons and activities
- foster and challenge your child's thinking

### **What I expect of you – the student**

- provide your best efforts in participation and completion of assignments
- listen, think, and engage actively
- respect your peers, faculty, staff, and property
- initiate learning and challenge yourself
- Remember NPSD's Code of Conduct – PRIDE:
  - Prepared
  - Respectful
  - Initiative
  - Dependable
  - Excellence

### **What I expect of you – the parent**

- inquire about knowledge gained in TARGET
- become an active member of TARGET Parent Advocacy Group
- attend TARGET and school functions (PTO, Open House, Book Fairs, etc)
- maintain open lines of communication
- celebrate your child's successes daily

### **Reminders**

- As a TARGET student, you are viewed as a model citizen in your school, your community, and in the North Panola School District.

- TARGET meets a minimum of 5 hours per week. You will miss your regular class meetings on the day you have TARGET. I will provide you with an assignment log to help you with your organizational skills.
- Please inform me of "need to know" information. This information includes: illness, stress, death in family, academic concerns, bullies, etc.

I am unable to assist if I am unaware of the situations and circumstances.

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## **Essential Elements of a Quality Gifted Education Classroom**

[www.ocps.k12.fl.us/framework/gi/guide/index.htm](http://www.ocps.k12.fl.us/framework/gi/guide/index.htm) 1999

A quality gifted education classroom/school program is characterized by the following evidence:

- The teacher is endorsed in gifted education.
- Students are being challenged to perform to their maximum potential; genuine differentiated programming, not more of the same or simply acceleration of content
- Cognitive goals, objectives, and activities are clearly defined.
- Goals and activities are related to social/emotional development; guidance and counseling are addressed on a regular basis.
- The teacher recognizes varying student learning styles and needs and facilitates lessons that honor students unique talents and differences
- 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.
- Appropriate modifications are being made for students from special populations such as learning disabled gifted, ESL gifted, culturally diverse gifted, profoundly gifted, underachieving gifted, etc.
- There is regular, effective communication with students, families, and faculty. (newsletter, conferences, etc.)
- Parent meetings and/or workshops are offered.
- Students are actively engaged during each class meeting. (discussions, presentations, group work, conferences, simulations, learning centers, etc.)

- Students are participating in service learning projects.
- Students are engaged in original product development.
- Students participate in self and peer evaluation of performance.
- Students are cognitively stimulated to use analysis, synthesis, and evaluation as regular thinking processes.
- Students use metacognition to evaluate cognitive processes regularly used to solve problems.

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### **Sample Vehicles for Delivery of the Gifted Curriculum: Teaching Methodologies and Strategies**

- Simulations
- Literature Studies
- Thematic Units
- Concept Units
- Projects
- Computers
- Business Ventures
- Manipulatives
- Demonstrations
- Experiments
- Role Playing
- Mini-courses
- Arts / Aesthetics
- Community Involvement
- Lateral Thinking Puzzles
- Brainteasers
- Design Techniques
- Drama
- Debate
- Socratic Seminars
- Studies of Eminence
- Journals
- Small Group Instruction
- Independent Work
- Use of Multiple Intelligences

- Individual Conferencing
- Webbing
- Mind Maps
- Service Learning
- Creative Products
- Problem Solving Competitions
- Questioning
- Portfolios
- Mass Media Productions

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# TARGET

## **The 21<sup>st</sup> Century Gifted Learner**

Motivated  
Committed  
**Responsible**  
Focused  
Creative  
Innovative  
Analytical  
Logical  
Engaged  
Resilient  
Independent thinker  
Globally aware  
Socially aware  
Emotionally aware  
Technologically connected  
Academically connected  
Persistent  
Problem solver  
Interactive  
Collaborative

## **Typical Mindsets that Put Out the Fire and Discourage Achievement:**

- Expectation of the 'Easy A'
- "Aren't you supposed to entertain us?"
- Failure and mistakes are 'No-No's' = No risk-taking or thinking outside the box
- The only thing school offers is boring, scripted, low-level, undifferentiated, test-driven curriculum
- Instant Gratification: The 'Buy Now, Pay Later' syndrome
- It isn't cool to be gifted

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## **Differentiation Options**

<b>By choosing from the columns below you can customize the amount of preparation time in lesson planning.</b>	
<b>Low Prep Differentiation</b>	<b>High Prep Differentiation</b>
<p>Choices of books Homework options Use of reading buddies Varied journal prompts Orbitals Varied pacing with anchor options Student-teacher goal setting Work alone or together Flexible seating Varied computer programs Varied supplemental materials Options for varied modes of expression Varying scaffolding on same organizer Computer mentors Think-Pair-Share by readiness, interest, learning profile Use of collaboration, independence, and cooperation Open-ended activities Mini-workshops to reteach or extend</p>	<p>Tiered activities or labs Tiered products Webquests Independent studies Multiple texts Alternative assessments Learning contracts Multiple-intelligence options Compacting Spelling by readiness Entry points Varying organizers Lectures coupled with graphic organizers Community mentorships Interest groups Tiered centers Interest centers Literature circles Stations Complex instruction</p>

skills Jigsaw Explorations by interest Games to practice mastery of information and skills Multiple levels of questions (Bloom's taxonomy)	Group investigation Tape-recorded materials Teams, Games, and Tournaments Choice Boards Simulations Problem-based Learning Graduated rubrics
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<http://www.eht.k12.nj.us/~Jonesj/Differentiated%20Instruction/1%20DI%20Strategies.htm>

<http://daretodifferentiate.wikispaces.com/Choice+Boards>

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## Gifted Students: True or False

### Common Myths About Gifted Students

- Gifted students are a homogeneous group, all high achievers.
- Gifted students do not need help. If they are really gifted, they can manage on their own.
- Gifted students have fewer problems than others because their intelligence and abilities somehow exempt them from the hassles of daily life.
- The future of a gifted student is assured: a world of opportunities lies before the student.
- Gifted students are self-directed; they know where they are heading.
- The social and emotional development of the gifted student is at the same level as his or her intellectual development.
- Gifted students are nerds and social isolates.
- The primary value of the gifted student lies in his or her brain power.
- The gifted student's family always prizes his or her abilities.
- Gifted students need to serve as examples to others, and they should always assume extra responsibility.
- Gifted students make everyone else smarter.
- Gifted students can accomplish anything they put their minds to. All they have to do is apply themselves.
- Gifted students are naturally creative and do not need encouragement.
- Gifted children are easy to raise and a welcome addition to any classroom.

### TRUTHS About Gifted Students

- Gifted students are often perfectionists and idealistic. They may equate achievement and grades with self-esteem and self-worth, which sometimes leads to fear of failure and interferes with achievement.

- Gifted students may experience heightened sensitivity to their own expectations and those of others, resulting in guilt over achievements or grades perceived to be low.
- Gifted students are asynchronous. Their chronological age, social, physical, emotional, and intellectual development may all be at different levels. For example, a 5-year-old may be able to read and comprehend a third-grade book but may not be able to write legibly.
- Some gifted children are "mappers" (sequential learners), while others are "leapers" (spatial learners). Leapers may not know how they got a "right answer." Mappers may get lost in the steps leading to the right answer.
- Gifted students may be so far ahead of their chronological age mates that they know more than half the curriculum before the school year begins! Their boredom can result in low achievement and grades.
- Gifted children are problem solvers. They benefit from working on open-ended, interdisciplinary problems; for example, how to solve a shortage of community resources. Gifted students often refuse to work for grades alone.
- Gifted students often think abstractly and with such complexity that they may need help with concrete study- and test-taking skills. They may not be able to select one answer in a multiple choice question because they see how all the answers might be correct.
- Gifted students who do well in school may define success as getting an "A" and failure as any grade less than an "A." By early adolescence they may be unwilling to try anything where they are not certain of guaranteed success.

Adapted from **College Planning for Gifted Students, 2nd edition**, by Sandra Berger

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**Bright Child vs. Gifted Learner**

Knows the answers	Asks the questions
Is interested	Is highly curious
Is attentive	Is mentally and physically involved
Has good ideas	Has wild, silly ideas
Works hard	Plays around, yet tests well
Answers the questions	Discusses in detail, elaborates
Top group	Beyond the group
Listens with interest	Shows strong feelings and opinions
Learns with ease	Already knows
6-8 repetitions for mastery	1-2 repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good memories	Good guesses
Enjoys straightforward, sequential presentation	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical
	--from Challenge Magazine, 1989

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**Core Beliefs about Gifted Children** Gifted children are unique and are as different from one another as they are from the population as a whole.

- ☒ Gifted children are not a homogeneous group.
- ☒ Gifted children may have strengths in one or more areas.
- ☒ Gifted children may not be “straight-A” students.

» Gifted children may evidence uneven development in intellectual, emotional, and physical domains.

» Gifted children have potential that is extraordinary and idiosyncratic.

**Gifted children exist in all cultural groups, within all economic levels, among populations with other special needs, and in all areas of human endeavor.**

» Gifted children may be twice exceptional, having gifts as well as disabilities.

» Gifted children evidence different characteristics depending on their cultural, educational and economic backgrounds.

**Gifted children learn differently and require special educational experiences in order to grow academically and achieve their highest potential.**

» Gifted children need a firm foundation of knowledge and skills upon which to build content expertise.

» Gifted children need instruction tailored to their unique abilities, interests, and learning styles.

» Gifted children need academically challenging curriculum that is both accelerated and enriched.

» Gifted children need to explore many fields of study, to “fall in love” with ideas, and to study subjects in depth.

» Gifted children need to engage in learning that requires persistence and task commitment.

» Gifted children need the opportunity to use and develop their creativity and problem-solving skills.

**Gifted children, because of heightened intellectual and social-emotional intensities, need support and encouragement from individuals who recognize, validate, and nurture their giftedness. » Gifted children are a special needs population and can be “at risk.”**

» Gifted children benefit from the expertise of both classroom teachers and specially trained gifted education teachers.

» Gifted children benefit from contacts with intellectual peers and mentors.

» Gifted children benefit from parents who help them achieve meaningful social, emotional, and academic goals.

» Gifted children are children first and need to be respected for who they are

<b>The Bright Child (High Achiever)</b>	<b>The Gifted Learner</b>	<b>Possible Problems Associated with Giftedness</b>
Knows the answers	Asks the questions	Possible gullibility
Is interested	Is highly curious	Takes on too many activities
Is attentive	Is mentally and physically involved	Difficulty in accepting the illogical
Has good ideas	Has wild, silly ideas: unusual imagination	Viewed as weird by others; feels stifled by lack of creative opportunities
Works hard	Plays around, yet tests well	Disruptive in class; class clown
Answers the questions	Discusses in detail, elaborates	Tendency to challenge, question authority, unwilling to listen to opinions of others
Top group	Beyond the group	Bored with regular assignments
Listens with interest	Shows strong feelings and opinions	Dominates the discussion
Learns with ease	Already knows	Bored; can become mischievous
6-8 repetitions for mastery	1-2 repetitions for mastery	Becomes bored and frustrated; dislikes repetition
Understands ideas	Constructs abstractions	Frustrated when others don't understand
Enjoys peers	Prefers adults	Receives negative adult attitudes to smartness; viewed as a show-off, odd, superior
Grasps the meaning	Draws inferences; thinks "outside the box"	Not interested in details; rejection of the known, need to invent for oneself; invents own systems, sometimes conflicting
Completes assignments	Initiates projects	Refuses to do rote homework
Is receptive	Is intense; persistent; can concentrate on tasks of high interest for extended periods	Has difficulty with listening skills; may disrupt class routine; feels stifled by restrictions; perceived as stubborn, uncooperative; difficult to move into another topic or task; resistant to interruption
Copies accurately	Creates new designs	Viewed as unmotivated when restricted
Enjoys school	Enjoys learning; wide, diverse range of interests	Viewed as lack of attention span or concentration
Absorbs information	Manipulates information; creates new questions; ideas form existing knowledge	Seen as off task; appear to be day dreaming or not paying attention
Technician	Inventor	
Good memorizer	Good guesser	Viewed by teachers and others as not paying attention or resistant to learning
Enjoys straightforward, sequential presentation	Thrives on complexity	Dislikes shallow curriculum
Is alert	Is keenly observant	Occasional resistance to direction
Is pleased with own learning	Is highly self-critical	Perfectionist; fears failure, avoids new situations to avoid possible failure; unrealistically high goals
Diligent worker	High energy level	Needs less sleep; becomes frustrated with inactivity, lack of challenge or active inquiry, lack of progress
Eager to please	Unusual emotional depth and intensity	Very sensitive; feels confused if thoughts and feelings not taken seriously; vulnerable to criticism; need for success and recognition
Concerned with fairness in the present	Concerned with adult/moral issues; concerned with fairness and justice on a grander scale	Develops a cynical attitude; receives intolerance from peers; feels frustrated or angry; critical of others
Feels like one of the group	Feels isolated and different from others; independence in work and study; self-reliance; need for freedom of movement and action	Low self-esteem; regards difference as bad
Laughs at jokes; repeats them	Has a keen sense of humor; invents jokes	Uses humor inappropriately; feels confused or rejected when others don't understand
	Versatility and virtuosity; diversity of interests and abilities; many hobbies; proficiency in art forms such as music or drawing	Lack of homogeneity in group work; need for flexibility and individualization, need for help in exploring and developing interests; need to build basic competencies in major interests
Is a social butterfly	Friendliness and outgoingness	Need for peer group relations in many types of groups; problems in developing social leadership

# **TARGET**

## **Gifted Underachievement**

### **CHARACTERISTICS OF UNDERACHIEVEMENT IN GIFTED STUDENTS**

- The student tends to be disorganized; schoolwork is often either missing or incomplete.
- Even though the student has a very high IQ, grades begin to decline or are consistently below his/her ability to achieve, and s/he seems disinterested in school.
- The student makes excuses or blames others for his/her problems.
- There is too much socializing or, by contrast, the student is a loner.
- The student demonstrates emotional frustration and exhibits low self-esteem.
- S/he has difficulty concentrating on the task at hand.
- Another exceptionality or disability has been identified and s/he is consistently lacking skills in at least one subject area.
- The student comes from a lower socioeconomic background.

### **FAMILY ISSUES ON UNDERACHIEVEMENT**

- Sibling rivalry may be a factor in underachievement.
- Parents may have low self-esteem and are overprotective of their children.
- Parents either place an overemphasis on work or, in contrast, have an anti-work attitude.
- Parents may place emphasis on product and not process.
- The family may be frustrated with the lack of performance by a child with high potential.
- Parents may try:
  - a) Working with the school and counselors to set small goals.
  - b) Regularly communicating with the child's teacher to look for progress.
  - c) Joining a parent support group for gifted children.
  - d) Continuing to encourage the child's interests.
  - e) Encouraging participation in enrichment activities that involve other achieving gifted children.
  - f) Setting up a study environment at home.

# **TARGET**

## **COUNSELING ASPECTS FOR UNDERACHIEVEMENT IN GIFTED STUDENTS**

- Priorities need to be established, moving the student toward setting goals and initiating follow-through on his/her own.
- Encourage positive changes by focusing on strengths and remediating weaknesses, one at a time.
- Compare the child with his/her own progress and capabilities, not against others.
- Use counseling interventions, either individual, group, or family, to become familiar with the child's background and what's going on at home.
- Use the Myers-Briggs Personality Inventory to assess students' learning styles and personality types.
- Conduct individual or small-group sessions to build student self-esteem and to give students an opportunity to share personal fears and disillusionment.
- Consider the possibility that underachievers may have perfectionist tendencies and choose to underachieve rather than to try and fail.
- Have gifted achievers and underachievers role-play to learn from one another.
- Suggest differentiation or curriculum compacting to teachers.
- Provide bibliotherapy resources as well as real-world experiences, such as mentorships or internships, in an area of the student's potential career interest.

# TARGET

## Strategies to Remedy Underachievement

Luckily, it is easier to reverse patterns of underachieving behavior than it is to define the term underachievement.

Whitmore (1980) describes three types of strategies that she found effective in working with underachieving behaviors in students:

- **Supportive Strategies.** Classroom techniques and designs that allow students to feel they are part of a "family," versus a "factory," include methods such as holding class meetings to discuss student concerns; designing curriculum activities based on the needs and interests of the children; and allowing students to bypass assignments on subjects in which they have previously shown competency.
- **Intrinsic Strategies.** These strategies incorporate the idea that students' self-concepts as learners are tied closely to their desire to achieve academically (Purkey and Novak, 1984). Thus, a classroom that invites positive attitudes is likely to encourage achievement. In classrooms of this type, teachers encourage attempts, not just successes; they value student input in creating classroom rules and responsibilities; and they allow students to evaluate their own work before receiving a grade from the teacher.
- **Remedial Strategies.** Teachers who are effective in reversing underachieving behaviors recognize that students are not perfect - that each child has specific strengths and weaknesses as well as social, emotional and intellectual needs. With remedial strategies, students are given chances to excel in their areas of strength and interest while opportunities are provided in specific areas of learning deficiencies. This remediation is done in a "safe environment in which mistakes are considered a part of learning for everyone, including the teacher."

The key to eventual success lies in the willingness of parents and teachers to encourage students whenever their performance or attitude shifts (even slightly) in a positive direction.

Some students, particularly those who are highly capable and participate in a variety of activities, appear to be high achievers when learning in a highly structured academic environment, but are at risk of underachieving if they cannot establish priorities, focus on a selected number of activities, and set long-term goals. On the other hand, some students appear to be underachievers but are not uncomfortable or discouraged. They may be quite discontent in middle or secondary school (in part because of the organization and structure), but happy and successful when learning in an environment with a different structural organization. They may handle independence quite well.

# **TARGET**

## **Group Counseling Sessions**

Gifted Students are unique and talented in their own right. Adjusting to our gifts can be enjoyable and frustrating as these students face pressures and stereotypes often. The school counselors will assist with providing a forum for the students to discuss issues affecting them. Group Counseling sessions will be held at least once a month during TARGET class. Session Topics may include, but are not limited to:

- Identification
- Motivation
- Underachievement
- Overachievement
- Perfectionism
- Discipline
- Stress
- Depression
- Bullies/Bullying
- Communication
- Friendships
- Independence
- Uniqueness
- Sensitivity
- Organization
- Tactfulness
- Self Confidence
- Educational Needs
- Family Relationships
- Character Education

(Trustworthiness, Honesty, Responsibility, Fairness, Caring, Citizenship)

**Counseling Sessions are also provided for**

**-At-Risk**

**-Underachievement**

**-Career**

**Individual Counseling Sessions will be provided as needed.**

**Mrs. Emge-Cassidy, Green Hill Elementary**

**Ms. McKinney, Crenshaw Elementary**

**Mr. Harrington, Como Elementary**

# **TARGET**

## **Parents of the Gifted**

1. Did your child walk and talk earlier than most other children of his age and gender?
2. Did she show a comparatively early interest in words?
3. Does he have an exceptionally large vocabulary for his age?
4. Did she show an early interest in clocks, calendars, jigsaw puzzles?
5. Did he show an early interest in numbers?
6. Did she show an early interest in reading?
7. Does he express curiosity about many things?
8. Does she have more stamina and strength than other children of her age and gender?
9. Does he tend to associate with children older than himself?
10. Does she act as a leader among children of her own age?
11. Does he have a good memory?
12. Does she show unusual reasoning power?
13. Does he have an unusual capacity for planning and organizing?
14. Does she relate information gained in the past to new knowledge she acquires?
15. Does he show more interest in creative effort and new activities than in routine and repetitive tasks?
16. Does she try to excel in almost everything she does?
17. Does he concentrate on a single activity for a prolonged period of time without getting bored?
18. Does she usually have a number of interests that keep her busy?
19. Does he persist in his efforts in the face of unexpected difficulties?
20. Does she figure out her own solutions to problems and show uncommon "common sense"?
21. Does he have a sense of humor that is advanced for his age?
22. Does she show sensitivity to the feelings of others?
23. Does he show a comparatively early interest in questions of right and wrong, religion, God, and/or justice?
24. Does she make collections that are more advanced or unusual than those of others in her age group?
25. Does he show an intense interest in some artistic activity, such as drawing, singing, dancing, writing, or playing a musical instrument?
26. Does she make up stories that are vivid and dramatic, or relate her experiences with a great deal of exact detail?
27. Does he like puzzles and various kinds of "problem" games?
28. Does she have exceptional abilities in mathematics?
29. Does he show an unusual interest in science or mathematics?
30. Does she show awareness of things that are new or novel?

# **Your child may be intellectually gifted!**

# **North Panola School District**

## **Gifted Education Program**

# TARGET

# **Parent Association for Gifted Education (PAGE)**

*"Parenting a gifted child is like living in a theme park of full thrill rides. Sometimes you smile. Sometimes you gasp. Sometimes you scream. Sometimes you laugh. Sometimes you gaze in wonder and astonishment. Sometimes you're frozen in your seat. Sometimes you're proud. And sometimes, the ride is so nerve-wracking, you can't do anything but cry."*

Carol Strip & Gretchen Hirsh, in Webb, Gore,

Amend, & DeVries

PAGE is an organization of parents, faculty, staff, community, etc. who advocate for North Panola School District's Gifted Education Program. POG members serve as volunteers, guest speakers, donators, fundraisers, and advocators. Officers are elected each school year in order to better serve the students. POG meets a minimum of four times a year with student performances (once per term). Officers and interested parties meet as needed.

Parents of gifted children need opportunities to share parenting experiences with one another. It takes the persistence of large groups of parents to ensure that provisions for gifted children are kept firmly in place. It is important for parents of children with any special needs to meet with teachers early in the school year, work regularly with teachers, and stay both involved in their child's education and informed about gifted education in general.

The key to raising gifted children is to respect their uniqueness, their opinions and ideas, and their dreams. It can be painful for parents when their children feel out of sync with others, but it is unwise to put too much emphasis on the importance of fitting in; children get enough of that message in the outside world. At home, children need to know that they are appreciated for being themselves.

***If our children do not get the opportunity to learn all they are able to learn, it is because not enough people insist on appropriate education for them. As parents we must organize to become a respected and sizable force which can make a difference.***" - Gina Ginsberg Riggs

Are you willing to make a commitment to enhance your child's learning?  
Are you willing to make a difference?

Are you willing to join PAGE?

**North Panola School District**

**Gifted Education Program**

# **TARGET**

## **TARGET Advocacy Group (TAG)**

TAG is an organization of parents, faculty, staff, community, etc. who advocate for North Panola School District's Gifted Education Program. POG members serve as advocates for Gifted Education at North Panola Schools. Officers are elected each school year in order to better serve the students. TAG meets at least once a year to discuss the state of gifted education.

### **Purpose**

- To provide recommendations on the goals and priorities of the gifted program
- To show support for gifted programs
- To provide information on the impact of conditions within the school community on gifted identification and processes
- To advocate for children who are under-represented in receiving gifted services

# **TARGET**

## **Gifted Education Referrals**

### **Identification of Intellectually Gifted Students**

A student may be referred by a parent, teacher, counselor, administrator, peer, self, or anyone else having reason to believe that the student may be intellectually gifted. The person initiating the referral shall complete all forms, sign, and date them. North Panola School District Personnel shall collect the data required to satisfy the Mississippi Department of Education and North Panola School District's referral criteria.

The Jacob Javits Act (PL 107-110 sec. 9101) declares that intellectually 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.

Grades and/or achievement test scores are more appropriately an indicator of academic giftedness. Many intellectual gifted students are not going to be high achieving, teacher pleasing students.

The identification process shall consist of a combination of subjective and objective measures to determine eligibility for the gifted programs. No single evaluation method or instrument adequately identifies students who are gifted. A multi-factored identification process must be followed to ensure a fair evaluation of each individual student. All instruments administered and measured must have been validated for the specific purpose for which they are used. Note: Throughout the identification process, district personnel shall be careful to select measures that target the student's strengths.

#### **Intellectually Gifted Process:**

- 1- Referral
- 2- LSC Review
- 3- Parental Permission for Testing
- 4- Assessment
- 5- Assessment Report
- 6- Eligibility Ruling (LSC)

# **TARGET**

## **STAGE 1: REFERRAL**

Referral for the gifted education program is based on consideration of performance in the regular classroom, potential ability, test performance, intellectual characteristics, creativity, and/or leadership potential. While grades and/or achievement test scores might be an indicator of giftedness, by MDE Regulations, neither classroom behavior, grades, nor achievement test scores may be used to eliminate a student from the identification process.

As mandated in MDE Gifted Regulations, the North Panola School District follows the state minimal scale/percentile score criteria on all referral measures. There are two types of gifted referral processes:

- Type One – The Mass Screening Referral Process addresses those students who are mass screened for gifted eligibility.
- Type Two – The Individual Referral Process addresses those students who are individually referred for gifted eligibility.

### **Type One: Mass Screening Referral Process**

A normed group measure of intelligence will be administered to all first grade and third grade students in the mass screening referral process to assist in identifying students in underrepresented populations. All students who obtain a full scale/composite score at or above the 90<sup>th</sup> percentile shall move forward in the referral process.

In addition to the normed group measure of intelligence obtained in mass screening, a student shall satisfy two of the following criteria before moving forward to Stage 2 of the identification process, LSC Review of Referral Data:

1. a score at or above the superior range on a normed published characteristics of giftedness checklist,
2. a score at or above the superior range on a normed published measure of creativity,
3. a score at or above the superior range on a normed published measure of leadership,
4. a score at or above the 90th percentile on total language, total math, total reading, total science, total social studies, or the composite on a normed achievement test,
5. a score at or above the 90th percentile on a normed measure of cognitive ability,

6. a score at or above the 90th percentile on an existing measure of individual intelligence that has been administered within the past twelve months, and/or
7. other measures that are documented in the research on identification of intellectually gifted students.

### **Type Two: Individual Referral Process**

This process involves students who are individually referred for gifted eligibility. 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 Emerging Potential for Gifted 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 his or her performance on the normed group measure of intelligence administered during the Mass Screening Referral Process.

All students in grades served by the program comprise the initial screening pool of potential recipients for gifted education services .A student may be referred for consideration, pending documentation of the above criteria, by a parent, teacher, counselor, administrator, peer, self, or anyone else having reason to believe that the student might be intellectually gifted. A referral must be initiated by written request to the teacher of the 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:

1. a score at or above the 90th percentile on a group measure of intelligence that has been administered within the past twelve months,
2. a score at or above the superior range on a normed published characteristics of giftedness checklist,
3. a score at or above the superior range on a normed published measure of creativity,
4. a score at or above the superior range on a normed published measure of leadership,
5. a score at or above the 90th percentile on total language, total math, total reading, total science, total social studies, or the composite on a normed achievement test,
6. a score at or above the 90th percentile on a normed measure of cognitive ability,
7. a score at or above the 90th percentile on an existing measure of individual intelligence that has been administered within the past twelve months, and/or
8. other measures that are documented in the research on identification of intellectually gifted students.

With parental permission, a group measure of cognitive abilities will be administered to all first grade and second grade students in a blanket preliminary screening for referral.

All students in grades served by the program comprise the initial screening pool of potential recipients for gifted education services. A student may be referred for consideration, pending documentation of the above criteria, by a parent, teacher, counselor, administrator, peer, self, or anyone else having reason to believe that the student might be intellectually gifted. A referral must be initiated by written request to the teacher of the gifted. Once a referral process has been initiated with a dated and signed referral form, only the Gifted Local Survey Committee or parents can stop the identification process.

### **STAGE 2: 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:

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

### **Provisions for Emerging Potential for Gifted Populations**

At this point the LSC shall make the decision as to the possibility that the student could be eligible for consideration as a candidate for an emerging potential for gifted assessment. If it is believed that the student might have emerging gifted potential, then the Emerging Potential for Intellectually Gifted Assessment Checklist will be completed for possible use during the assessment process. The Emerging Potential for Gifted category makes provisions for factors that exist and may put the student at a disadvantage when inappropriate instruments are used during the assessment process.

### **STAGE 3: PARENTAL PERMISSION FOR TESTING**

If a student meets the criteria for referral, the Gifted Local Survey Committee will recommend individual assessment to determine eligibility for an "Intellectually Gifted" ruling. Written parental permission for testing must be obtained before any individual testing is initiated and parents will be notified in writing of their rights under FERPA.

### **STAGE 4: ASSESSMENT**

District personnel shall review and compile all data available on the student. This data shall be made available to a licensed examiner who will administer an individual test of intelligence.

In no case will the examiner be related to the student being tested. The examiner shall review all available data on the student to select the most appropriate test of intelligence. Standard operating procedures will be followed during the selection and administration of all assessments as reflected in the examiner's manuals.

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.

Identification criteria, as approved by the MDE on the North Panola School District Gifted Education Program Proposal, must be satisfied for a student to be ruled eligible by the LSC for the intellectually gifted education program.

### **Emerging Potential for Gifted**

Students who have satisfied criteria on the Emerging Potential for Gifted Checklist who did not satisfy minimal acceptable criteria on an individual test of intelligence, but, did score 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, or
3. A district-developed matrix approved by the MDE.

### **Potentially Twice-Exceptional Students**

In compliance with MDE gifted regulations, students who already have an eligibility ruling under IDEA and are being assessed for an intellectually gifted eligibility, will be considered potentially Twice-Exceptional. Students 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 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 year. At the end of that year, the student's teacher of the gifted shall meet with the review committee to discuss the student's performance in the program. If the student has demonstrated success in the program, the LSC shall change the eligibility status from provisional to regular eligibility. If the student has not been successful in the program, the provisional eligibility shall be revoked.

### **STAGE 5: ASSESSMENT REPORT**

District personnel shall compile an Assessment Report, which contains all the MDE required 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 of each individually administered test(s),
7. Name of the person who administered the individual test of intelligence and date test was administered,
8. Qualifications of the individual who administered the individual test of intelligence,
9. Results of the individual test of intelligence to include scores on all subtests and, identified strengths and weaknesses,
10. Name of the person responsible for writing the Assessment Report, his/her signature, and position, and
11. Date of the Assessment Report.

### **STAGE 6: LSC 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**

Parents of each student tested will be notified in writing about the results of their child's assessment for the intellectually gifted program and their rights under the Family Education Rights and Privacy Act (FERPA). District personnel shall offer to explain any of the results about which the parents have questions.

### **OUT-OF-STATE GIFTED ELIGIBILITIES**

As each state has a unique set of eligibility criteria for placement in a gifted program, a student moving to Mississippi with a gifted eligibility from another state must satisfy Mississippi eligibility criteria before being considered for placement in the gifted program. The eligibility ruling from another state may be used to initiate the referral process in Mississippi.

There is no temporary placement in the gifted program while the student goes through the eligibility process within the district.

### **PLACEMENT IN TARGET**

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

## **ANNUAL REASSESSMENT FOR CONTINUED PLACEMENT**

A committee shall meet at least annually to reassess each gifted student's continuation in the gifted program. The committee must include at least the student's teacher of the gifted and a designated administrative representative.

As stated in the MDE Gifted Education Regulations, "since participation in the gifted program is an entitlement under the law, the students should remain in the gifted program as long as they are being successful in the program. Grades and/or success in the regular education program are the responsibility of the regular classroom teachers and should not be considered as a reason for removal from the gifted program."

In the event a student fails to make progress or exhibits unsatisfactory participation in the gifted program, a meeting of the reassessment committee will be held to consider the student's performance. If the committee determines that the student is failing to make progress in the program, the student will be placed on probation in the gifted program for the next 9-weeks term. The parents will be notified and given an opportunity to meet with the committee to discuss the decision and develop a plan of action. During this time, the student will continue to participate in the gifted program. If at the end of the period of probation, the student's performance improves to a satisfactory level, the student will be removed from probation and recommended for continued placement. If at the end of the 9-weeks term the student has failed to improve his/her performance to a satisfactory level, the reassessment committee can recommend the student be removed from the program. Documentation of all reassessment committee meetings must be maintained.

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

## **HEARING PROCESS**

Parents who are not in agreement with the school based committee decision to remove a student from the gifted program will present their concerns, orally or in writing to the principal of the school. The principal and parent will attempt to resolve the matter informally.

If the parents are not satisfied with the action taken by the principal, the parents shall, within five (5) school days after the meeting with the principal, put their concerns in writing and present them to the North Panola School District Gifted contact person. The gifted contact person will schedule a meeting of the District Local Survey Committee within five

(5) school days or a timeframe agreed upon by the parents. Parents will be extended an invitation to attend the LSC meeting. The LSC will render a written decision based on information shared during the meeting.

### **REINSTATEMENT PROCEDURES**

Students will be considered for reinstatement in the gifted program at the request of the parents and with the recommendation of classroom teachers.

Consideration and arrangements for reinstatement in the program will be made through the Local Gifted Survey Committee and documented in the minutes.

Written notification of the student's eligibility for reinstatement will be forwarded to the parents and teachers of the student. Written parental permission must be obtained before the student can be placed in the program.

### **Exiting of the Intellectually Gifted Program**

Once a child enters the ninth grade, he or she is automatically no longer eligible for 2-8 grade intellectually gifted program. However, the North Panola School District offers options for high ability learners in grades 9-12. Parents have the right to refuse services once a student is deemed eligible for the gifted program. Teachers are not permitted to deny students that are eligible for the gifted program the opportunity to obtain services during the allotted time period. However parents may contact the gifted contact person and request that services may be discontinued via the signature of a refusal of service form.

### **OTHER OPTIONS FOR HIGH ABILITY LEARNERS In the North Panola School District are:**

- 8<sup>th</sup> Grade – Pre Algebra
- Edgenuity – Access to Courses Outside of the District
- 9<sup>th</sup> Grade – Honors Classes in Core Subjects
- 10<sup>th</sup> – 12<sup>th</sup> Grade – Advanced Placement (AP) Courses
- Dual Enrollment Classes

## **LINKS FOR FAMILIES WITH GIFTED CHILDREN**

Mississippi Association for Gifted Children  
[www.muw.edu/magc/index.htm](http://www.muw.edu/magc/index.htm)

Karnes Center for Gifted Studies  
[www.usm.edu/gifted/](http://www.usm.edu/gifted/)

Hoagies' Gifted Education Parent Page  
[www.hoagiesgifted.org/parents.htm](http://www.hoagiesgifted.org/parents.htm)

National Association for Gifted Children  
[www.nagc.org/](http://www.nagc.org/)

ERIC Digests about Gifted Education  
[ericec.org/gifted/gt-menu.html](http://ericec.org/gifted/gt-menu.html)

Gifted Resources  
[amby.com/educate/gifted.html](http://amby.com/educate/gifted.html)

Gifted Developmental Center  
[www.gifteddevelopment.com/](http://www.gifteddevelopment.com/)

Duke Talent Identification Program  
[www.tip.duke.edu/](http://www.tip.duke.edu/)

Summer Institute for the Gifted (SIG)  
[www.giftedstudy.com/](http://www.giftedstudy.com/)

Davidson Institute  
[www.ditd.org/](http://www.ditd.org/)

Supporting Emotional Needs of the Gifted  
[www.SENGifted.org](http://www.SENGifted.org)

The National Research Center on Gifted and Talented  
[www.gifted.uconn.edu](http://www.gifted.uconn.edu)

The Council for Exceptional Children  
[www.cec.sped.org](http://www.cec.sped.org)

The Association for the Education of Gifted Underachieving Students  
[www.aegus1.org](http://www.aegus1.org)

Nurturing Social-Emotional Development of Gifted Children

[www.kidsource.com/kidsource/content2/social\\_development\\_gifted.html](http://www.kidsource.com/kidsource/content2/social_development_gifted.html)