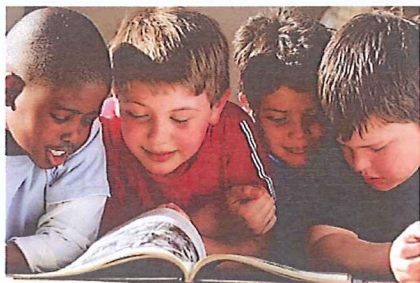


## Gifted Mission Statement

Choctaw County School District recognizes that students who possess exceptional gifts and talents should be granted the direction, time, encouragement, and resources to maximize their potential. Administrators, teachers, counselors, and facilitators will work with parents, students and the community to identify intellectually gifted students from all backgrounds. Choctaw County School District will offer these students the differentiated instruction and opportunities they need in order to become confident and productive adults.

## MDE Definition of Intellectually 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.”



**Our gifted program is called PACE which stand for the Program of Academic and Creative Enrichment.**

## Parent Resources:

The **National Association for Gifted Children** (NAGC) is an organization of parents, educators, other professionals and community leaders to address the unique needs of children and youth. [www.nagc.org](http://www.nagc.org)

The **Mississippi Association for Gifted Children** (MAGC) was founded by parents and teachers in 1974. MAGC is a non-profit organization that serves as a public advocate for gifted children and youth in the state of Mississippi. MAGC is the only state-level organization specifically for the gifted. [www.magcgifted.org](http://www.magcgifted.org)

The **Council for Exceptional Children** (CEC) is the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted. [www.cec.sped.org](http://www.cec.sped.org)

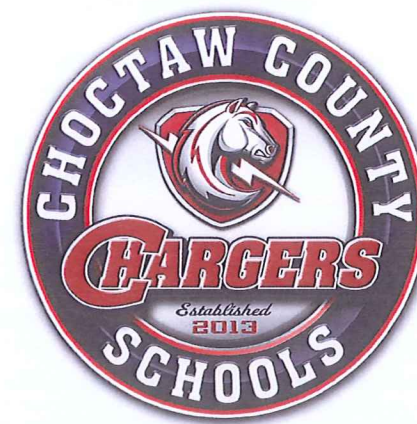
The **Association for the Gifted** (TAG) organized in 1958 by The Council for Exceptional Children, helps professionals and parents work with gifted children. [www.cectag.com](http://www.cectag.com)

**National Society for the Gifted and Talented** is to advance the development of gifted, talented, and high potential youth, in the United States and abroad, through opportunities, advocacy, and exemplary programs and practices. [www.nsgt.org](http://www.nsgt.org)

The **Association for the Education of Gifted Underachieving Students** (AEGUS) provides a forum for ideas and interventions aimed at helping twice-exceptional students reach their full potential. [www.aegus1.com](http://www.aegus1.com)

**Supporting Emotional Needs of the Gifted** (SENG) focuses primarily on the adults (parents, educators, etc) in the lives of gifted children. SENNG provides information on identification, guidance, and effective ways to live and work with gifted individuals. [www.sengifted.org](http://www.sengifted.org)

**Hoagies' Gifted Education Page** is a resource guide for the education of gifted children with links to many gifted education resources available on the Internet. [www.hoagiesgifted.org](http://www.hoagiesgifted.org)



## Gifted Education Program



**Ackerman Elementary School**

**8475 Highway 15**

**Ackerman, MS 39735**

**662-285-4052**

## Common Characteristics of Gifted Individuals

- Unusual alertness, even in infancy
- Rapid learner; puts thoughts together quickly
- Excellent memory
- Unusually large vocabulary and complex sentence structure for age
- Advanced comprehension of word nuances, metaphors and abstract ideas
- Enjoys solving problems, especially with numbers and puzzles
- Often self-taught reading and writing skills as preschooler
- Deep, intense feelings and reactions
- Highly sensitive
- Thinking is abstract, complex, logical, and insightful
- Idealism and sense of justice at early age
- Concern with social and political issues and injustices
- Longer attention span and intense concentration
- Preoccupied with own thoughts—daydreamer
- Learn basic skills quickly and with little practice
- Asks probing questions
- Wide range of interests (or extreme focus in one area)
- Highly developed curiosity
- Interest in experimenting and doing things differently
- Puts idea or things together that are not typical
- Keen and/or unusual sense of humor
- Desire to organize people/things through games or complex schemas
- Vivid imaginations (and imaginary playmates when in preschool)

All classes are taught by gifted endorsed teachers.



## Gifted Outcomes

**Thinking Skills** – Given a topic, the learner will define and classify the problem(s), make connections, and draw distinctions, analyze information objectively and critically, and differentiate truth and beliefs from his/her understanding of what is logically and realistically possible.

**Creativity** – 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.

**Information Technology** – Given a real situation, the students 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.

**Communication Skills** – Given a need to retrieve or disseminate information, the student 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.

**Affective Skills** – 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.

**Success Skills** – Given a real life situation, the students 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.

## Identification Process For Students

### Step 1 – Referral

Two types of gifted referral processes:

- Mass Screening addresses those students who are screened in large groups.
- Individual Referral addresses those students who are individually referred.

### Step 2 – LSC Review of Referral Data

Once the referral data has been collected the LSC shall review all data and make a recommendation.

### Step 3 – Parental Permission for Testing

District personnel shall obtain written parental permission for testing and notify parents about their rights under FERPA.

### Step 4 – Assessment

The assessment stage is the individual test of intelligence, which shall be administered by a licenses examiner. The examiner shall review all available data on the students and use that information to select the most appropriate test of intelligence. A student must score at or above the 91<sup>st</sup> percentile on approved subtest or total composite in order to satisfy eligibility criteria.

### Stage 5 – Assessment Report

A written Assessment Report must be compiled on the student with all the pertinent information about the student and data compiled during the gifted referral process.

### Stage 6 – LSC Eligibility Determination

Once the Assessment Report is finalized, the LSC shall meet to review all data and determine if eligibility criteria has or has not been satisfied.