



LAUREL
SCHOOL DISTRICT

G.O.A.L.

Laurel School District's
Gifted Education Program

Greater Opportunities for Accelerated Learning

Serving Gifted Students in Laurel Schools

Laurel Magnet School of the Arts

Laurel Middle School

Laurel Upper Elementary

Mason Elementary

Oak Park Elementary

Laurel School District Gifted Education Program **GOAL**

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Laurel School District Gifted Education Program **GOAL**

Section 1: Introduction and Overview

Welcome

Welcome to the Laurel 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 a quality educational experience for students identified as intellectually gifted is 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 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.

The **Laurel School District** currently serves the Intellectually Gifted population in Grades 2-6. **GOAL** provides services to identified intellectually gifted students by a properly endorsed teacher of the gifted.

GOAL = Greater Opportunities for Accelerated Learning

GOAL is a pull-out program of enrichment for 2nd-6th grade intellectually gifted students in Laurel School District. Students spend a minimum of 240 minutes per week in **GOAL** classes. **GOAL** 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 **GOAL**, 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.

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.

Laurel School District Gifted Education Program **GOAL**

The Gifted Environment

The Mississippi Department of Education regulations require that "a group of all intellectually gifted

students is provided services by a properly endorsed teacher in a self-contained room for a recommended 300 minutes per week, or a minimum of 240 minutes per week. The activities in the gifted class should develop and enhance the process skills in the outcomes document, the teaching strategies notebook, and required components of the gifted program standards document.”

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.

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

- permits and encourages gifted students to develop their potential through positive social interaction with intellectual peers, leadership for social change, and cultural understanding for success in a diverse society
- encourages and nurtures independence, motivation, and self-efficacy of individuals from all backgrounds
- fosters interpersonal and technical communication skills for leadership in the 21st century using relevant strategies and technologies to enhance oral, written, and artistic communication
- 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

Laurel School District Gifted Education Program **GOAL**

Mission Statement

The Laurel School District Intellectually Gifted Program is designed to promote awareness of the unique intellectual, social, and emotional needs of the gifted student and to provide extraordinary education through the development of appropriate services to meet the needs of these gifted students. **GOAL** 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 Laurel 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. **GOAL** offers accelerated learning opportunities and is committed to the motivation and guidance of gifted students through an enriched quality education.

Philosophy

The Laurel 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 needs, talents, and learning styles. The gifted program will address the cognitive and affective need with a curriculum that is qualitatively different from the regular classroom while also recognizing the potential for creativity, higher-level thinking, independent learning and leadership.

Program Design

The Laurel School District, in accordance with the Mississippi 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 needs, talents, and learning styles. We recognize their potential for creativity, higher-level thinking, independent learning and leadership.

These students attend GOAL classes in a self-contained room for a recommended 300 minutes per week, or a minimum of 240 minutes 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

Program

- Meet the learning needs of gifted students through use of a curriculum that provides opportunities for research and the development of critical and creative thinking skills
- Identify and nurture strengths and potential in our students through the use of a continuum of services

Laurel School District Gifted Education Program **GOAL**

- Enhance the skills of teachers who work with gifted children in order to provide for their needs more fully

Student

Students will discover new ideas or solutions to situations by using their own thinking processes along with cognitive and affective learning experiences. Students will discover the joy of exploration and discovery that will make them lifelong learners.

Gifted Education Program Objectives

- Students will utilize thinking skills to discover, analyze and evaluate information to solve problems.
- Students will demonstrate the ability to use creative problem solving skills.
- Students will work effectively in group situations, both as a leader and as a member of the group.
- Students will acquire the skills to retrieve and disseminate information using a variety of media. • Students will design and construct meaningful research.
- Students will demonstrate the ability to pursue areas of interest through in-depth investigation. • Students will develop an understanding of themselves and their own unique interests and abilities that will foster a feeling of belonging to society in order to assist them in reaching their intellectual potential.

INTRO DUCTIO N

This document is designed for use by teachers who serve gifted children. It is structured to ensure that students have a strong foundation for applying each grade-level standard. Teachers should work to continually build upon the grade level outcomes, while also challenging students to develop and expand upon each

competency through the gifted education program. Teachers may choose to introduce higher outcomes at earlier grade levels to meet the individual needs of students and classes and to ensure that students are appropriately and meaningfully challenged.

Overview of Gifted Education Competencies

<p style="text-align: center;">THINKING SKILLS</p> <p>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.</p>	<p style="text-align: center;">CREATIVITY</p> <p>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).</p>
<p style="text-align: center;">INFORMATION LITERACY</p> <p>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.</p>	<p style="text-align: center;">COMMUNICATION SKILLS</p> <p>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.</p>
<p style="text-align: center;">AFFECTIVE SKILLS</p> <p>As a gifted learner, students will develop self acceptance and awareness and demonstrate responsibility for personal growth along with awareness of personal and cultural diversity in others by recognizing forms of bias and stereotypes in order to respect unique beliefs and experiences in themselves and others by understanding and embracing giftedness, appropriately coping with stress in order to become healthy, responsive, contributing, and productive members of classroom communities and society as a whole.</p>	<p style="text-align: center;">SUCCESS SKILLS</p> <p>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.</p>

OUTCOMES *for* INTELLECTUALLY GIFTED EDUCATION PROGRAMS 7

OUTCOMES

for

Intellectually Gifted

Education Programs

2017

SCOPE & SEQUENCE



SCOPE & SEQUENCE Introduce (I), Develop (D), Expand (E)

Thinking Skills

	Given a topic/situation, the learner will define and classify the problem(s), make connections, and distinguish distinctions, analyze information objectively and critically (reflectively developing a relationship between and values), and differentiate truth and beliefs from his/her understanding of what is logically and possible.

GRADE LEVEL

			2	3
METACOGNITION <i>(Abstract Thinking and Reflection)</i>	TS 2.1	Analyze abstract thinking skills modeled by others	I	D
	TS 2.2	Compose lower-level questions to develop a foundation for higher-level inquiry	I	D
CONVERGENT THINKING <i>(Logical Thinking)</i>	TS 2.3	Reflect upon learning experiences	I	D
	TS 2.4	Apply analogical thinking to identify relationships between two familiar items or events to identify an unknown	I	D

CRITICAL THINKING <i>(Decision Making)</i>	TS 2.5	Apply deductive reasoning of general to specific information to analyze and organize sets of limited clues and reach logical conclusions	I	D
	TS 2.6	Distinguish facts from opinions	I	D
	TS 2.7	Inventory, compare, and contrast attributes of varying objects and ideas	I	D
	TS 2.8	Identify, analyze, and evaluate information in order to make decisions, solve problems, and establish priorities	I	D
	TS 2.9	Appraise implications and consequences of personal actions and decisions	I	D

SCOPE & SEQUENCE 3 Introduce (I), Develop (D), Expand (E)
GRADE LEVEL

			2	3
METACOGNITION <i>(Abstract Thinking and Reflection)</i>	TS 3.1	Apply abstract thinking skills modeled by others		I
	TS 3.2	Compose elaborating questions to extend and stretch learning		I
	TS 3.3	Analyze, reflect upon, and justify learning experiences		I
CONVERGENT THINKING <i>(Logical Thinking)</i>	TS 3.4	Observe and analyze reflective thinking modeled by others		I
	TS 3.5	Apply inductive reasoning from specific to general information to predict probable conclusions		I
CRITICAL THINKING <i>(Decision Making)</i>	TS 3.6	Apply abstract reasoning to identify relationships in figural analogies from possible options		I
	TS 3.7	Construct questions to deepen understanding		I
	TS 3.8	Classify information into logical categories		I
	TS 3.9	Discuss and analyze events in the news to develop an awareness of social issues and world cultures		I
	TS 3.10	Identify and analyze relationship between ideas and data to determine cause and effect of actions and events		G
			2	3
METACOGNITION <i>(Abstract Thinking and Reflection)</i>	TS 4.1	Observe, analyze, and apply abstract thinking skills		
	TS 4.2	Develop hypothetical questions to explore possibilities		

	TS 4.3	Analyze, reflect upon, and justify learning experiences, identifying what was learned, tasks completed, skills developed, additional needs, and value of the experiences		
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SCOPE & SEQUENCE 4 Introduce (I), Develop (D), Expand (E)

CONVERGENT THINKING

(Logical Thinking)

TS 4.4 Demonstrate an understanding of analogical reasoning by identifying, explaining, and giving examples of the forms of analogies

I D D

CRITICAL THINKING *(Decision Making)*

METACOGNITION *(Abstract Thinking)*

TS 4.5	Utilize analogical reasoning to create analogies using multiple categories			
TS 4.6	Apply deductive reasoning of general to specific information to analyze and organize multi-faceted clues and identify data to support logical conclusions			
TS 4.7	Utilize intuitive thinking to deepen understanding and analyze varying perspectives			
TS 4.8	Discuss and analyze events and issues for problem identification			
TS 4.9	Assess the organization, content, value, effectiveness, and results of actions/decisions			
TS 4.10	Appraise implications and consequences of personal actions and decisions			
			2	3
TS 5.1	Develop and ask hypothetical questions to			

GRAD

	explore possibilities and test relationships		
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and Reflection) **TS 5.2** Analyze and establish needs for exploration of chosen topics

I D

CONVERGENT THINKING

(Logical Thinking)

TS 5.3 Demonstrate depth of thought in deductive reasoning by evaluating and justifying data that supports logical conclusions drawn

I D

SCOPE & SEQUENCE 5 Introduce (I), Develop (D), Expand (E)

CRITICAL THINKING TS 5.4 Appraise evaluation techniques for decision making I D

<i>(Decision Making)</i>	TS 5.5	Assess and analyze local, national, and world issues and defend opinions with supporting evidence		
	TS 5.6	Appraise implications and consequences of local and national events and decisions		
	TS 5.7	Prove or disprove ideas by presenting		G
			2	3
METACOGNITION <i>(Abstract Thinking and Reflection)</i>	TS MS.1	Develop and ask higher-level questions to clarify the coherence and logic of given information		
	TS MS.2	Reflect upon learning strengths and needs and establish learning goals for independent thinking and autonomous learning		
CONVERGENT THINKING <i>(Logical Thinking)</i>	TS MS.3	Demonstrate an understanding of analogical reasoning by identifying, explaining, and giving examples of the forms of analogies to support thoughts/ideas		
	TS	Demonstrate depth of thought in deductive reasoning by creating deductive reasoning problems with multi-faceted clues and justifying data included to support logical conclusions Identify, analyze, evaluate, and justify information in order to make decisions, form beliefs, solve problems, and set priorities based on evidence		
CRITICAL THINKING <i>(Decision Making)</i>				

	MS.4			
	TS			
	MS.5			
	TS MS.6	Appraise global implications and consequences of historic and current world events		
	TS MS.7	Recognize and assess hidden agendas		
	TS MS.8	Assess accuracy and relevance of points used to support conclusions and make decisions		

SCOPE & SEQUENCE 6 Introduce (I), Develop (D), Expand (E)

Creativity

	Given a real-life situation, the student will be able to select from divergent thinking, analog visualization, attribute listing, morphological analysis, synectics, intuitive thinking, spontaneous thinking, problem solving, and/or the creative process in an appropriate manner to develop a workable solution

GRADE LEVEL

			2	3
CREATIVE THINKING Williams Model: Cognitive Domain <i>(Fluency/Flexibility/Originality/Elaboration/Synthesis)</i>	CR 2.1	Demonstrate fluency by brainstorming to generate a large quantity of ideas, thoughts, products, or plans to a given prompt	I	D
	CR 2.2	Demonstrate flexibility by adapting given ideas, thoughts, products, or plans for many different uses	I	D
	CR 2.3	Demonstrate originality by using given objects in ways different from their intended purposes	I	D
	CR 2.4	Elaborate on given ideas, thoughts, products, or plans to create new possibilities	I	D
CREATIVE				

EXPRESSION <i>Visual and Performing Arts</i>	CR 2.5	Demonstrate synthesis by combining given ideas, thoughts, products, or plans in unusual ways	I	D
	CR 2.6	Experiment with various materials and tools to create products related to personal interest or subject matter	I	D
	CR 2.7	Identify and explain how and where different cultures record and illustrate stories and history of life through art	I	D

SCOPE & SEQUENCE 7 Introduce (I), Develop (D), Expand (E)

GRADE LEVEL

			2	3
CREATIVE THINKING Williams Model: Cognitive Domain <i>(Fluency/Flexibility/Originality/Elaboration/Synthesis)</i>	CR 3.1	Apply fluency by brainstorming to generate a large quantity of ideas, thoughts, products, or plans to a selected prompt		I
	CR 3.2	Apply flexibility by adapting selected ideas, thoughts, products, or plans for many different uses		I
	CR 3.3	Apply originality by using selected objects in ways different from their intended purposes		I
	CR 3.4	Apply elaboration to selected ideas, thoughts, products or plans to create new possibilities		I
	CR 3.5	Apply synthesis by combining selected ideas, thoughts, products or plans in unusual ways (morphological analysis)		I
	CR 3.6	Demonstrate curiosity by selecting an idea, topic, product, or plan and based on interests, compile questions to be answered to gather additional information in a training activity		I
	CR 3.7	Demonstrate risk-taking by making predictions and experimenting in an unstructured training situation		I
	CR 3.8	Demonstrate complexity by organizing logical steps needed to accomplish selected ideas in a training activity		I
	CR 3.9	Demonstrate imagination by visualizing ideas, the process to be followed, possible outcomes, and consequences of ideas, thoughts, or plans in a training situation		I
	CR 3.10	Apply methods to overcome creative blocks (Brainstorm, SCAMPER, etc.)		I

CREATIVE EXPRESSION

CR 3.11 Make, explain, and justify connections between artists and artwork or artwork and history

I D D E

<p><i>Visual and Performing Arts</i></p>	<p>CR 3.12</p>	<p>Analyze and utilize the elements of art (line, shape, value, color, texture) through various materials and tools to explore personal interests, questions, and subject matter</p>		
			<p>2</p>	<p>3</p>
<p>CREATIVE THINKING Williams Model: Cognitive Domain <i>(Fluency/Flexibility/Originality/Elaboration/Synthesis)</i></p>	<p>CR 4.1</p>	<p>Apply fluency by brainstorming to generate a large quantity of ideas, thoughts, products, or plans to solve a given problem</p>		
	<p>CR 4.2</p>	<p>Apply flexibility by adapting generated ideas, thoughts, products, or plans for many different creative uses to solve a given problem</p>		
	<p>CR 4.3</p>	<p>Apply originality in generating original ideas or alternative solutions to given problems</p>		
	<p>CR 4.4</p>	<p>Elaborate on identified ideas, thoughts, products or plans to solve a given problem</p>		
	<p>CR 4.5</p>	<p>Apply curiosity in compiling questions to be answered to solve a given problem</p>		
	<p>CR 4.6</p>	<p>Apply risk-taking by making predictions and experimenting in an unstructured setting to solve a given problem</p>		
	<p>CR 4.7</p>	<p>Apply complexity of thought to organize logical steps needed to solve a given problem</p>		
	<p>CR 4.8</p>	<p>Apply imagination by visualizing ideas, the process to be followed, possible outcomes, and consequences of ideas, thoughts, or plans to solve a given problem</p>		
	<p>CR 4.9</p>	<p>Demonstrate the ability to follow the Creative Problem Solving (CPS) process to solve a given problem</p> <ol style="list-style-type: none"> 1. Identify and define a problem 2. Gather ideas and data 3. Brainstorm aspects of the problem 4. Identify underlying problems or sub-problems 		

		<ol style="list-style-type: none"> 5. Produce alternative solutions 6. Develop criteria for judging solutions 7. Evaluate alternative solutions using the criteria <p>Select and implement chosen solutions</p>		
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CREATIVE EXPRESSION <i>Visual and Performing Arts</i>	CR 4.10	Interpret art by analyzing the mood suggested by a work of art and describing relevant subject matter		
	CR 4.11	Analyze and utilize principles of design (contrast, repetition, alignment, proximity) to create various products based on subject matter or personal interest		G
			2	3
CREATIVE THINKING	CR 5.1	Apply the CPS process to solve an identified problem 1. Identify and define a problem 2. Gather ideas and data 3. Brainstorm aspects of the problem 4. Identify underlying problems or sub-problems 5. Produce alternative solutions 6. Develop criteria for judging solutions 7. Evaluate alternative solutions using the criteria Select and implement chosen solutions		
	CR 5.2	Reframe ideas through various points of view to enhance meaning		
	CR 5.3	Examine various meanings, contexts, and points of view including humor and opportunities for change		
CREATIVE EXPRESSION <i>Visual and Performing Arts</i>	CR 5.4	Apply thinking strategies modeled by mentors		
	CR 5.5	Create a product (work of art, design, presentation, or media) to meet an identified goal based on personal interest or subject matter		
	CR 5.6	Develop criteria to analyze a work of art, design, or media to meet an identified goal		

SCOPE & SEQUENCE 10 Introduce (I), Develop (D), Expand (E)
GRADE LEVEL

			2	3
CREATIVE THINKING	CR MS.1	Apply the CPS process to solve an identified problem, develop and present a plan of action to an authentic audience		
	CR MS.2	Manage creative flow		
	CR MS.3	Set goals with purpose and meaning		
CREATIVE EXPRESSION	CR MS.4	Adjust the creative process based on feedback		

Visual and Performing Arts	CR MS.5	Focus on the task at hand and long-term goal without distraction		
	CR MS.6	Select and apply principles of design and produce a product (work of art, design, or media) that clearly communicates information and ideas		
	CR MS.7	Apply relevant criteria to examine, reflect upon, and plan revisions to a product in process		

SCOPE & SEQUENCE 11 Introduce (I), Develop (D), Expand (E)

Information Literacy

	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, and present the results before an authentic audience.

GRADE LEVEL

			2	3
INFORMATION LITERACY	IL 2.1	Identify topics for research based on interests	I	D
	IL 2.2	Formulate questions for study	I	D
	IL 2.3	Analyze topics to determine needed research	I	D
	IL 2.4	Interpret research from teacher-approved resources	I	D
	IL 2.5	Assemble information to provide new knowledge or understanding in a particular area		I D D I
			2	3
INFORMATION LITERACY	IL 3.1	Examine a historical event or person by analyzing and synthesizing historical information		I
	IL 3.2	Assemble information by conducting interviews related to research topics		I
	IL 3.3	Employ various digital tools, media, and strategies to locate and collect accurate and reliable information		I
	IL 3.4	Create and visually organize information using maps, webs, chronological order, sequence, or compare/contrast		I

SCOPE & SEQUENCE 12 Introduce (I), Develop (D), Expand (E)

IL 3.5 Demonstrate ability to effectively interpret and evaluate information by distinguishing between fact and opinion/ point of view in a variety of situations FOURTH GRADE OBJECTIVES			2	3
INFORMATION LITERACY	IL 4.1	Conduct experiments and investigations by effectively utilizing the Scientific Method		
	IL 4.2	Assemble information by utilizing effective survey techniques		
	IL 4.3	Create and visually organize information using charts, tables, graphs, evidence, or patterns		
	IL 4.4	Justify conclusions and generalizations based upon data gathered through research		
			2	3
INFORMATION LITERACY	IL 5.1	Analyze the difference between primary and secondary sources		
	IL 5.2	Utilize primary and secondary sources to provide new knowledge or understanding in a particular area		
	IL 5.3	Define and identify use of propaganda techniques to clarify ideas, judge information, solve problems, and evaluate reliability of information		
	IL 5.4	Assess the validity, reliability, and relevance of the information collected		
	IL 5.5	Apply a fundamental understanding of the ethical and legal issues surrounding the access and use of information		

SCOPE & SEQUENCE 13 Introduce (I), Develop (D), Expand (E)

GRADE LEVEL

			2	3
INFORMATION LITERACY	IL MS.1	Identify areas of individual research based upon intense interest		
	IL MS.2	Design investigations and defend processes and findings		
	IL MS.3	Manage the flow of information by applying		

		the appropriate research methodology		
	IL MS.4	Demonstrate an understanding of hidden agendas by critical analysis and evaluation of information		
	IL MS.5	Based upon data gathered through research, infer future trends, directions, similarities, and differences		

SCOPE & SEQUENCE 14 Introduce (I), Develop (D), Expand (E)

Success Skills

	Given a real-life situation, the student will utilize effective organizational, decision making, goal-setting, 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, leader or member of a team.

SECOND GRADE OBJECTIVES			2
SUCCESS SKILLS	SS 2.1	Individually demonstrate the ability to maintain self control of emotions and actions in a variety of situations	I
	SS 2.2	Individually identify and assess the merit and or importance of personal characteristics, ideas, interests, preferences, and products	I
CAREER EXPLORATION	SS 2.3	Identify occupational areas of personal interest and aptitude through classroom experiences	I
LIFE SKILLS	SS 2.4	Demonstrate the ability to accept responsibility for given tasks and consequences for actions in a variety of situations	I
	SS 2.5	Demonstrate the ability to organize, prioritize, and complete tasks in a timely manner	I
COLLABORATION SKILLS	SS 2.6	As a group leader, effectively work with group members to keep the group on task	I
	SS 2.7	As a group member, demonstrate effective speaking and listening skills	I

SCOPE & SEQUENCE 15 Introduce (I), Develop (D), Expand (E)

THIRD GRADE OBJECTIVES

			2
SUCCESS SKILLS	SS 3.1	Individually demonstrate the ability to organize materials, set priorities, and evaluate progress for task completion	
	SS 3.2	Individually demonstrate strategies for managing stress, coping with difficulties, and effectively approaching conflict with others	
CAREER EXPLORATION	SS 3.3	Identify occupational areas of personal interest and aptitude for possible vocational development	
LIFE SKILLS	SS 3.4	Study and apply the accepted rules of etiquette for interpersonal interaction in a variety of social situations	
	SS 3.5	Demonstrate initiative in accepting and successfully meeting challenges in a variety of situations	
COLLABORATION SKILLS	SS 3.6	As a group leader, effectively work with group members to identify problems, ideas, and solutions	
	SS 3.7	As a group member, work collaboratively in a group (know when to speak and know when to listen)	
FOURTH GRADE OBJECTIVES			2
DECISION MAKING AND PROBLEM-SOLVING SKILLS	SS 4.1	Individually identify personal problems, utilize visualization to weigh the possibilities, make judgements, and defend decisions	
CAREER EXPLORATION	SS 4.2	Identify career options through experiences and interviews with experts in the field and career counselors	
LIFE SKILLS	SS 4.3	Demonstrate the ability to establish budgets and manage money in a variety of situations	
COLLABORATION SKILLS	SS 4.4	As a group leader, effectively work with group members to establish goals and objectives for successful collaboration	

SCOPE & SEQUENCE 16 Introduce (I), Develop (D), Expand (E)

	SS 4.5	As a group member, work collaboratively to achieve a common goal	
FIFTH GRADE OBJECTIVES			2

RISK-TAKING SKILLS	SS 5.1	Individually demonstrate the willingness to expose oneself to failure, take a chance/risk, function under conditions devoid of structure, and defend ideas with regard to identified issues	
PERSEVERANCE/TASK COMMITMENT	SS 5.2	Individually demonstrate the ability to persevere and successfully complete tasks in a timely manner even under adverse circumstances	
CAREER EXPLORATION	SS 5.3	Demonstrate and practice the ability to interact in an appropriate manner in a variety of social and business related situations	
LIFE SKILLS	SS 5.4	Examine and apply the accepted rules of business protocol in a variety of business and social situations	
	SS 5.5	Adapt to varied roles, job responsibilities, schedules, and context	
COLLABORATION SKILLS	SS 5.6	As a group leader, effectively work with group members to identify ethical implications of group processes and decisions	
	SS 5.7	As a group member, take a stand for personal convictions and demonstrate respect/tolerance for other points of view	

SCOPE & SEQUENCE 17 Introduce (I), Develop (D), Expand (E)

MIDDLE SCHOOL OBJECTIVES			2
GOAL SETTING	SS MS.1	Individually use information gained through self evaluation to establish attainable goals and set priorities for a variety of purposes and projects	
ETHICAL AWARENESS	SS MS.2	Individually demonstrate the ability to behave in an honorable and truthful manner under adverse circumstances	
CAREER EXPLORATION	SS MS.3	For chosen or identified career options, identify high school educational requirements, college requirements and expectations, scholarship, loan/grant opportunities, and procedures for college and workplace applications/resumes	
LIFE SKILLS	SS MS.4	Demonstrate the ability to adapt to change in a climate of changing expectations and priorities	
COLLABORATION SKILLS	SS MS.5	As a group leader, assure and defend that the decisions of the group are effective and ethical	
	SS MS.6	As a group member, demonstrate the ability to work cooperatively to detect moods, temperaments, motivations, and intentions of	

others

SCOPE & SEQUENCE 18 Introduce (I), Develop (D), Expand (E)

Affective (Social and Emotional) Skills

	<p>As a gifted learner, students will develop self-acceptance and awareness and demonstrate responsible growth along with awareness of personal and cultural diversity in others by recognizing forms of bias in order to respect unique beliefs and experiences in themselves and others by understanding and embracing giftedness, appropriately coping with stress in order to become healthy, responsive, contributing, and members of classroom communities and society as a whole.</p>

SECOND GRADE OBJECTIVES

SECOND GRADE OBJECTIVES			2
AFFECTIVE SKILLS	AS 2.1	Assess individual learning styles, interests, personality styles, and expression preferences	I
	AS 2.2	Identify feelings and emotions in self	I
	AS 2.3	Develop behavioral strategies appropriate to the situation	I
	AS 2.4	Identify and assess strengths and weaknesses as a baseline for improvement	I
	AS 2.5	Analyze, evaluate, and respond appropriately to various forms of body language (non-verbal cues)	I
	AS 2.6	Participate in community-building skills	I
	AS 2.7	Recognize contributions and achievements of various cultures	I

SCOPE & SEQUENCE 19 Introduce (I), Develop (D), Expand (E)

THIRD GRADE OBJECTIVES

THIRD GRADE OBJECTIVES			2
AFFECTIVE SKILLS	AS 3.1	Demonstrate an understanding of personal asynchronous development	
	AS 3.2	Understand and analyze feelings and emotions in self	
	AS 3.3	Express and manage emotions in positive ways	
	AS 3.4	Accept responsibility for choices made	
	AS 3.5	Analyze, evaluate, and respond appropriately to various forms of body language (non-verbal cues)	
	AS 3.6	Recognize contributions and achievements of	

		various cultures	
FOURTH GRADE OBJECTIVES			2
AFFECTIVE SKILLS	AS 4.1	Demonstrate an understanding of and reflect upon personal gifted characteristics	
	AS 4.2	Demonstrate an understanding and assess the social, emotional and academic implications of giftedness	
	AS 4.3	Identify sources and possible solutions of stress and anxiety	
	AS 4.4	Develop and model self-discipline	
	AS 4.5	Show evidence of delayed gratification and impulse control	
	AS 4.6	Demonstrate respect and empathy for others	

SCOPE & SEQUENCE 20 Introduce (I), Develop (D), Expand (E)

FIFTH GRADE OBJECTIVES			2
AFFECTIVE SKILLS	AS 5.1	Develop and demonstrate appropriate self-efficacy and self-talk	
	AS 5.2	Identify and utilize appropriate personal perceptual filters and defense systems for situations	
	AS 5.3	Develop and demonstrate a healthy perception of perfectionism in accomplishing tasks	
	AS 5.4	Demonstrate an understanding of how attitudes, attention, and commitment can affect one's knowledge and self-control	
	AS 5.5	Demonstrate the ability to accept failure as a part of growth	
	AS 5.6	Differentiate constructive and destructive criticism	

MIDDLE SCHOOL OBJECTIVES			2
AFFECTIVE SKILLS	AS MS.1	Demonstrate an understanding of ethical practices	
	AS MS.2	Develop and demonstrate a healthy response toward peer pressure and expectations of others	
	AS MS.3	Demonstrate and understanding of ways in which attitudes, attention, and commitment can affect one's knowledge and self control	
	AS MS.4	Set goals for self-improvement and take the necessary steps to reach them	

	AS MS.5	Differentiate constructive and destructive criticism	
	AS MS.6	Recognize and assess various forms of bias in self and others and demonstrate strategies for addressing bias in social situations	

SCOPE & SEQUENCE 21 Introduce (I), Develop (D), Expand (E)

Communication Skills

	Given the need to retrieve and/or disseminate information, the students will select and utilize the most effective 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.

SECOND GRADE OBJECTIVES			2
SPEAKING	CM 2.1	Communicate complete thoughts, give directions and instructions, participate in informal speaking activities and storytelling activities	I
LISTENING	CM 2.2	Demonstrate effective listening behaviors in formal and informal settings	I
	CM 2.3	Give appropriate feedback and contributions of relevant information	I
	CM 2.4	Follow oral directions with three or more steps	I
WRITING	CM 2.5	Analyze various types of writing (including poetry)	I
	CM 2.6	Create original written products based on real or imagined circumstances to communicate ideas and feelings	I
	CM 2.7	Write over short time frames (a single sitting or a few class times)	I

SCOPE & SEQUENCE 22 Introduce (I), Develop (D), Expand (E)

THIRD GRADE OBJECTIVES			2
SPEAKING	CM 3.1	Communicate in complete thoughts with clarity to an audience in formal and informal settings	
	CM 3.2	Give precise directions and instructions for complex activities	

LISTENING	CM 3.3	Demonstrate effective listening behaviors in formal and informal settings	
	CM 3.4	Give appropriate feedback and contributions of relevant information	
	CM 3.5	Follow oral directions with three or more steps	
WRITING	CM 3.6	Analyze informal writing styles (essays, journals, diaries, and blogs)	
	CM 3.7	Utilize informal writing styles (essays, journals, diaries, and blogs) to communicate ideas and feelings	
	CM 3.8	Support opinions with written reasoning based on facts	
FOURTH GRADE OBJECTIVES			2
SPEAKING	CM 4.1	Communicate complete thoughts and information with clarity to an appropriate audience	
	CM 4.2	Give precise instructions for complex tasks and self-evaluate utilizing preset criteria	
	CM 4.3	Participate in a variety of formal/ informal speaking activities and self-evaluate utilizing preset criteria	
LISTENING	CM 4.4	Demonstrate effective listening behaviors in formal and informal settings	
	CM 4.5	Identify the purpose, content, organization, and delivery of oral communication and evaluate based upon preset criteria developed by teacher and class	
	CM 4.6	Listen to oral directions for understanding and organize directions for complex tasks	

SCOPE & SEQUENCE 23 Introduce (I), Develop (D), Expand (E)

WRITING	CM 4.7	Analyze the writing style of scripts (commercials, plays, etc.)	
	CM 4.8	Create scripts (commercials, plays, etc.) to communicate ideas and feelings	
	CM 4.9	Utilize dialog to develop characters	
FIFTH GRADE OBJECTIVES			2
SPEAKING	CM 5.1	Use appropriate oral communication for a variety of purposes, and communicate effectively to establish a relationship with an audience	
	CM 5.2	Participate in a variety of formal/ informal speaking activities, evaluating self and peers on criteria determined by the student or others	
LISTENING	CM 5.3	Demonstrate effective listening behaviors	

		(understanding, organizing, and evaluating information)	
	CM 5.4	Identify the purpose, content, organization, and delivery of oral communication, and evaluate based upon preset criteria developed by teacher and class	
	CM 5.5	Listen to oral directions for understanding and organize directions for doing complex tasks	
WRITING	CM 5.6	Analyze a variety of written genres (Comedy, Satire, Thriller, Action, etc.)	
	CM 5.7	Communicate ideas and feelings through application of a chosen genre	
	CM 5.8	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events	

SCOPE & SEQUENCE 24 Introduce (I), Develop (D), Expand (E)

MIDDLE SCHOOL OBJECTIVES			2
SPEAKING	CM MS.1	Utilize appropriate oral communication a variety of purposes and communication effectively to establish, build and maintain a relationship with audience	
	CM MS.2	Participate in a variety of formal/ informal speaking activities evaluating self and peers on criteria determined by the student or others	
	CM MS.3	Demonstrate the ability to persuade through oral expression by assimilating multiple facts and opinions to support an argument	
LISTENING	CM MS.4	Demonstrate effective listening skills in formal and informal settings to facilitate communication	
	CM MS.5	Identify the purposes, content, organization and delivery of oral communication and evaluate based on preset criteria developed by the student	
	CM MS.6	Listen to oral directions for understanding and organize directions for doing complex tasks	
WRITING	CM MS.7	Analyze the writing style of arguments and debates	
	CM MS.8	Write arguments and debates to support claims with clear reasons and relevant evidence to communicate ideas and feelings	
	CM MS.9	Write over an extended time frame (multiple class times)	

SCOPE & SEQUENCE 25 Introduce (I), Develop (D), Expand (E)

Section 2: MDE Regulations

STATE DEFINITIONS

“**Intellectually gifted children**” shall mean those children and youth who are found to have an exceptionally high degree of intelligence as documented through the identification process. The needs of these students should be addressed based on the program options provided in the Outcomes for Intellectually Gifted Education Programs Grades 2-8 in Mississippi.

STUDENT IDENTIFICATION PROCESSES

The student identification processes for intellectually gifted students in grades 2-6 includes the following six stages: referral, LSC review of referral data, parental permission for testing, assessment, assessment report, and the LSC eligibility determination stage.

PROCEDURAL SAFEGUARDS

All data collected as part of the identification process are protected by the Family Educational Rights and Privacy Act (FERPA). Parents must be notified of their rights under FERPA. It is the obligation of Laurel School District to ensure that parents understand these rights. All information/data collected as part of the identification process shall be placed in an individual eligibility file for each student. These files and the information contained therein shall not be placed in the student’s cumulative record folder. The files shall be maintained in a separate locked storage facility/file cabinet, and access to the information shall be restricted to those personnel working directly with the identification process, working directly in the gifted education program, or that have a documented need to know. Once the referral process begins, parents must be informed of the information/data that is collected. Parents shall have access to these records. Each district shall have a policy that establishes the process that parents shall adhere to when requesting to access these files. Parents shall be made aware of their rights to an explanation of the results of the Assessment Team Report.

➤ STAGE 1: REFERRAL

There are two types of gifted referral processes:

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

Mass Screening Referral Process

This process requires all Mississippi districts to screen all students in at least one grade level each year. This district will mass screen all students in the LSD at or near the midpoint of the first grade. Districts should use a normed group measure of intelligence in the Mass Screening Referral Process. This process should assist in identifying students in underrepresented populations. 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 scored 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.

Laurel School District Gifted Education Program **GOAL**

The next step in the process will consist of the collection of substantiated student data obtained through the use of other objective and subjective measures. District personnel shall make decisions as to which measures will be used during this step of the Mass Screening Referral Process. A student shall satisfy two of the following additional criteria before moving forward to the LSC Review of Referral Data Stage:

1. a score at or above the superior range on a normed published characteristics of giftedness checklist, 2. a score at or above the superior range on a normed published measure of creativity, 3. a score at or above the superior range on a normed published measure of leadership, 4. a score at or above the 90th percentile 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.

Individual Referral Process

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:

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 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

NOTE: 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 their performance on the normed group measure of intelligence administered during the Mass Screening Referral 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

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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 should be completed for possible use during the assessment process. The Emerging Potential for Gifted category makes provisions for certain factors that may put the student at a disadvantage when inappropriate instruments are used during the assessment process.

>STAGE 3: PARENTAL PERMISSION FOR TESTING

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

>STAGE 4: ASSESSMENT

Once the LSC has determined that a student has satisfied minimal referral criteria in order to move forward to the assessment stage, district personnel shall review and compile all data available on the student. This data shall also be made available to a licensed examiner.

The assessment stage is the individual test of intelligence, which shall be administered by a licensed examiner. In no case will the examiner be related to the student being tested. The examiner shall review all available data on the student, whether or not it satisfies minimal identification criteria, and use that information to select the most appropriate test of intelligence. Standard operating procedures should be followed during the selection and administration of all assessments as reflected in the examiner's manuals. The examiner shall provide a signed and dated report of the test administration to include testing conditions, scores on all subtests or subscales, and the strengths and weaknesses of the student. A student must score at or above the 91st percentile composite/full scale or the 91st percentile on approved subtests (as per publisher) in order to satisfy eligibility criteria.

Provisions for 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.

Identification criteria, as approved by the MDE on the local district's Gifted Education Program Proposal, must be satisfied for a student to be ruled eligible by the LSC for the intellectually gifted education program.

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Potentially Twice-Exceptional Students

Students who already have an eligibility ruling under IDEA and are being assessed for an intellectually gifted eligibility, and who did not satisfy all of the required minimal acceptable referral criteria but did meet at least one referral criterion shall have their results reviewed by the LSC and a licensed examiner. If the student scores at or above the 91st percentile on the Gifted Education Regulations, 2013 7 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 write an Assessment Report, which must contain the following components:

1. Student's name,
2. Name of at least three measures from Stage 1: Referral that were used to determine the need to administer an individual test of intelligence,
3. Results of each measure,
4. Name of individual who administered or completed each measure and the date administered or completed,

5. Test behaviors for any individually administered test(s),
6. Interpretation of the results 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

District personnel shall notify in writing the parents of each student tested for the intellectually gifted program about the assessment results. District personnel shall offer to explain any of the results about which the parents have questions. District personnel shall also notify parents in writing about their rights under FERPA.

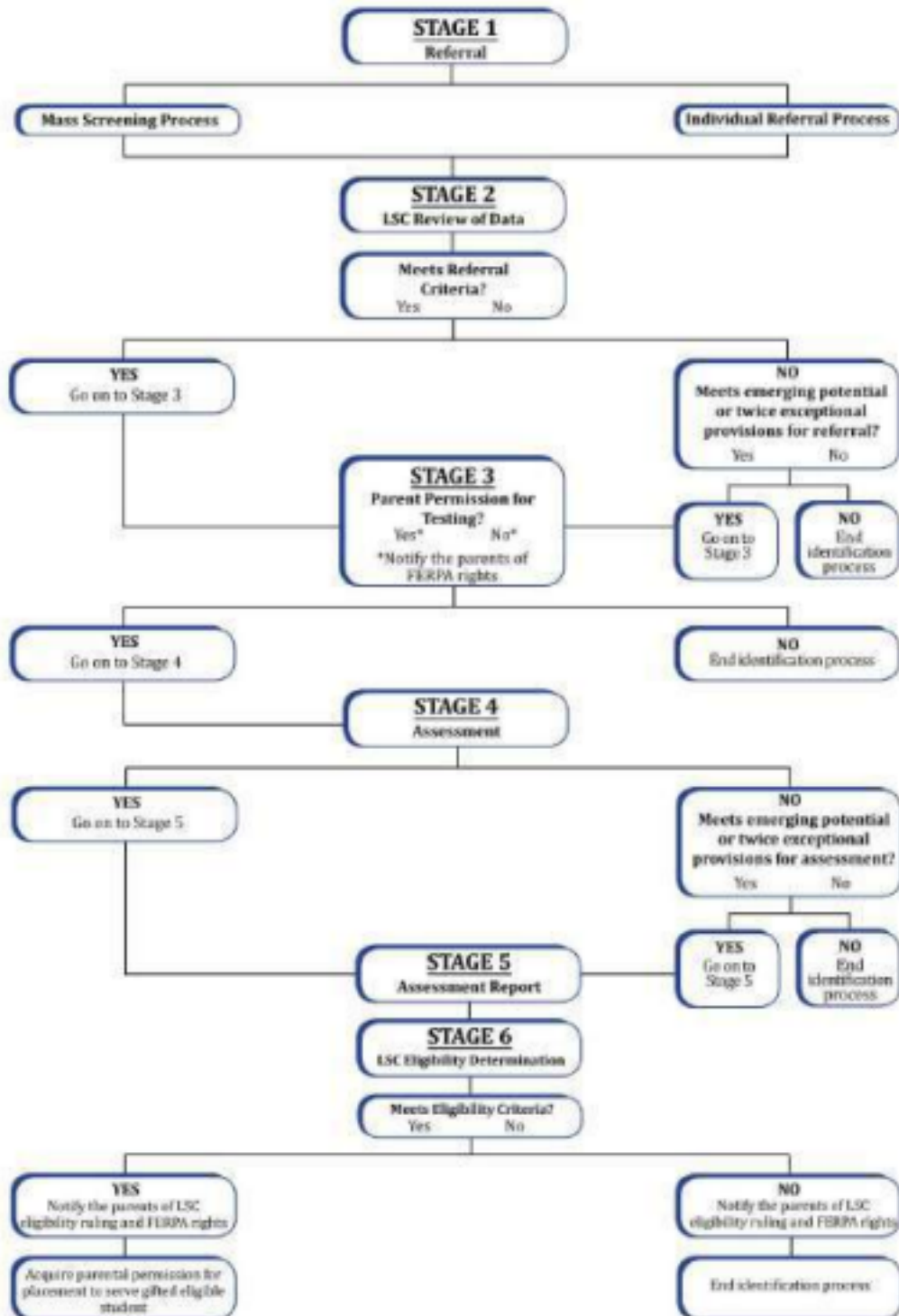
Laurel School District Gifted Education Program **GOAL**

PARENTAL PERMISSION FOR PLACEMENT

After a student has been ruled eligible for one of the gifted programs, written parental permission for placement shall be obtained before the student is placed in the program.

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SCHEMATIC OF IDENTIFICATION PROCESS FOR INTELLECTUALLY GIFTED STUDENTS



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ANNUAL REASSESSMENT

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. Documentation of the meeting must be maintained and must include the name(s) of the

student(s) discussed, a list of the committee members present, and the date of the meeting. Since participation in the gifted program is an entitlement under law, 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 is the responsibility of the regular classroom teachers and should not be considered as a reason for removal from the gifted program. Should the committee determine that a student should exit the program due to lack of progress in the program and/or unsatisfactory participation in the program, the student's parents must be notified and given the opportunity to discuss the decision with the committee before the student is removed.

HEARING PROCESS

Should the parents not agree to the removal of the student from the program, the local district shall grant the parents a hearing. Each local school district should have a policy in place as to how this hearing will be conducted and how the lack of agreement will be resolved. Students, who have been removed from the program by a parent or guardian, may not re-enter the program until the beginning of the next semester.

OUT-OF-STATE GIFTED ELIGIBILITY

A student moving to Mississippi with an intellectually gifted eligibility from another state must satisfy Mississippi eligibility criteria before being considered for placement in the Intellectually Gifted Program. The intellectually gifted eligibility ruling from another state may be used to initiate the referral process in Mississippi, but may not be used for eligibility purposes. There is no temporary placement in the Intellectually Gifted Program while the student goes through the eligibility process within the school district.

CLASS SIZE

The Mississippi Gifted Education Act of 1989 requires teachers of the gifted to provide a gifted program that meets the individual needs of the gifted students being served. The size of each class in grades 2-8 should be fewer than 12 students. Once a class reaches 12 or more students, the integrity of the program could be negatively impacted. General education class size as mandated in the accreditation standards is inappropriate for gifted classes. This is necessary in the LSD to maintain the integrity of the GOAL program.

PULL-OUT RESOURCE GIFTED PROGRAM

A group of all intellectually gifted students is provided services by a properly endorsed teacher in a resource room for a recommended 300 minutes per week, or a minimum of 240 minutes per week. The activities in the gifted class should develop and enhance the process skills in the outcomes document, the teaching strategies notebook, and required components of the gifted program standards document. Some of the activities should be short-term exploratory activities that introduce students to ideas and concepts not normally covered in the regular education program. The activities should enhance the integration of advanced content and individual student's 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. Activities should also create an appreciation for the multicultural composition of the school and community.

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PROPOSAL FOR GIFTED PROGRAM

The GOAL program submits a self-evaluation to MDE each year by June 30. This evaluation is submitted by the Gifted Contact Person in accordance with the Mississippi Gifted Education Program Standards. The Proposal for Gifted Program Form must be submitted to the SBE for approval prior to providing a program for gifted students. Gifted Program Proposals may be approved for a period of up to five years, depending upon the district's annual self-evaluation on the Mississippi Gifted Education Program Standards and monitoring reports. Whenever a district makes changes to the local gifted program, the district shall submit a new Proposal for Gifted Program Form to the SBE for approval prior to implementing those changes. Districts shall submit a new Proposal for Gifted Program Form to the SBE within three months of the expiration of latest SBE approved proposal.

ANNUAL REASSESSMENT

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. Documentation of the meeting must be maintained and must include the name(s) of the student(s) discussed, a list of the committee members present, and the date of the meeting. Since participation in the gifted program is an entitlement under law, the student should remain in the 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. Should the committee determine that the student should exit the program due to lack of progress in the program and/or unsatisfactory participation in the program, the student's parents must 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 local district shall grant the parents a hearing.

MONITORING AND SELF-EVALUATION

Local gifted education programs shall be monitored by the Office of Curriculum and Instruction. Each district shall submit to the MDE a copy of the local GEP self-evaluation by June 30 each year. The district shall also maintain a copy on file. This evaluation shall be made in accordance with the Mississippi Gifted Education Program Standards. It is suggested that the evaluation follow the rubric format of the standards. A sample self-evaluation document is available online, located in the Advanced Learning and Gifted area of www.mde.k12.ms.us/ci. Written documentation shall be submitted with the evaluation for each rating of 3 or higher. A written corrective action plan approved by the local school board shall be maintained on file in the district with the evaluation for each rating of 1. The corrective action plan should be succinct.

HOMEWORK/CLASSWORK

GOAL students in grades 2-6 may not be required to make-up class work missed when they are scheduled to be in the gifted classroom. GOAL students shall be held accountable for demonstrating mastery of concepts and information on regularly scheduled tests. Classwork from the regular education classroom will not be completed in the GOAL classroom. It should be noted that some gifted students will not be high academic

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achievers for a variety of reasons. It is not reasonable to expect intellectually gifted students, by virtue of having been granted one of those gifted eligibility rulings, to make all A's and B's.

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

Regular classroom teachers should avoid introducing new material when gifted students attend GOAL class. Teachers should also communicate regularly with parents and GOAL teacher(s) 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.

FURLOUGH

Definitions

Furlough: A temporary withdrawal is considered a furlough. Students may be furloughed for one semester or the entire academic year.

EXIT: Two furloughs will constitute an exit from LSD's GOAL program. A withdrawal from LSD's GOAL program is considered an exit. An exit from GOAL requires a complete reassessment and LSC review for appropriate placement should re-entry be requested in the future.

Parents / Students: To request furlough or exit from services: Complete the Furlough/Exit Request form and submit it to the G/T teacher or coordinator. The request will be considered as soon as possible by the LSC.

Teachers: To facilitate a district-initiated furlough or exit from services: • Document communication with parents / guardians of the student which alerts them of a consistent and/or significant change in academic performance or behavior.

- Document signs of frustration, anxiety, anger, etc.
 - If possible, have counselor interview student and submit notes for student's portfolio
 - Make note of incidents within class or outside of class for student's portfolio
- Document the child's inability to produce expected work.
 - Include a rubric for work expectation
 - Samples of class work
 - Tests
 - Record of incomplete homework or homework not submitted
 - Other (as appropriate for the types of services the student receives)

A Team meeting with parents/guardians should be scheduled after this information is gathered – minutes of the meeting to be kept in the student's portfolio. If removed from the GOAL Program; the GOAL teacher will continue to monitor the student's progress during the furlough.

COUNSELING: EMOTIONAL NEEDS OF THE GIFTED STUDENT

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Group Counseling sessions will be held at least once a month during GOAL class. Session Topics may include, but are not limited to: Identification, Motivation, Underachievement, Perfectionism, Discipline, Stress, Depression, Communication, Friendships, Independence, Uniqueness, Sensitivity, Educational Needs, Family Relationships, Character Education. Individual Counseling Sessions will be provided as needed in order to support the emotional needs of the gifted student.

GIFTED TEACHER UNITS

The GOAL program is an add-on program funded by the state legislature through the Mississippi Adequate Education Program. Gifted teacher units in grades 2-6 shall be calculated as follows: 1. The first teacher unit shall be funded on the basis of a minimum of 20 identified and participating students.

2. The second gifted teacher unit shall be funded when there are 41 identified and participating students.
3. Additional gifted teacher units shall be funded based on the 40 + 1 formula.
4. The teacher serving fewer than 20 students, more than 60 students, or working less than full time in the gifted program shall be prorated.
5. No student may be counted more than once for the purpose of justifying funding of a gifted teacher unit.
6. The data entered into the Mississippi Student Information System (MSIS) shall be the official numbers for the purposes of funding gifted teacher units.

NOTE: If funds are available for permissible programs in grades 7-8, the teacher unit funding formula shall be the same as it is for grades 2-6.

ASSESSMENT TIME

One teacher of the gifted may be assigned an average of one 60-minute period per day of assessment time to perform the duties related to referral, assessment, and LSC meetings. If the time is combined, it may not exceed one-half day per week. Additional teachers of the gifted may be assigned assessment time based upon the following formula:

- 1-300 gifted students district wide = 1 assessment teacher
- 301-600 gifted students district wide = 2 assessment teachers

- 601-900 gifted students district wide = 3 assessment teachers

Additional assessment time is earned on multiples of 300 + 1 gifted students.

CLASS SCHEDULES

Students in the Gifted Classes shall meet a minimum of 240 minutes per week, as mandated by the MDE. The Gifted Teacher shall create a schedule to accommodate the gifted students. Administrators, Teachers, and other District Personnel will be given a copy of the schedule for their records.

GEP CONTACT PERSON

Each local district superintendent shall appoint at least one, but no more than two GEP Contacts. These individuals are the link between the district and the Office of Curriculum and Instruction at the MDE. This is not intended to be an additional administrative position at the district level. At least one of the GEP Contacts

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in the district shall hold a valid gifted endorsement. It is the responsibility of these individuals to keep the superintendent informed about the local gifted education program and all communications from the MDE regarding gifted education programs.

NON-COMPLIANCE

Districts must comply with the requirements of the Mississippi Gifted Education Act of 1989 (MS Code 37-23-171 through 181), the requirements of the Mississippi Gifted Education Program Standards, the requirements of these gifted program regulations, and the requirements of the Mississippi Public School Accountability Standards related to gifted education programs. If a district does not comply with the above requirements or fails to correct a problem identified during a program monitoring visit, the district accreditation status may be downgraded and state funds for the gifted program may be withheld until such time that compliance occurs. The hearing and appeals procedures related to accreditation are outlined in Accreditation Policy 6.0 as indicated in the Mississippi Public School Accountability Standards.

Laurel School District Gifted Education Program **GOAL**

Lesson Planning for Gifted Education

Lesson plans should offer a clear picture of what will be occurring as the gifted students participate in a single task or unit of study. Clearly describe each element of the lesson; what it represents; and how the connections between the essential question, overarching outcomes, standards, objectives, and learning tasks are achieved. As well, the lesson plan must provide specific information to indicate how you will differentiate your instruction to address the individual needs of gifted students.

A good rule of thumb is to develop a brief but thorough pre-and post-test. The pre-test should be used to determine the extent to which your students already understand the concepts that you intend to teach, and the same post-test will be used to determine the extent to which they have mastered the content. Each objective should be addressed in the pre/post-test.

Gifted and talented students display abilities above and beyond their age-mate peers, and require differentiated lessons that are significantly above and beyond regular classroom instruction. Their achievement varies, however students may demonstrate above average skill in:

1. general intellectual ability
2. specific academic aptitude
3. creative or productive thinking
4. leadership ability
5. visual and performing arts, or
6. psychomotor abilities

As you plan your lessons or units, keep in mind that gifted learners distinguish themselves from their peers in the

- Pace at which they learn
- Depth of their understanding
- Interests that they hold

Gifted learners often learn quicker and at a deeper level of understanding than other students in the classroom, and readily see complexities and connections to the real world. However, since the interests of gifted learners are often intense and urgent, gifted learners may frequently feel socially or academically out of sync with their peers. They may also report that they feel different or isolated.

It is essential that the social, emotional, and physical environment of the classrooms be a comfortable and supportive environment. It is also important that the gifted classroom be a place where students can safely take learning and social risks. Teachers can provide this environment by promoting group planning and problem solving opportunities. The learning environment for gifted students should reflect an integration of products, lessons, and experiences that deliberately reflect assignments that promote flexibility, independent and intrinsic learning, encourage acceptance and promote complex and/or abstract thinking.

Laurel School District Gifted Education Program **GOAL**

Susan Winebrenner (2001)¹ cautions that it is those students who are “the *most* able, rather than the least able, who will learn less new material than any other group” (p. 1). Educators must learn to identify such students and to provide them with alternatives to re-learning what they already know. Winebrenner goes on to say

A teacher’s responsibility is not to teach the content. A teacher’s responsibility is to teach the students and to make sure that all students learn new content every day.

Gifted students already know much of what teachers typically plan to teach, and they can learn new material in much less time than their peers. This [leads gifted students] to conclude that being smart means doing things easily. The longer they are allowed to believe this, the harder it is to rise to the challenge when they finally encounter one (p. 1). In this respect, it is important that gifted education teachers provide sufficient academic or learning challenges for their students. This challenge should not unduly frustrate learners, but rather it should encourage learners to fully explore content material at least one step beyond that which they already know (about the content) and one step beyond what they can do (with the information they’ve amassed).

If this is not done, teachers will unknowingly create **gifted underachievers**; students who refuse to do the work assigned but are still able to dominate class discussions and ace unit tests. Thus the task for the teacher of gifted students is to provide them with their own work that is challenging and meaningful. The pacing, level, amount of work and type of learning activities you plan for the gifted students in your class are as should meet students’ intellectual-level expectations.

However, not all gifted students are gifted achievers or simply bored. Sometimes, gifted students have a **dual exceptionality**, or are “twice-exceptional.” This means that their giftedness coexists with a learning disability, behavioral problem or an attention deficit. Winebrenner (2001) estimates that anywhere from 10 to 30 percent of gifted students also have a learning disability, and sadly, once a learning disability is identified, a student’s giftedness may go unidentified. “Before concluding that a gifted child is lazy or has an attitude problem, consider that poor performance may indicate a learning disability” (p. 21). Such children must be taught specific compensation strategies and must understand that they have two issues to deal with in life.

Typically, gifted children

- Learn new material faster, and at an earlier age, than their chronological age peers.
- Remember what has been learned forever, making review unnecessary.
- Are able to deal with concepts that are too complex and abstract for their chronological age peers. ● Have a passionate interest in one or more topics, and would spend all available time learning more about that topic if he or she could.

- Do not need to watch the teacher to hear what is being said; and can operate on multiple brain channels simultaneously to process more than one task at a time.

Thus, gifted classroom learning activities and lesson plans should expose gifted learners to more than what is found in a typical content classroom.

¹ Winebrenner, S. (2001). *Teaching gifted kids in the regular classroom: Strategies and techniques every teacher can use to meet the academic needs of the gifted and talented*. Minneapolis, MN: Free Spirit Publishing.

Laurel School District Gifted Education Program **GOAL**

Differentiating Content for Gifted Students

The three areas that can be adjusted to differentiate instruction are content, process and products.

⇨ **Content** - Keeping in mind the characteristics of the gifted learner, the content or subject material may need to be provided at a faster pace or higher instructional level. Some strategies that might be utilized for adapting the content include customized learning contracts (Tomlinson, 2004, pp. 83-92)² as well as:

Acceleration is the practice of providing students with a higher than normal level of instruction to meet their learning needs. Sometimes the teacher provides advanced curriculum, allows a student to skip a grade (when they are advanced in all areas), or the student is allowed to take a specific course (such as math) at a higher level. The research shows that acceleration is a successful strategy, even though many educators resist its use.

Curriculum compacting allows students who independently finish their work before the rest of the class to take a test over the material. If they do well, they can spend the rest of the time working on a project of their own choosing.

Tiered assignments and instruction involves the use of pre-tests to determine what students know, and then the teacher plans different kinds and degrees of instructional support and structure, depending upon each student's needs.

⇨ **Process Skills** – You can also adjust the processes used to engage gifted learners. Process skills include the use of:

- Higher level thinking
- Creative thinking
- Problem solving
- Research skills
- High level use of technology
- Allow for freedom of choice
- Provide open-ended options

⇨ **Products** – Students can develop many products to show their learning. Products that draw upon a variety of learning styles and intelligences include: developing technological platforms, models, digital stories, diagrams, letters, videos, debates, displays, dramatizations, spoken word, multimedia presentations, podcasts, concept maps, stories, sculptures, paintings, songs, scripts, classification systems, advertisements, creating content web sites, cookbooks, etc. When using these product modifications students should:

- Involve real world problems
- Be for authentic audiences
- Involve extended or accelerated outcomes

Laurel School District Gifted Education Program **GOAL**

EXEMPLAR | Lesson Plan template

A. Essential Question or Goal Statement

Integrated Content standard(s) being addressed in lesson (appropriately leveled for high-ability learners)

B. Daily Focus Activity at the beginning of each day (some sort of *Icebreaker* activity/SET)

Is the motivating introduction directly related to the advanced content?

Have you provided a smooth transition between activities when more than one exists in a lesson?

C. Advanced Organizer overview for each day

Generalizations and standards (Broad concepts about the topic/theme that students should master)

Advanced subject/content areas to be addressed in the unit (at least three)

Description of extension activities for students who may want to explore the concept to a greater extent

D. Gifted Outcomes appropriate for the lesson.

Outcomes should be properly notated

Learning tasks should reflect each of the skills covered in the lesson or unit

Indicate specific strategies that will be used to develop outcome indicators

Include a description of procedures and activities

Provide a brief description/examples of how objectives will be evaluated

Give examples of higher-level thinking questions that you will ask during the lesson

List materials to be used during lesson including technology resources

E. Products/Final Presentations

Design at least two authentic and practitioner level products that students will develop throughout the course of the learning activity or unit.

Describe any elements of student choice or differentiation that will be utilized within the development of the products/final presentations.

Provide information on how these products/final presentations will be shared with authentic audiences.

Laurel School District Gifted Education Program **GOAL**

Key Questions to Ask About Your Lessons or Unit

Essential Question, Learning Goal, and Outcomes

Have you included an essential question, global objective and specific learning outcomes? Are student questions varied so they tie to the essential question/outcomes/objectives and build to the highest level of Bloom's Taxonomy?

Are the goals and objectives written in terms of "student outcomes"?

Can you measure your objectives?

Can you measure student **learning** in the content areas?

Content

Does the unit contain interesting content that is meaningful to and that will excite the students?

Does the unit have components from at least 3 disciplines?

Have opportunities for **brainstorming, research, technology use, creative thinking, critical thinking, creative problem solving** and **reflection** been incorporated into the lesson? Are

detailed procedures, materials, and assessment explained?

How do students demonstrate practitioner level knowledge of what is being taught?

Structure

Are activities sequenced in a logical order?

Does each activity lead student learning toward the essential question or global objective? Do the activities accommodate a range of abilities, interests, and learning styles in the classroom?

Materials and Resources

Are you using and providing a wide variety of resources and materials during the lessons? Have you used a variety of formats (e.g. rubrics, checklists, rating scales, paper and pencil activities) when evaluating student mastery of specific objectives?

Have you integrated technology into your lessons to enhance learning?

Does the technologically based assignment(s) significantly transform student learning?

Is closure about the topic evident? If not, is there a purpose for the resulting ambiguity?

Procedures

Have you provided a motivating introduction for the overall lesson?

In what ways are student learning styles or multiple intelligences included in the lesson opener?

How have you integrated student “passion” areas to arouse student interest?

What tactile experiences pique the curiosity of the students?

Are students familiar with the technology being used so that they can easily focus on content and learning during assignments?

Did you incorporate more than one method of teaching into the lesson(s)?

Are students working independently, with groups of varying sizes, and/or peer teaching?

Extension Activities

Have you provided interesting and stimulating activities that students can pursue independently?

Laurel School District Gifted Education Program **GOAL**

Section 4: GOAL Documents

Checklist for Gifted Referral-to-Placement Process

Referral Form

Gifted Pupil Personnel Data Sheet (GPPDS)

Consent for Evaluation

Parental Permission for Placement

Furlough Request Procedure

Annual Reassessment

Eligibility/Ineligibility Notification

Emerging Potential Checklist

Eligibility MATRIX

GOAL Parent Packet



LAUREL
SCHOOL DISTRICT

Checklist for Gifted Referral Process

Collect referral forms (parent or teacher referral only)

Start folder for stage 2

Collect SIGS (teacher and/or parent)

Collect student data (MOY iReady Diagnostics, IEP's, etc.)

Complete GPPDS

Obtain Parental Permission for testing

Complete eligibility report

Eligibility Notification/Consent for Placement



LAUREL
SCHOOL DISTRICT

Referral Form

Date of Referral: _____ School: _____

Referral Source: Teacher Parent Self Other

Student Name: _____ Grade: _____ 1. Tell us

why you feel that this student should participate in the GOAL program?

2. Tell us about this student's talents or things that he/she is good at doing.

3. Tell us about this student's interests or things he/she likes to do.

4. Is there anything else you want to tell us about this student in considering the need for gifted services?

Name of Referral Source: _____



LAUREL
SCHOOL DISTRICT

G.P.P.D.S.

Gifted Pupil Personal Data Sheet

Part 1 : STUDENT INFORMATION

SCHOOL: _____

NAME: _____ MSIS: _____ GRADE: _____

DOB: ____/____/____ RACE: _____ GENDER: _____

ADDRESS: _____ CITY: _____ ZIP: _____

PHONE: _____

PARENT/GUARDIAN: _____

Eligible for Intellectually Gifted Services Not Eligible for Intellectually Gifted Services

Local Survey Committee (LSC) Signatures:

PRINT NAME	SIGNATURE	TITLE
		Goal Teacher

		Classroom Teacher
		Principal/Counselor
		Ex. Ed. Director
		Psychometrist



LAUREL
SCHOOL DISTRICT

Gifted Eligibility Report

Date: _____ Eligible for Services Not Eligible for Services

Name: _____ Date of Birth: ___/___/___
First Middle Last

Grade: _____ School: _____ School Year: 20__ 20__ Referral

Type: New to System Parent Teacher

	Data Considered	Dates Std. Score/Scores/Percentile	Criteria	Eligible
Group Intelligence	Ravens 2	___/___	90%ile	<input type="checkbox"/> No <input type="checkbox"/> Yes
General Intellectual Ability	SIGS	___/___ Raw Score___ Std. Score___ Percentile___	96%ile	<input type="checkbox"/> No <input type="checkbox"/> Yes
Creativity	SIGS	___/___ Raw Score___ Std. Score___ Percentile___	96%ile	<input type="checkbox"/> No <input type="checkbox"/> Yes
Leadership	SIGS	___/___ Raw Score___ Std. Score___ Percentile___	96%ile	<input type="checkbox"/> No <input type="checkbox"/> Yes
Achievement	iReady MOY Diagnostics	___/___ Reading BGL OGL AGL Math BGL OGL AGL	Top 80% OGL+	<input type="checkbox"/> No <input type="checkbox"/> Yes
Mental Abilities	RIAS-2	___/___ VIX___ NIX___ CIX___ Raw Score___ Percentile___	90%ile 90%ile	<input type="checkbox"/> No <input type="checkbox"/> Yes

Eligibility Decision

- Student is not eligible.
 Student is eligible through Provisions for Emerging Potential for Gifted (*attach EPG checklist*)

Eligibility Team:

Psychometrist: _____ GOAL Teacher: _____

Administrator : _____ Date: _____

Parent Signature Date



LAUREL
SCHOOL DISTRICT

Parental Consent for Evaluation

SCHOOL: _____

NAME: _____ MSIS: _____ GRADE: _____

DOB: ____/____/____ RACE: _____ GENDER: _____

ADDRESS: _____ CITY: _____ ZIP: _____

PHONE: _____

Parental Consent

I have been informed of the identification process for the GOAL program. The Family Education rights and Privacy Act (FERPA) has been explained to me, and I hereby consent to having my child tested in an effort to determine if a gifted eligibility can be satisfied according to criteria in the Gifted Program Regulations.

Signature of Parent/Legal Guardian: _____ Date: ____/____/____



LAUREL
SCHOOL DISTRICT

Eligibility Notification & Permission for Placement

Date: _____

Dear Parent(s) or Guardian(s) of _____:

Your child meets the eligibility criteria for the Laurel School District GOAL Program for the _____ school year. No further evaluation will be needed.

Your child's progress in the GOAL Program and in regular educational classes will be reviewed at the end of each semester. For a child to continue in the GOAL after initial placement, he/she must demonstrate success in the program. You will be informed if your child's placement is in jeopardy.

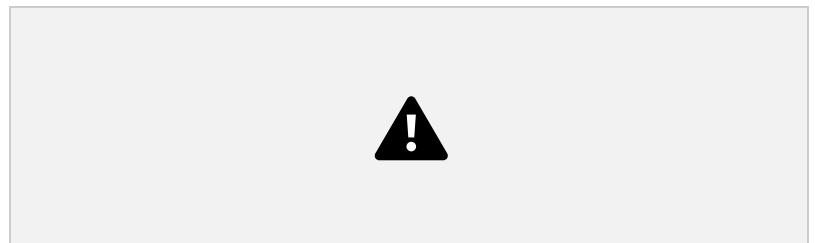
Because no change can or will be made in your child's schedule without your consent, we are informing you that GOAL students will receive instruction in a pull out program in which he/she will attend for a minimum of 240 minutes weekly outside of the regular classroom.

Teacher of the Gifted Principal or Assistant Principal

Please indicate your consent or decline consent and check that you have received the Continuation Criteria for Gifted Program.

- I agree with the proposed placement of my child into the gifted program.
- I disagree with the proposed placement of my child into the gifted program. I received the Continuation Criteria for Gifted Program.

Parent Signature Date



GOAL Continuation Criteria

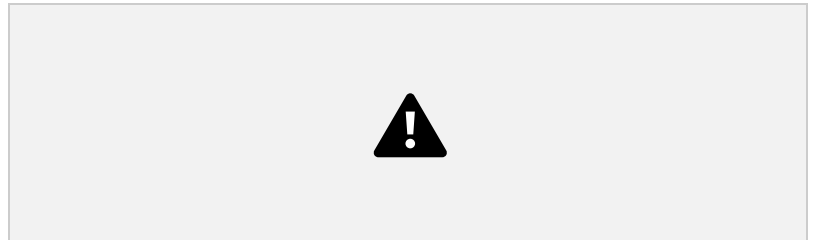
Any student who receives gifted education services in the LSD GOAL Program shall continue to receive services, provided that the student demonstrates satisfactory performance in gifted and regular education classes.

A. Students who do not maintain the required performance will be subject to furlough at the request of a

parent, teacher, or the student. (furlough: A temporary withdrawal is considered a furlough. Students may be furloughed for one semester or the entire academic year.) The purpose of such a furlough is to provide the student an opportunity to attain performance goals in GOAL or the regular classroom. Furlough may be granted for reasons that may include the following:

- a. Student scheduling concerns based on school offerings
- b. Failing grades in regular classroom at grading benchmarks
- c. Family/personal reasons
- d. Failure to submit at least 90% of all assigned work in GOAL
- e. Failure to comply in GOAL with behavioral expectations listed in The Student Code of Conduct
- f. Request by parent to exit student from the Gifted and Talented Program

B. Teachers, parents, and/or students may formally (in writing) request furlough from GOAL. C. A student who meets or exceeds performance goals is removed from furlough and continues in the GOAL program; a student who does not meet the performance goals will be withdrawn from the GOAL program.



Ineligibility Notification

Date: _____

Dear Parent(s) or Guardian(s) of
_____:

Your child was referred for evaluation for gifted services. The Eligibility Committee has completed that process, and according to the Mississippi Department of Education guidelines, he or she does not currently meet the eligibility requirements.

However, this current decision does not preclude consideration for the GOAL program at a later date. Please encourage your child to continue the excellent academic achievement that contributed to the original decision to refer him or her to the GOAL program for consideration.

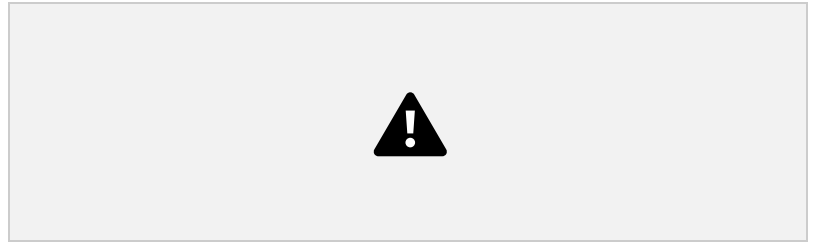
Sincerely,

Screening Committee Representative

Parent Signature Date _____

If you would like a conference, please contact _____
Name/Title

at _____ or _____.
Phone # Email Address



Request for Furlough

Date of Request: _____ **School:** _____

Person Requesting Furlough: **Teacher** **Parent** **Student Name:**

Grade: _____

Reason for furlough request:

- Student scheduling concerns based on school offerings
- Failing grades in regular classroom at grading benchmarks
- Family/personal reasons
- Failure to submit at least 90% of all assigned work in GOAL
- Failure to comply in GOAL with behavioral expectations listed in The Student Code of Conduct
- Request by parent to exit student from the Gifted and Talented Program

Please indicate the dates when each step was completed below

Step 1: Student/Parent is notified (Documentation is required.). Date ___/___/____ Step 2:

Conference is held with parent and student (Documentation is required.). Date ___/___/____

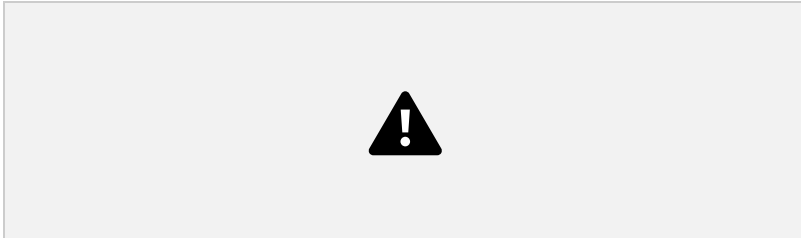
Furlough Granted

Furlough denied

Reason for denial: _____

Print Name	Signature	Title
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		Parent
		Classroom teacher
		GOAL teacher
		Administrator



Identification Matrix

Student Name: _____ School: _____

Instrument	1 point	2 points	3 points	4 points	TOTAL
Group Intelligence Test: RAVENS 2	85-89%	90-93%	94-97%	98+%	
iReady Diagnostic Reading or Math		Early Grade Level	Mid Grade Level	Above Grade Level	
SIGS Checklist: General Intellectual Ability	85-88%	89-93%	94-96%	97-100%	
SIGS Checklist: Creativity	85-88%	89-93%	94-96%	97-100%	
SIGS Checklist: Leadership	85-88%	89-93%	94-96%	97-100%	
TOTAL					
Student Score: _____	(minimal acceptable score is 15)				



EMERGING POTENTIAL FOR GIFTED CHECKLIST

Student: _____ Grade: _____ Teacher: _____

District: _____ School: _____ Date: _____

Questionnaire completed by: _____

Relationship to Student: _____

Option I:

A student who has been diagnosed with ADD/ADHD qualifies for the use of the Emerging Potential for Gifted testing criteria as defined in the Regulations.

Date of Diagnosis: _____ Person making diagnosis:

_____ (Please attach documentation of diagnosis and recommendations.)

Option II:

Students who satisfy 5 of more of the following criteria may be considered for Emerging Potential for Gifted testing criteria

- Limited English proficiency or English is not their primary language
- Frequent moves from one school/district to another
- Home or after school responsibilities may interfere with learning activities
- Few academic enrichment opportunities available in the local neighborhood
- Cultural values may be in conflict with dominant culture

- Non-standard English interferes with learning activities
- Experiences difficulty staying on task
- Experiences frequent absenteeism
- Lack of access to cultural activities within the dominant culture
- Poor reading skills



Annual Reassessment

Student's Name: _____ **Grade:** _____

Based on the above student's performance in the Gifted Studies Program during the _____ school year this committee recommends:

_____ He/she remain in the program based on satisfactory progress

_____ He/she should remain in the program but should be monitored closely due to limited progress in the program as noted on the checklist below

_____ He/she should be removed from the program based on unsatisfactory progress as noted on the checklist below

Reasons for the decision to monitor the student closely or remove student from the program are as marked below:

_____ Lack of progress in program

_____ Incomplete assignments

_____ Lack of self-motivation

_____ Refuses to do or will not participate in class activities

_____ Failure to demonstrate effective interpersonal relationship skills

_____ Failure to take initiative in self-directed learning activities

_____ Verbal statements of dislike of the Gifted Studies Program

_____ Other: _____

Date of LSC Meeting: _____

LSC Members:

Gifted Teacher Administrative Representative

IF DECISION TO REMOVE WAS CHECKED COMPLETE BELOW:

Parent was notified of decision to remove student from Gifted Studies Program and informed that they have the right to appeal this decision at a parent conference on date _____.

I agree with this decision to remove my child _____ from the Gifted Studies Program.

Parent Signature: _____ Date: _____

I disagree with this decision to remove my child _____ from the Gifted Studies Program and wish to appeal in writing two weeks from this date.



ANNUAL REASSESSMENT FOR CONTINUED PLACEMENT IN THE GOAL PROGRAM

A reassessment committee shall meet at least annually to reassess each gifted student's continuation in the GOAL program. The committee must include, at least, the student's teacher of the gifted and a designated administrative representative. Documentation of the meeting must be maintained and must include the name(s) of the student(s) discussed, a list of the committee members present, and the date of the meeting. Since participation in the gifted program is an entitlement under the law, the student 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 is the responsibility of the regular classroom teacher and should not be considered as reason for removal from the gifted program.

Should the committee determine that the student should exit the program due to lack of progress in the program and/or unsatisfactory participation in the program, the student's parents must 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 ten (10) school days after the meeting with the principal, express their concerns in writing and present them to the Petal School District gifted contact person. The gifted contact person will schedule a district level review committee of at least three members within ten (10) school days or a timeframe agreed upon by the parents. Parents will be extended an invitation to attend the review meeting. All proceedings will be taped for documentation purposes. At the hearing, the LSC will present supporting data for its decision to dismiss the student from the gifted program. The parents will be able to present character witnesses; statements to support allowing the student to remain in the program and/or other data as appropriate to support the request to allow the student to remain in the gifted program. The hearing review committee will review the evidence presented and notify within two (2) school days the principal, parent, and teacher of the decision.

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 students. Written parental permission must be obtained before the student is placed back in the program.



EOY CHECKLIST

Annual reassessment

Cumulative folder updates

Submit folders to Ex. Education Department

Parent/Teacher Survey

Roster updates

Rosters submitted to Ex. Education
Department
All documentation uploaded in team drive

































