

***FOCUS ON NEW HORIZONS***  
*Fostering Originality, Creativity,*  
*Unique Ideas, and Self-direction*



*Picayune School District*  
*Gifted Education Program*

**Picayune School Board Approved: June 28, 2016**

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## *MISSION STATEMENT*

The primary outcome for the Picayune School District Gifted Education Program is Metacognition, a process skill requiring mastery of and use of many other process skills. Metacognition is the ability to understand one's own thinking processes combined with the ability to bring together one's total learning experiences (cognitive and affective) to bear on a new situation, enabling one to appropriately apply that understanding to and empower the new endeavor, action responsibly to enjoy the self-motivated discovery of new ideas and or solutions.

## *PURPOSE*

To ensure that gifted children who demonstrate unusually high potential as described in the below definitions are identified and offered an appropriate education based upon their exceptional abilities. Because of their unusual capabilities, they require uniquely qualitatively different educational experiences not available in the regular classroom.

## *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.

**“Gifted Education Programs (GEP)”** shall mean special programs of instruction for intellectually gifted children in grades 2-12. Such programs shall be designed to meet the individual needs of gifted children and shall be in addition to and different from the regular program of instruction provided by the district.

## BRIGHT CHILD/GIFTED CHILD

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

*By: Janice Szabos  
Challenge, Copyright 1989, Good Apple, Inc.*

## *CHARACTERISTICS OF AFRICAN AMERICAN GIFTED STUDENTS*

- Ability to express feelings and emotions
- Ability to improvise with commonplace materials and objects
- Ability to articulate well in role playing, socio-drama, and storytelling
- Enjoyment of and ability in creative movement, dance, drama, etc.
- Enjoyment of and ability in music, rhythm, etc.
- Use of expressive speech
- Fluency and flexibility in figural (visual) media
- Responsiveness to the concrete
- Responsiveness to kinesthetic
- Expressiveness of gestures, body language, and ability to interpret body language
- Humor
- Richness of imagery in informal language
- Originality of ideas in problem solving
- Problem centeredness or persistence in problem solving
- Emotional responsiveness
- Quickness of warm-up

Gifted African American students often hide their academic abilities. They share the same concerns as gifted students in general; poor peer relations, negative peer pressures, perfectionism, heightened sensitivity, concern about social and world issues, and excessive expectations from others. However, their concerns are compounded because they contend with social and environmental issues such as racism and discrimination, lowered teacher expectations, and high rates of poverty. Cultural conflict over difference relative to values and learning style preferences and psychological issues exacerbates underachievement among gifted African American student. All of these factors hinder effective identification and placement.

## *CHARACTERISTICS OF DISADVANTAGED GIFTED STUDENTS*

- High mathematical abilities
- Alertness, curiosity
- Independence of action
- Initiative, eagerness to do new things
- Fluency in nonverbal communication
- Imagination in thinking
- Flexibility in approach to problems
- Learning quickly through experience
- Retaining and using ideas and information well
- Showing a desire to learn in daily work
- Originality and creativity in thinking
- Responding well to visual media
- Leadership ability in peer group
- Responsible social behavior
- Varied interests
- Ability to generalize learning to others areas and to show relationships among apparently unrelated ideas
- Resourcefulness, ability to solve problems by ingenious methods
- Entrepreneurial ability, readily making money on various projects or activities
- Imaginative story telling, language rich in imagery
- Mature sense of humor
- Responsiveness to the concrete

## *CHARACTERISTICS OF GIFTED UNDERCHIEVERS*

- Low self-esteem in regards to their academic ability
- Negative attitude toward school or schoolwork (“boring”, or “dumb”)
- Rebellious toward authority
- Too social
- Problem perfectionism– Fear of failure or success (put off doing assignments because they may not be completely correct or exact)
- Disorganized
- Tendency toward denial
- Doesn’t take personal responsibility for success or failure
- Low tolerance for frustration
- Learning difficulties (may be gifted and have a learning disability)
- Low self-efficacy (won’t ask clarifying questions or seek assistance or modifications when needed)
- From underserved populations
- Anxious, impulsive or easily distracted (ADD, ADHD or daydreamers)
- Lack self-discipline

## ***PROCESS OF ENTERING GIFTED EDUCATION PROGRAM***

The identification process is used in selecting students in grades 2 through 6 for Intellectually Gifted Program. 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. All students comprise the initial screening pool of potential recipients for gifted education services.

- Mass screening will be done each year at the first grade level using a group measure of cognitive ability assessment.
- Individual Referral addresses students who are individually referred for gifted eligibility
- A review of MAP® Scores, Measures of Academic Progress, end of the year assessments, and individual grades annually for possible referrals for placement.

### ***MASS SCREENING REFERRAL***

This process requires all Mississippi districts to screen all students in at least one grade level each year. 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.

## *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.

## *REFERRAL PROCESS CRITERIA*

Students participating in the mass screening referral shall satisfy **two** of the following additional criteria before moving forward to the LSC Review of Referral Data Stage; 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:

- Group measure of intelligence that has been administered within the past twelve months (90% or above)
- Published Characteristics of Giftedness (superior range)
- Normed published measure of creativity (superior range)
- Normed published measure of leadership (superior range)
- 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
- Normed measure of cognitive ability (90% or above)
- Score at or above the 90th percentile on an existing measure of individual intelligence that has been administered within the past twelve months,

**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.

## *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. Student has satisfied minimal criteria on at least three measures and should move forward to the assessment stage, or
2. 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. Student has not satisfied minimal criteria on at least three measures and the identification 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 exist that may put the student at a disadvantage when inappropriate instruments are used during the assessment process.

## *PARENTAL PERMISSION FOR TESTING*

At this time, district personnel shall obtain written parental consent for testing through the **Gifted Pupil Personal Data Sheet (GPPDS)**, and parents will be informed of **Family Education Rights and Privacy Act (FERPA)**.

## *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.

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.

## EMERGING POTENTIAL/TWICE –EXCEPTIONAL GIFTED STUDENTS

**Emerging Potential 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:

- A test of cognitive abilities with a minimal score at the 90th percentile,
- A group intelligence measure with a minimal score at the 90th percentile, or
- 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.

**Potentially Twice-Exceptional 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 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.

## *OUT OF STATE ELIGIBILITIES*

Each state has a unique set of eligibility criteria for placement in a gifted program. Hence, a student moving to Mississippi with a gifted eligibility from another state must satisfy Mississippi eligibility criteria before being considered for placement in the gifted program. The eligibility ruling from another state may be used to initiate the referral process in Mississippi. There is no temporary placement in the gifted program while the student goes through the eligibility process within the district.

## *PLACEMENT IN THE GIFTED PROGRAM*

After a student has been ruled eligible for placement in the intellectually gifted program, parents must sign and return the **Parental Permission for Initial Placement Form** before the student is placed in the program. The parent has the right to withhold placement of the child in the program.

## *PARTICIPATION IN THE GIFTED PROGRAM*

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. 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.

## *HOMework/CLASSWORK*

Gifted students in grades 2-6 **may not** be required to make-up classwork missed when they are scheduled to be in the gifted classroom. Gifted students shall be held accountable for demonstrating mastery of concepts and information on regularly scheduled tests. It should be noted that some gifted students will not be high academic achievers for a variety of reasons. It is not reasonable to expect intellectually gifted students by virtue of having been granted a gifted eligibility rulings, to make all A's and B's.

## *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 will be notified in writing 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.

## *INTERVENTION*

- Once placed on probationary status, the FOCUS teacher will meet with the child and his/her parent or guardian to assist them in setting goals and devising a plan to meet those goals successfully (intervention plan). Educational plans based on individual interests should be a part of the discussion. A target date for evaluating progress toward the stated goals will be determined. If, on this date, progress has been satisfactory, no further action is necessary.
- If, at the end of the intervention period, the student's progress toward the individualized goals has not been satisfactory, and the student is clearly not benefiting from the program, the student may be removed from the program for the **remainder of the school year**. Proper documentation should accompany the student's removal. The Probation Assessment Form or Withdrawal Form will be used.
- Should the parent not agree to the removal of the student from the gifted program, the parent shall be granted a hearing with district personnel for a final decision.

## *HEARING PROCESS*

Parent(s) who are not in agreement with the school based committee decision to remove their child from the gifted program will present their concerns, orally or in writing, to the principal of that school. The principal, teacher, and parent will attempt to resolve the matter informally. If the parent(s) is not satisfied with the action taken by the principal, the parent(s) shall, within five school days after meeting with the principal, put their concerns in writing on the **Appeal/Grievance Form** to the gifted contact person for the FOCUS Program. The gifted contact person will schedule a meeting within five school days or a timeframe agreed upon by the parent(s). Parent(s) will be extended an invitation to attend the meeting. The committee will render a written decision based on information shared during the meeting.

# Methodologies &

# Strategies for Process Skill Development



A partial listing of the methodologies and strategies used for process skill development in the Picayune Gifted Program.

Type 1	Type 2	Type 3
<p><b>General Interest/ Exploratory Activities:</b> These activities are designed to provide students with as wide a range of experiences as possible.</p>	<p><b>Group Training Activities/Skills Development:</b> These activities are designed to develop thinking and feeling skills, and students are involved in designing, experimenting, comparing, analyzing, recording, and classifying. Skills to be developed include creative and critical thinking, learning how to learn, using advanced level reference materials, and communicating effectively.</p>	<p><b>Individual and Small Group Investigation of Real Problems:</b> Students apply the knowledge and skills they have developed while working through Type 1 and Type 2 activities. They become investigators of real problems, working on specific areas of study towards presentation to a real audience. Activities include re-searching, surveying, or making a presentation.</p>
<p><b>Field Trips</b> May include but not be limited to:</p> <ul style="list-style-type: none"> <li>• Walter Anderson Museum</li> <li>• George Ohr Museum</li> <li>• Alice Mosely Art Center</li> <li>• NASA</li> <li>• State and National Parks</li> <li>• Wetlands</li> </ul>	<p><b>Organizational Skills</b></p> <ul style="list-style-type: none"> <li>• Units of study</li> <li>• Notebook/portfolio</li> <li>• Product development</li> <li>• Interest inventories</li> <li>• Individual and group goal setting</li> <li>• Planning sheets</li> <li>• Evaluations</li> </ul> <p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>• Fluency, Flexibility, Originality, and Elaboration</li> </ul>	<p><b>Organizational Skills</b></p> <ul style="list-style-type: none"> <li>• Interest inventories</li> <li>• Individual and group goal setting</li> <li>• Planning sheets</li> <li>• Self-evaluations</li> </ul>

<ul style="list-style-type: none"> <li>• National History Museum</li> <li>• WLOX</li> <li>• Plays</li> <li>• D-Day Museum</li> <li>• Highland Hospital</li> <li>• City Hall/County Courthouse</li> <li>• Audubon Zoo</li> <li>• Insectarium</li> <li>• Aquarium of the Americas</li> <li>• Exploratorium</li> <li>• Crosby Arboretum</li> <li>• Area Businesses and Restaurants</li> <li style="text-align: center;"><b>Career Education</b></li> <li>• Visiting Speakers</li> <li>• Trips to work places</li> <li>• Vo-tech</li> <li style="text-align: center;"><b>Exploratory Experiences</b></li> <li>• Guest speakers</li> <li>• Newspaper</li> <li>• Mentors</li> <li>• Videos</li> <li>• "How to" demonstrations</li> <li>• Hall displays/bulletin boards</li> </ul>	<ul style="list-style-type: none"> <li>• practice and training.</li> <li>• Creating expression</li> <li>• Creative Problem Solving</li> <li>• Creative Process Training Activities</li> <li style="text-align: center;"><b>Thinking Skills - Critical, Logical, Creative, and Higher Order Thinking Skills</b></li> <li>• Training in higher order thinking</li> <li>• SCAMPER</li> <li>• FFOE</li> <li>• Deductive thinking exercises</li> <li>• Interviews</li> <li>• Logical Skill Development Activities</li> <li>• CPS training activities</li> <li>• Decision making activities</li> <li>• Spontaneous thinking activities</li> <li>• Independent/small group investigations</li> <li style="text-align: center;"><b>Research Skills</b></li> <li>• Organizational skills training</li> <li>• Research</li> <li>• Survey development</li> <li>• Compiling data from a survey</li> <li>• Interviews</li> <li>• Use and recording of sources</li> <li style="text-align: center;"><b>Communication</b></li> <li>• Training practice in the writing process</li> <li>• Training for public speaking and presentations</li> <li>• Basic debate training</li> <li>• Parliamentary debate training</li> <li>• Training for digital photography</li> <li>• Training for Power Point presentations</li> <li style="text-align: center;"><b>Life Skills</b></li> <li>• Money management-budgeting/balancing</li> </ul>	<ul style="list-style-type: none"> <li style="text-align: center;"><b>Creative Expression</b></li> <li>• Publish books</li> <li>• Community/school brochures</li> <li>• Power point presentations</li> <li>• Presentation of product</li> <li>• Performances</li> <li>• Digital portfolios</li> <li>• Character presentations</li> <li style="text-align: center;"><b>Thinking Skills/ Problem Solving</b></li> <li>• Simulations</li> <li>• CPS projects for school and community problems</li> <li style="text-align: center;"><b>Independent/small group investigations</b></li> <li>• Autobiography research/presentation</li> <li>• Robotics Team</li> <li>• Career research</li> <li>• Social and emotional issue discussions</li> <li>• Product preference poll</li> <li>• Quantitative and qualitative product testing</li> </ul>
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	<ul style="list-style-type: none"> <li>• checkbook training activities</li> <li>• Field work</li> <li>• Trips to local businesses</li> <li>• Organization skills/time management</li> <li>• Role playing situations</li> <li style="text-align: center;"><b>Leadership</b></li> <li>• Training activities</li> <li>• Organization for leadership experiences</li> <li>• Role playing</li> <li>• Goal setting</li> <li>• Interpersonal training</li> <li style="text-align: center;"><b>Career Exploration</b></li> <li>• Talent assessment</li> <li>• Career research</li> <li>• Resume development</li> <li>• Practice in completing job, college, and scholarship applications</li> <li style="text-align: center;"><b>Social/Emotional</b></li> <li>• Interest and learning style assessment</li> <li>• Decision making</li> <li>• Small and large group discussions</li> <li style="text-align: center;"><b>Creative and Performing Arts</b></li> <li>• Study of art elements</li> <li>• Study of art mediums</li> <li>• Study of art history</li> <li>• Compiled art portfolios</li> <li>• Skits</li> <li>• Vocal performance</li> <li style="text-align: center;"><b>Evaluation Skills</b></li> <li>• Interest inventories</li> <li>• Learning style inventories</li> <li>• Individual and group self-evaluations</li> </ul>	<p style="text-align: center;"><b>Global and Community Involvement</b></p> <ul style="list-style-type: none"> <li>• Recycling</li> <li>• More Than Warmth (quilt project)</li> <li>• Community Thanksgiving</li> <li>• Child Hunger project</li> <li>• Persuasive speeches on environmental issues</li> <li>• Research/ Informative speeches within animal units</li> <li style="text-align: center;"><b>Life Skills</b></li> <li>• Simulations</li> <li>• Real life problem solving</li> <li>• Economics/ consumerism</li> <li style="text-align: center;"><b>Creative and Performing Arts</b></li> <li>• Plays</li> <li>• Mock Trials</li> <li>• Character presentations</li> <li>• Productions/skits</li> <li>• Puppet shows</li> </ul>
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***UNITS OF STUDY  
PICAYUNE SCHOOL DISTRICT  
FOCUS PROGRAM***

To insure continuity within the district, the following broad units are used to teach process skills in the Picayune School District Gifted Education Program.

**Units vary, but may include:**

**Grades 2 & 3**

Mexico, Fairy Tales, Australia, Greek Forum (Public Speaking Simulation), Snakes

**Grades 4, 5, & 6**

Economics, Egypt, Primates, India, Space, Amphibians, King Lexicon/Middle Ages, Japan (Dictionary Simulation)

*Optional units may include but not be limited to the following:  
Human Body, Christopher Columbus, Human Brain, Art, Bubbleology, Color, Robotics, Native Americans, Explorers, U.S. Presidents, Weather, Scientific Method, Forensic Science, Fingerprinting, Insects*

***REPORT CARD***

Students are evaluated on their performance in the Gifted Education Program. Students receive a separate report card for the gifted program, which evaluates their performance on various skills with a ranking system of 1—5 (Unsatisfactory to Outstanding). In the event a student fails to make progress or exhibits unsatisfactory participation in the program as indicated on the report card (56 or below), the student will be placed on probation for the next nine week period. Probationary status will be indicated on the report card. At this time, an intervention meeting will be scheduled.

**Picayune School District  
Gifted Education Program Report Card**

Student: \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_ Year: \_\_\_\_\_

<u>Rating Scale</u>	
Unsatisfactory-----	1
Minimal Performance ----	2
Acceptable -----	3
Good -----	4
Outstanding -----	5

<p>Total possible score per nine weeks: 100  <b>*NOT comparable to regular education grading scale.</b>            *56 or below = Probationary status  <b>A check indicates probationary status:</b>  <u>9 weeks:</u></p>
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<b>Leadership</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Demonstrates good classroom behavior and respect for teachers and classmates.				
Demonstrates positive interpersonal relations within a group.				
Works diligently towards goals, getting things accomplished, and working on projects.				
Participates willingly and enthusiastically in class activities.				
<b>Thinking Skills</b>				
Demonstrates understanding of various levels of Bloom's Taxonomy.				
Displays ability to make wise decisions.				
Shows ability to analyze information.				
Demonstrates personal responsibility in completion of commitments.				
<b>Communication</b>				
Demonstrates the ability to develop and present an oral presentation.				
Demonstrates the ability to use creative writing skills.				
Demonstrates the ability to use self discipline during group activities.				
<b>Research/Self-directed Learning</b>				
Demonstrates organizational skills.				
Successfully completes research assignments				
Demonstrates task-commitment/Is self initiating.				
<b>Creative Thinking</b>				
Uses fluency in creative thinking activities.				
Uses flexibility in creative thinking activities.				
Uses originality in creative thinking activities.				
Uses elaboration in creative thinking activities.				
<b>Listening Skills</b>				
Maintains appropriate posture and attends to speaker.				
Maintains pleasant demeanor and refrains from inappropriate interruptions.				
<b>Total Points Earned:</b>				

## *INSTRUCTIONAL MANAGEMENT PLAN*

A process based Instructional Management Plan (IMP) is the basis of study for student in the gifted program. The IMP is flexible in that it recognizes the strengths, needs, and interests of the student and provides challenging learning opportunities reflecting these areas. The IMP includes the components of the Mississippi Gifted Education Program Standard and program outcomes for the specific gifted program.

## *PARENT RESOURCE WEBSITES*

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

<http://www.magcweb.org>

<http://www.nagc.org>

<http://www.usm.edu/karnes-gifted>

<http://www.prufrock.com>

<http://www.wmcarey.edu/events/creativity-exploration-workshop-children-and-youth>

# Picayune School District FOCUS Program Withdrawal Form



*“Students participating in gifted services who choose to withdraw, in collaboration with their parents/guardians, must submit a withdrawal form. The reason for withdrawal must be stated on the withdrawal form.”*

**Student Name:** \_\_\_\_\_

**School:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

\_\_\_\_\_ My child has previously been enrolled in the gifted program and I would like to have my child removed from the program.

**Reason for withdrawal:**

- |  |                                       |
|--|---------------------------------------|
| _____ Lack of Interest in Program      | _____ Difficulty in Regular Education |
| _____ Schedule Changes/Conflict        | _____ Change in Program Design        |
| _____ Lack of Maturity Level/Stressful | _____ Other (explain under comments)  |

**Date the withdrawal becomes effective:** \_\_\_\_\_

NOTES/COMMENTS: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

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**Received Via:** \_\_\_ Student Delivery \_\_\_ Parent Meeting \_\_\_ Mail/Other \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ **Date:** \_\_\_\_\_  
*Parent/Guardian Signature*

FOCUS Teacher: \_\_\_\_\_ **Date Received:** \_\_\_\_\_  
*FOCUS Teacher Signature*

**PICAYUNE SCHOOL DISTRICT  
FOCUS PROGRAM  
*Appeal/Grievance Form***

Date: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

Student Name:  
\_\_\_\_\_

Parent/Guardian Name:  
\_\_\_\_\_

Telephone #: \_\_\_\_\_ Cell #: \_\_\_\_\_

Please briefly explain the nature of the appeal concerning the student named above:

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_  
*Parent/Guardian Signature*

\_\_\_\_\_  
*Date*

**PICAYUNE SCHOOL DISTRICT  
GIFTED EDUCATION PROGRAM**

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Picayune, MS 39466

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