

SUPERINTENDENT'S MESSAGE

Dear Parents:

It is with pleasure that I welcome you and your children to Gifted Education in the Harrison County School District. The program described within this handbook is designed to enrich the academic day of the gifted student through challenge and motivation. Students who qualify and choose to enter the gifted curriculum must exhibit confidence, independence, and ability in meeting the requirements of the program. The district appreciates your support and effort in assisting your children in achieving academic excellence.

I anticipate an exceptional year for this program. You may be assured of my commitment to Gifted Education and continued support for these very capable students.

Roy Gill
Superintendent of Education

COUNTY ADMINISTRATION

Roy Gill..... Superintendent of Education
Mitchell King..... Assistant Superintendent

HARRISON COUNTY BOARD OF EDUCATION

District I Board Member.....	Rena Wiggins
District II Board Member.....	Tom Daniels
District III Board Member.....	David Ladner
District IV Board Member.....	Dr. Barbara Thomas
District V Board Member.....	Bill Bradley

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PROGRAM MESSAGE

Dear Parents:

Welcome to Gifted Education. This handbook is designed for parents, students, teachers, and administrators.

Gifted Education programming will be offered through an Instructional Management Plan. We anticipate serving approximately 1,000 students in the 2020-2021 school year. These students are the primary concern of the Gifted Education Department. Your input is anticipated and valued.

We are pleased to have an opportunity to serve your child. If I can be of assistance, please contact me at the Central Office, 539-6500.

Dorene Hansen
Director
Curriculum & Accountability

All procedures, Mississippi Codes, Mississippi Public School Accountability Standards for enactment of policy and procedures are available online through links provided on the Harrison County School District web-site.
<http://harrison.msbapolicy.org/>

PHILOSOPHY OF GIFTED EDUCATION

It is the belief of the Harrison County School District that gifted students have the ability and potential to excel with the benefit of a challenging instructional program provided to them based on their exceptionalities. It is for this reason, the District, will strive to provide a gifted educational program that meets the unique needs of the intellectually gifted student with educational experiences beyond those of the general education classroom. The District believes gifted students have an exceptional potential for academic achievement that must be tapped and enhanced. Through identification of the gifted student's strengths, needs, and interests, it is possible to develop strategies of instruction that will serve as motivational factors in the gifted child's academic progress. These strategies of instruction can afford the gifted student skills in higher-level thinking, objective decision-making, critical thinking, leadership, and a creative approach to problem solving. These teaching strategies can simultaneously broaden the student's scope of knowledge and afford the student with independent study skills that will serve the student throughout his or her academic life. The Harrison County School District is committed to the motivation and guidance of gifted students through enriched, quality education.

PROCESS OF ENTERING GIFTED EDUCATION PROGRAM

Based on the guidelines set by MDE in the gifted education regulations, the following process is used in selecting students in grades 2 through 8 for Intellectually Gifted Programming.

Revised 2016-2017

REFERRAL STAGE

- Mass Screening Referral Process or
- Individual Referral Process
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.
- Rescreening will not be done with the same screener within a six-month period.
- Data gathered to substantiate and document referral criteria.
- Results of three measures recorded on Assessment Report.
- Recommendation made by the GEP teacher.
 - _____ A. Student meets the minimal criteria on at least three approved measures as outlined in the gifted proposal and is eligible for I.Q. testing to determine eligibility.
 - _____ B. Student does not meet the minimal criteria on at least three of the above measures as outlined in the gifted proposal and is ineligible for further testing.
- LSC met to review referral.
- Written parental permission for testing obtained.

ASSESSMENT PHASE

- Folder forwarded to district office for Phase II of assessment.
- District LSC met to review assessment data and recommends the following:
 - _____A. Student meets the minimal criteria on the assessment measures and the I.Q. test and is eligible for placement in the gifted program.
 - _____ B. Student is Twice-Exceptional. Student should be granted provisional eligibility for one year.
 - _____ C. Student does not meet the minimal criteria on the assessment measures and is ineligible for gifted class placement.
- Notification to parents of eligibility/ineligibility
- Permission for placement.

BASIS FOR PROGRAM DESIGN & EVALUATION

A process-based Instructional Management Plan (IMP) is the basis of study for the students in the GEP, in grades 2-8. This IMP is flexible in that it recognizes the strengths, needs, and interests of the student and provides challenging learning opportunities reflecting these areas. Students are provided an Interest Inventory in the Gifted Education class and the GEP teacher analyzes this inventory, the psycho-educational profile, in-pur from the parent, achievement test scores, and the characteristics checklists. Development of individualized project-based learning opportunities is then provided for the student within the process skills of the IMP.

In 2nd through 6th grades, a documentation of the student's progress is made a minimum of once each nine-week term. This documentation reflects the General Preparatory Experiences, Group Training Experiences, and Experiences in Investigation of Real Problems in which the student has participated. Areas of social and creative growth are also assessed. This report is sent home to the parent each term. It is signed by the parent and returned to the Gifted Education Teacher. 7th and 8th grade student's progress will be assessed twice each 9 weeks as a numerical grade on their progress report and report card.

In accordance with the Mississippi Department of Education recommendations, the Gifted Program is evaluated annually by parents, students, and teachers through surveys. The information gathered is used to improve and strengthen the program and to provide ongoing training for Gifted Education teachers in order to ensure quality services for intellectually gifted students.

The Local Survey Committee, as well as the parent, has the authority to withdraw the student from the GEP

based on performance in the GEP. The GEP teacher completes an annual assessment of student progress in the GEP and recommendation for return to the GEP is approved or denied.

Appeal Process for Entering & Exiting Program

Parents/Legal Guardians may appeal a decision by submitting a written letter to the gifted education director requesting a review. Once appeal is received, the individual student's file will be reviewed by the director, building principal and a district survey committee member. The subsequent decision will be either of the following:

- A. Reaffirm the original decision
- B. Need to collect additional information to be documented in student's folder.

Following a decision, a conference will be held with parent/guardian to discuss and review recommendation. In case of no resolution the committee decision will be reviewed by the superintendent.

THE INTELLECTUALLY GIFTED PROGRAM

Instruction is based on targeted process skills and the Enrichment Triad Model of Joseph Renzulli, as adapted for the Harrison County School District.

PROGRAM GOAL

The program goal is dualistic.

1. To provide a differentiated curriculum, which systematically exposes the student to many fields of learning, provides process skills for advanced levels of thinking, and allows the learner the opportunity to become a producer rather than a consumer.
2. To incorporate the interests, strengths, and preferred learning styles of the student into the

differentiated curriculum, producing motivation for learning.

Objective 1 To instruct the student's gaining knowledge (*Type I Activities*) through General Preparatory Experiences.

Levels of Activities: Knowledge, Comprehension, and Application

Sequence of Implementation: General Preparatory Experiences will be an initial part of all units of study. These experiences will follow a topic of study pre-test.

Method of Group Instruction or Independent Study: Lecture, tapes, filmstrips, movies, resource people, field trips, interviews, research reading, research writing, reference materials: journals, magazines, resource books, reference books, software, Internet, etc.

Methods of Evaluation: Teacher and student rubrics, checklists that identify the level of the activity, type of activity, and grade earned for the activity, tests, aural and visual observations, and others.

Objective 2 To guide the students through Group (*Type II Activities*) Training Activities in processing to include:

- a) Units of study based on the process of Benjamin Bloom's Taxonomy (Cognitive Domain, Levels 1,2,3,4,5, &6.).
- b) Studies of experimentation based in The Scientific Method of Study.
- c) Problem solving in at least one of three modes: creative, real life, or future.

- d) Activities in creativity enhancement (fluency, flexibility, elaboration, originality).
- e) Suggested Mississippi State Department of Education (MDE) strategies to meet MDE Recommended Outcomes.
- f) Use of technology in research and product development

Levels of Activities: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation.

Sequence of Activities: Group Training Activities absorb General Preparatory Experiences at the initial stages of the process. Group Training Activities then build further.

Method of Instruction: Teacher-made or published units of study which provide activities written on and identified as the six cognitive Domain Levels of Benjamin Bloom's Taxonomy; working science experiments based in the five sequential steps of the Scientific Method of Study; solving problems from real life situations of possible situations using the creative activities related to the unit of study as well as, independent creative activities in fluency, flexibility, originality, and elaboration; methodological skill development; affective learning experiences; suggested MDE Outcomes activities, and demonstration of technology uses for research and product development.

Method of Evaluation: Post-tests for overall unit evaluations, grading of level activities, teacher and student rubrics, checklists that identify the type of activity, and the grade earned for the activity, aural and visual observations.

Objective 3 To guide the student through risk-taking (*Type 3 Activity*) experiences as the student becomes involved in problem-based learning and investigates real life problems related to student interests.

Levels of Activities: Analysis, Synthesis and primarily Evaluation

Sequence of Activities: Investigation of Real Problems presupposes that General Preparatory Experiences have given the student basic knowledge. Investigation of Real Problems further presupposes the student is capable of methodological skills and thinking at the higher levels of analysis, synthesis, and evaluation that are the result of Group

Training Activities. Therefore, Investigation of Real Problems is a product level that must follow the two preceding objectives.

NOTE: Objective 3 should entail a long term, self-motivated, all absorbing study, primarily performed by the student. The activities maintain a high level of demand regarding research, risk-taking, and commitment. They place the student in the role of the professional.

Method of Instruction: Activities from the Evaluation Level of the Bloom Unit of Study may produce these activities. Placement of a science project or a writing or artistic endeavor in an area of competition can produce these activities. Writing for publication, speeches, debates or displays of original work may produce these activities. Activities in which the student studies, takes a position, and allows that position to be in a climate of adult or peer criticism may constitute Real Problem Investigation. This level of work reflects leadership, creativity, tenacity, and above average ability to research and develop products.

Method of Evaluation: Evaluation at this level is subjective and is primarily based upon observation of the student's overall effort, not the position or solution chosen by the subject. The investment of the student in the adopted solution, belief, position, product, etc., and the

demonstration of professional performance are the primary methods of evaluation.

CURRICULAR DIFFERENTIATION

Intellectually gifted curriculum can be described as interest and strength-based curriculum that is “in addition to and different from” the regular curriculum offered for gifted eligible students. Students are routinely pre-tested and moved ahead to appropriate instructional and/or interest levels based on this assessment and/or interest inventories.

Gifted eligible students in the regular curriculum are often pre-tested and moved ahead to appropriate instructional levels as modeled in the GEP program. Project based learning opportunities and Curriculum Compacting are highly recommended curricular strategies for use in the regular curriculum for GEP students. GEP teachers are available to assist regular classroom teachers in the process of Curriculum Compacting.

CURRICULUM COMPACTING

Curriculum compacting is a process where the teacher:

- Pre-tests the students to determine which students have already mastered what is going to be taught
- Selects students who scored 90% or above (the mastery level can be set by participating teachers, 90% is recommended)
- Provides a way for those students to learn the 10% they did not know independently or in groups
- Provides different learning opportunities for these students when those who did not demonstrate 90% mastery are being taught the skills

- Different learning opportunities might include moving ahead to the next lesson (s) or independent or small group learning on a topic of interest

Curriculum Compacting allows advanced learners to move ahead through the content and skills, rather than being “taught” already mastered skills when the class learns them. In the same way, some students are provided additional assistance to learn skills that were not mastered, gifted students are provided additional assistance to learn new skills that are not mastered by offering more challenging curriculum opportunities.

TIME AND MAKE-UP PROCEDURES in the INTELLECTUALLY GIFTED PROGRAM

The 2-6 GEP student is taken from the regular classroom a *minimum* of 300 minutes a week and the 7th/8th grade student minimum class schedule is 240 minutes per week. This is usually scheduled in blocks of time that vary according to each school’s schedule. Due to scheduling difficulties, this hour may be the same hour daily, or it may be a floating hour. There are also conditions that dictate unique scheduling procedures.

Gifted students in grade 2-6 may not be required to make-up class work when they are scheduled to be in the gifted classroom. The teacher should provide the student with the information in the form of a handout or by posting the page numbers covered in a designated place in the classroom.

The Gifted Education student must accept the challenge of reviewing and learning the information provided. The student must be responsible for checking the designated area for posted information or hand out information. Actual paperwork handed-in during the student's Gifted Education period will not be required to be turned in.

GEP class is a required part of the student's academic week. Students are assessed, instruction is planned based on the results of the assessment, and teaching and active participation in assignments follows. Students are then assessed to determine progress. *Absences negatively affect the progress students can make in the GEP class. Students may not be held from the GEP class as punishment for behavior, incomplete assignments, etc.*

Journey Advisory Committee

This committee will be consulted for program design, evaluation, student activities and act as a support group in promoting the advancement of Gifted Education. Parents, teachers, administrators and/or community members are part of the advisory committee.

Mississippi Association for Gifted Children

MAGC is the state organization supporting gifted students, parents and teachers. Visit the website for information on gifted in the state of Mississippi at www.magcweb.org.