

Homework / Classroom Work:

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

Participation in the Program:

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

Progress Reporting:

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

Performance in the Regular Classroom:

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

Visitors in Gifted Classroom:

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



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

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GULFPORT
SCHOOL
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INTELLECTUALLY GIFTED EDUCATION PROGRAM

Program Philosophy:

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

Gifted Instructional Management Plan:

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

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

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

Intellectually Gifted Pull-Out (Grades 2-12):

A group of all intellectually gifted students are provided services by a properly endorsed teacher in a self-contained room for a required minimum of 240 minutes per week. It is recommended that gifted students receive a minimum of 270 instructional minutes. The recommended time for gifted instruction is 330 minutes (including planning time) per week.

MDE GIFTED OUTCOMES:

COMMUNICATION SKILLS

INFORMATION LITERACY

AFFECTIVE SKILLS

THINKING SKILLS

SUCCESS SKILLS

Out-of-State Gifted Eligibilities:

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

Independent or Private Testing:

Parents may have their child independently assessed by a licensed psychometrist or examiner. The student shall satisfy minimally acceptable criteria on the measures used. In addition, the child must satisfy additional Mississippi Department of Education requirements to be considered for the Gifted Education Program. This process can be found on the Gulfport School District's website.

Students with Potential:

Issues of Special Considerations, formerly Emerging Potential, for gifted students, potentially Twice Exceptional, and potentially Disadvantage Students will be addressed according to published Regulations for Gifted Education Program 2024.

STUDENT IDENTIFICATION PROCESS

Gulfport School District uses a multi-factored process for identifying intellectually gifted students in accordance with Mississippi Regulations for Gifted Education. The student identification process is described in the gifted regulations which are available at the Mississippi Department of Education's website: <http://www.mde.k12.ms.us>

There Are Two Types of Gifted Referral Processes:

- 2nd Grade Mass Screening
- Individual Referral

Requirements and Procedures for Referrals:

Referral for the gifted program may be based on consideration of performance in the regular classroom, potential ability, test performance, maturity, creativity, and leadership potential. While grades and/or achievement test scores might be an indicator of giftedness, by MDE Gifted Education Program Regulations, neither classroom behavior, grades, or achievement test scores may be used to eliminate a student from the identification process. A student may be referred by a parent, teacher, counselor, administrator, peer, self, or anyone having reason to believe that the student might be intellectually gifted.

Assessment Timeline:

For the purposes of the assessment timeline, referrals shall begin on the day that a signed and dated student referral is submitted by anyone believing that the student may be intellectually gifted. The student should be assessed within 90 calendar days of the receipt of the signed referral form.

Referral Must Include Documentation of a Minimum of Three or More of the Following Measures:

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

Mississippi State Department Definition for Gifted:

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

Regulations for the Gifted Education Programs 2013

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

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

The GSD Program Goals for Students Are:

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

Hearing Process:

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

Annual Reassessment for Continued Placement:

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

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

Parent Removal from the Program:

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

Reinstatement Procedures:

Students must remain out of the program for at least one nine week term before reinstatement. Arrangements for reinstatement in the program will be made through the reassessment and documented in the student's gifted file. Written notification of the student's eligibility for reinstatement will be forwarded to the parents and teachers of the student. Written parental permission must be obtained before the student can reenter the program.

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

Strength	Possible Problems
Acquires and retains information quickly.	Impatient with slowness of others; dislikes routine and drill; may resist mastering foundational skills; may make concepts unduly complex.
Inquisitive attitude, intellectual curiosity; intrinsic motivation; searching for significance.	Asks embarrassing questions; strong-willed; resists direction; seems excessive in interests; expects same of others.
Ability to conceptualize, abstract, synthesize; enjoys problem solving and intellectual activity.	Rejects or omits details; resists practice or drill; questions teaching procedures.
Can see cause-effect relations.	Difficulty accepting the illogical, such as feelings, traditions, or matters to be taken on faith.
Love of truth, equity, and fair play.	Difficulty in being practical; worry about humanitarian concerns.
Enjoys organizing things and people into structure and order; seeks to systematize.	Constructs complicated rules or systems; may be seen as bossy, rude, or domineering.
Large vocabulary and facile verbal proficiency; broad information in advanced areas.	May use words to escape or avoid situations; becomes bored with schools and age peers; seen by others as 'know it all.'
Thinks critically; has high expectancies; is self-critical and evaluates others.	Critical or intolerant toward others; may become discouraged or depressed; perfectionistic.
Keen observer; willing to consider the unusual; open to new experiences.	Overly intense focus; occasional gullibility.
Creative and inventive; likes new ways of doing things.	May disrupt plans or reject what is already known; seen by others as different and out of step.
Intense concentration; long attention span in areas of interest; goal-directed behavior; persistence.	Resists interruption; neglects duties or people during period of focused interests; stubbornness.
Sensitivity, empathy for others; desire to be accepted by others.	Sensitivity to criticism or peer rejection; expects others to have similar values; need for success and recognition; may feel different and alienated.
High energy, alertness, eagerness; periods of intense efforts.	Frustration with inactivity; eagerness may disrupt others' schedules; needs continual stimulation; may be seen as hyperactive.
Independent; prefers individualized work; reliant on self.	May reject parent or peer input; non-conformity; may be unconventional.
Diverse interests and abilities; versatility.	May appear scattered and disorganized; frustrations over lack of time; others may expect continual competence.
Strong sense of humor.	Sees absurdities of situations; humor may not be understood by peers; may become 'class clown' to gain attention.

* ADAPTED FROM CLARK (1992) AND SEAGOE (1974). SOURCE: ERIC DIGEST #E527