



We Are
Ready!
Gulfport
Strong!

Gulfport School District
Special Services Office
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Gulfport School District

Intellectually Gifted Education Program

Program Philosophy:

The philosophy of the Gulfport School District Gifted Program is to provide a differential educational program for students based on their intellectual abilities and interests, to learn and facilitate their own educational and personal goals, and to strengthen their potential to be competitive and productive in a global society.

Mississippi State Department Definition for Gifted

Mississippi State Department Definition for Gifted:

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

Regulations for the Gifted Education Programs 2013

It is the goal of the Gulfport School District Gifted Program:

1. To provide an equitable identification process for gifted which is inclusive and meets requirements as outlined in state regulations.
2. To provide a curriculum and delivery system that addresses the cognitive, affective, and relational characteristics and needs of the gifted learner.
3. To provide an on-going evaluation of students' progress and a comprehensive annual assessment of the district gifted program.
4. To provide specialized training for gifted teachers and other personnel involved in educating gifted students.

The GSD Program Goals for Students are:

1. To provide gifted students opportunities for self-directed learning and participation in investigations of authentic problem solving.
2. To provide students opportunities to develop leadership skills and collaborate with peers of similar abilities and interests.
3. To provide students opportunities to develop effective communication and interpersonal skills to reach their potential.
4. To provide students with access to technology and instruction in technology skills to facilitate their global awareness.

Student Referral

A student may be referred by a parent, teacher, counselor, administrator, peer, self, or anyone having reason to believe that the student might be intellectually gifted.

There are two types of gifted referral processes:

- 2nd Grade Mass Screening
- Individual Referral

Requirements and Procedures for Referral:

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

Referral must include documentation of a minimum of **three** or more of the following measures:

- A group measure of intelligence that has been administered within the past twelve months with a minimum score at or above the 90th percentile;
- Published characteristics of giftedness measured at the superior range;
- Published measure of creativity and/or leadership at the superior range;
- Achievement test scores at the 90th percentile;
- Existing measure of individual intelligence administered within the past twelve months;
- Other measures as approved by the State Board of Education in the District's Gifted Education Program Proposal.

Student Identification Process:

Gulfport School District uses a multi-factored process for identifying intellectually gifted students in accordance with Mississippi Regulations for Gifted Education. The student identification process is described in the gifted regulations which are available at the Mississippi Department of Education's website:

<http://www.mde.k12.ms.us/>

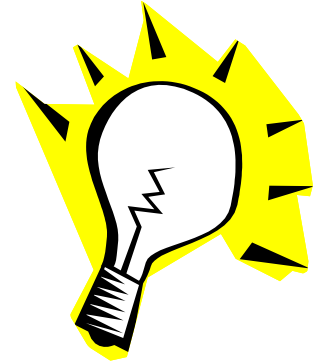
Referral Process

Progress Reporting / Out-of-State Eligibilities / Potential Students

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 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.

Participation in the Gifted Education Program is NOT a reward. Attendance in the Gifted Program should not be withheld as a disciplinary measure. It is an Entitlement under State Law (Mississippi Gifted Education Act of 1989, Mississippi Code Sections 37-23-171 through 37-23-181).



Students with Potential

Issues of Emerging Potential for Gifted Students, Potentially Twice-Exceptional and Potentially Disadvantaged Students will be addressed according to published Regulations for Gifted Education Programs 2013.

Progress Reporting

Parents of students participating in the Intellectually Gifted Program will be notified of progress/participation in writing at District scheduled report card time.

Possible Problems That May Be Associated with Characteristic Strengths of Intellectually Gifted Children*

Characteristic Strengths	Possible Problem Behaviors
Acquires and retains information quickly	Impatient with others; dislikes basic routine
Inquisitive; searches for significance	Asks embarrassing questions; excessive in interests
Intrinsic motivation	Strong willed; resists direction
Enjoys abstractions and problem solving; able to conceptualize, synthesize	Resists routine practice; questions teaching procedures
Emphasizes truth, equity, and fair play	Worries about humanitarian concerns
Seeks to organize people and things	Constructs complicated rules; often seen as bossy
Large facile vocabulary; advanced, broad information	May use words to manipulate; bored with school and age peers
High expectations of self and others	Intolerant, perfectionistic; may become depressed
Creative / inventive; likes new ways of doing things	May be seen as disruptive and out of step things
Intense concentration; long attention span and persistence in areas of interest	Neglects duties or people during periods of focus; resists interruption; stubborn
Sensitivity, empathy; desire to be accepted by others	Sensitivity to criticism or peer rejection
High energy, alertness, eagerness	Frustration with inactivity; may be seen as overactive
Independent; prefers individualized work; reliant on self	May reject parent or peer input; nonconformity
Diverse interests and abilities; versatility	May appear disorganized or scattered; frustrated over lack of time
Strong sense of humor	Peers may misunderstand humor; may become "class clown" for attention.
Seeks cause and effect relationships	Discomfort with the unclear or "illogical" such as traditions or emotions

*Adapted from Clark (1992) and Seagoe (1974). Source: ERIC Digest #E527
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Characteristics of Gifted Students

Management Plan/ Outcomes

Gifted Instructional Management Plan

Gulfport School District Gifted Program follows an Instructional Management Plan (IMP) as directed by the Mississippi Department of Education. The IMP includes student and program objectives and a scope and sequence of process skills .

Gifted programming involves students in long and short term enrichment assignments based on the child's level of ability, interests, and outcomes suggested by the State Department.

Based on the recommendations in the MDE gifted regulations, students should not be required to make up class work missed during the regular school day. Students are required to make up tests and complete homework that is assigned to all students for that evening.

MDE Gifted Outcomes

- Thinking Skills
- Creativity
- Information Literacy
- Success Skills
- Affective Skills
- Communication Skills

Annual Reassessment for Continued Placement

Annual Reassessment for Continued Placement:

In accordance with “Regulations for the Gifted Education Programs in Mississippi,” a reassessment committee composed of the student’s gifted teacher and a designated administrator must meet and reassess each student’s participation in the gifted program annually. If the student is making satisfactory progress in the program, he/she will be recommended for continued placement.

In the event a student fails to make progress or exhibits unsatisfactory participation in the gifted program (two or below average on the Gifted Report Card), a meeting of the reassessment committee will be held to assess the student’s performance. If the reassessment committee determines that the student is failing to make progress in the Gifted Program, the student will be placed on probation for the next nine-week term. The parents will be notified in writing that the student is on probation, and the student will remain in the gifted program. At this time, a conference with the parents and gifted student will be scheduled. If at the end of the probation period 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 nine-week probationary term the student fails to improve his/her performance to a satisfactory level, the reassessment committee can recommend the student be removed from the program. The student’s parents must be notified in writing and given an opportunity to discuss the decision with district personnel before the student is removed from the program. Documentation of all reassessment committee meetings must be maintained. Parents may request a formal hearing as authorized by the Board.

Hearing Process:

The Gulfport School District’s hearing process can be found on the district’s website.

Reinstatement Procedures: Students must remain out of the program for at least one nine week term before reinstatement. Arrangements for reinstatement in the program will be made through the reassessment committee and documented in the student’s gifted file. 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 reenter the program.

Homework/ Classroom work: In the event a student has difficulty keeping up with regular classroom work, a conference will be held with the parents, classroom teacher, teacher of the gifted, and the student, if appropriate, to discuss the problem and to determine an appropriate course of action. The conference and plan of action will be documented, and follow-up conferences will be held as needed. As the academic progress and welfare of the students are always of prime consideration, special situations will be handled on an individual basis.

Participation In the Program

A regular classroom teacher may not prevent an eligible student from attending the gifted class due to issues within the regular classroom

Parent Removal from the Program

If parent removal from the program occurs, the student will be removed from the program no less than one nine weeks.

Private Testing

No private, outside testing will be considered for gifted placement in the program.

Performance in the Regular Classroom

Gifted students may or may not excel in all areas in the regular classroom. Some may be underachieving in certain areas, but are still served in the gifted classroom.

Visitors in Gifted Classrooms

Parents and interested parties are always welcome to visit the QUEST LAB and Independent Studies classrooms. Please contact the school office or teachers of the gifted to make arrangements.