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Clinton Public School District
Clinton, Mississippi
601-924-7533

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The ACCENT program is designed for students whose measured intelligence places them in the top nine percent nationally. Students attend gifted classes five hours each week. The program begins in the second grade and continues through the sixth grade.

Mission Statement

The mission of the Clinton Public School District's Gifted Education Program (GEP) is to maximize student potential through challenging curriculum and differentiated instruction that provide learning experiences planned for depth, complexity, creativity, and productive thought.

Overview of Gifted Program Competencies, Goals, and Outcomes

THINKING SKILLS	CREATIVITY
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.	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).
INFORMATION LITERACY	**COMMUNICATION SKILLS**
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.	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.
AFFECTIVE SKILLS	**SUCCESS 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 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.	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.

MDE OUTCOMES for Intellectually Gifted Education Programs, 2017

Program Description

The elementary program for gifted children operates on a semi-separation basis. Eligible students attend the ACCENT class for five hours each week.

Northside Elementary	Students attend ACCENT one hour each day during their enrichment period.
Eastside Elementary	Students attend ACCENT one hour each day during their tutorial time period.
Lovett Elementary	Students attend ACCENT during their exploratory time.

The ACCENT program begins in the second grade and continues through the sixth grade. Advanced Placement (AP) classes are offered at the high school level.

In providing a curriculum, the teachers tailor activities to match the learning styles of each student. The curriculum, based on higher levels of Bloom's Taxonomy of Cognitive and Affective Skills, deals with the high mental processes and lessons requiring analysis, synthesis, and evaluation. In addition, special qualities such as originality, fluency of ideas, intellectual curiosity, independence of thought, and conceptual elaboration are stressed. Opportunities are provided to develop roles of leadership and responsibility. Emphasis is placed on a learning atmosphere that promotes effective self-understanding by helping students know how they feel, how others feel, and how their behavior affects others. Thus, the curriculum provides opportunities for the students to explore, question, communicate, share, create, lead, follow, and make decisions.

The classes will include the following activities:

Independent Projects	Include work done by one student or by two to three students working together. These projects may be an outgrowth of an entire class study of a given topic or may stem from an interest of one or more students in an area unrelated to the work in the classroom
Informational Literacy	Provides instruction in techniques of research, including the use of technology as well as other resources.
Conceptual Units	Consist of a series of lessons on particular topics that relate to a conceptual theme. For example, a unit might center around the concept of "Daring Discoveries" or "Change." The use of broad concepts encourages the gifted student to make connections, to generalize, and to explore complex ideas.

Thinking Skills	Involve skills of inference, deduction, analysis, drawing conclusions, interpretation, and evaluation as steps in the process of thinking at deeper levels. Students are provided opportunities to develop these skills within the process of logical thinking.
Creativity	Teaches the use and development of the four types of creative thinking (fluency, flexibility, elaboration, originality), divergent and analogical thinking, visualization, attribute listing, morphological analysis, synectics, spontaneity, and risk-taking.
Success Skills	Develop the ability of a student to work with a group to create unique solutions to real or contrived problems. Present problem-solving situations designed to foster divergent thinking and to expose students to many discussion techniques. Group roles are explored and leadership skills are taught. Utilize two types of discussion groups, the primary purpose being the formation of a consensus or decision so that an agreement on a plan of action may be accomplished. The learning group is used to help individuals explore ideas and to discover meanings through the interaction with others. Expose students to the characteristics needed to be good leaders. Students will discover the leadership styles of past and present leaders as well as analyzing their own styles.
Affective Skills	Offer students the opportunities to improve the qualities of intra- and interpersonal relations. Positive affective traits can help students relate to one another with warmth, trust, and respect. Since learning and living with others require social skills, skill building for positive relations is important. Learning more about oneself is imperative. Self-awareness leads to self-acceptance and self-improvement. Becoming one's best self can aid in all areas of life.

Characteristics of the Gifted Student

Can include:

Reasons well
Has extensive vocabulary
Has a long attention span
Shows compassion
Is intense
Has strong curiosity
Has a high degree of energy
Has a wide range of interests
Is an early or avid reader
Has mature judgment for age
Has a vivid imagination
Tends to question authority
Is good at jigsaw puzzles
Learns rapidly
Has an excellent memory
Is sensitive
Is a perfectionist
Is morally sensitive
Perseveres in their interests
Prefers older companions or adults
Has a great sense of humor
Is concerned with justice, fairness
Is a keen observer
Is highly creative
Has facility with numbers

The Differences Between a Bright Student and a Gifted Student

The Bright Child	The Gifted Child
Knows the answers	Asks the questions
Is interested	Is highly curious
Is attentive	Is mentally and physically involved
Works hard	Plays around, yet tests well
Answers the questions	Discusses in detail, elaborates
Is in the top group	Is beyond the group
Listens with interest	Shows strong feelings & opinions
Learns with ease	Already knows
Needs 6-8 repetitions for mastery	Needs 1-2 repetitions for mastery
Understands ideas	Constructs abstractions

Student Identification

The student identification process consists of a combination of subjective and objective measures to determine eligibility for the gifted program and includes equitable opportunity for the inclusion of students who are culturally diverse, underachieving, identified under Individuals with Disabilities Act (IDEA) guidelines, physically handicapped, or ADD/ADHD. Throughout the identification process, district personnel are careful to select measures that target the student's strengths. All instruments and measures administered have been validated for the specific purpose for which they are being used. All data collected as part of the identification process is protected by the Family Educational Rights and Privacy Act (FERPA). Access to this information is restricted to the personnel working directly in the gifted education program or having a documented need for access. Parents have the right to view their child's records. The district will provide the parent access to/or copies of requested records within a reasonable amount of time upon request. School screenings/testing will be conducted within 90 school days. The timeline will begin upon receipt of the signed and dated parental permission to conduct testing is obtained.

Process for Referring Students to the ACCENT Program

There are two types of gifted referral processes. Mass screening referral process addresses those students who are mass screened for gifted eligibility. CPSD mass screens all first through fifth graders each school year. Individual referral process addresses those students who are individually referred for gifted eligibility. 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.

Mass Screening Referral

When a complete grade is mass-screened, no parental permission needs to be obtained. There are two phases to the ACCENT identification process. Phase I consists of data collection and Local Survey Committee (LSC) Review. Phase II consists of written parental consent for testing and the administration of an Individual Intelligence Test.

Phase I

Step 1: All first through fifth grade students will be mass screened during the school year. CPSD will use a normed group measure of intelligence in the mass screening referral process. This process assists in identifying students in underrepresented populations. Students who obtain a full scale score at or above the

90th percentile will move forward in the referral process. Students who score at or above the 84th percentile but lower than the 90th percentile on the normed group measure of intelligence shall be subjected to a Special Consideration for Gifted Identification Checklist. If these students meet the criteria on the checklist, they shall move forward in the referral process.

Step 2: The next step in the process will consist of the collection of substantiated student data obtained through the use of objective and subjective measures. A student shall satisfy two of the following referral criteria (with a total of three) before moving forward to the Local Survey Committee (LSD) Review of Referral Data Stage:

- a score at or above the superior range on a normed published characteristics of giftedness checklist,
- a score at or above the superior range on a normed published measure of creativity,
- a score at or above the superior range on a normed published measure of leadership,
- 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,
- a score at or above the 90th percentile on a normed measure of cognitive ability,
- 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
- other measures that are documented in the research on identification of intellectually gifted students.

Step 3: Once the referral data have been collected, the school LSC shall review all data to see if criteria has been met to move to the next step.

*At this point the LSC will make the decision as to the possibility that the student could be eligible for consideration as a candidate for special consideration for gifted assessment. If it is believed that the student might have special consideration, then the Special Considerations for Gifted Identification Checklist should be completed for possible use during the assessment process.

Phase II

Step 4: District personnel will obtain written parental permission for testing on the Gifted Eligibility Form (GEF). District personnel will also notify parents in writing about their rights under FERPA.

Step 5: Once it has been determined that a student has satisfied minimal referral criteria and in order to move forward to the assessment stage, the data shall be made available to a licensed examiner. The assessment stage is the individual test of

intelligence, which shall be administered by a licensed examiner. 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. The examiner shall provide a signed and dated report of 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 criteria.

Step 6: District or assessment personnel shall write an Assessment Report, which must contain the following components:

1. Student's name
2. Name of at least 3 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 for each individually administered test(s)
7. Name of 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 signatures, and position
11. Date of Assessment Report

Step 7: Once the Assessment Report is finalized, the district LSC shall meet to review all data and determine if eligibility criteria have or have not been satisfied. The district LSC shall rule that the student is or is not eligible for the intellectually gifted program. District personnel will notify in writing the parents of each student tested for the intellectually gifted program about the assessment results. Students with a Mississippi eligibility ruling as Intellectually Gifted shall be accepted and placed appropriately the following school year. A parental consent form must be signed before students can receive services. Parents do have the right to refuse gifted education services.

Individual Referral

Step 1: Referrals can come from a teacher, administrator, counselor, parent, peer, self, or any other person having reason to believe that the student may be intellectually gifted. Referrals should be given to the student's regular education teacher, a gifted teacher, or the Gifted Coordinator. Students who are home-schooled can be referred and screened for intellectual giftedness if the student resides in the Clinton

Public School District. Should the student meet eligibility criteria, he/she can only participate in the ACCENT program if registered as a student in CPSD.

Step 2: Assessment Data will be collected by district personnel with at least three of the measures listed below included on each student.

- a score at or above the superior range on a normed published characteristics of giftedness checklist,
- a score at or above the superior range on a normed published measure of creativity,
- a score at or above the superior range on a normed published measure of leadership,
- 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,
- a score at or above the 90th percentile on a normed measure of cognitive ability,
- 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
- other measures that are documented in the research on identification of intellectually gifted students.

Step 3: Once the data has been collected, the school LSC shall review all data to see if criteria has been met to move to the next step. If the criteria has been met the student will move to the next step. If the criteria has not been met, the parents will be notified in writing that the student is ineligible for the program

*At this point the LSC will make the decision as to the possibility that the student could be eligible for consideration as a candidate for special consideration for gifted assessment. If it is believed that the student might have special consideration, then the Special Considerations for Gifted Identification Checklist should be completed for possible use during the assessment process.

Step 4: District personnel will obtain written parental permission for testing on the Gifted Eligibility Form (GEF). District personnel will also notify parents in writing about their rights under FERPA.

Step 5: Once it has been determined that a student has satisfied minimal referral criteria and in order to move forward to the assessment stage, the data shall be made available to a licensed examiner. The assessment stage is the individual test of intelligence, which shall be administered by a licensed examiner. 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. The examiner shall provide a signed and dated report of 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 criteria.

Step 6: District or assessment personnel shall write an Assessment Report, which must contain the following components:

1. Student's name
2. Name of at least 3 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 for each individually administered test(s)
7. Name of 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 signatures, and position
11. Date of Assessment Report

Step 7: Once the Assessment Report is finalized, the district LSC shall meet to review all data and determine if eligibility criteria have or have not been satisfied. The district LSC shall rule that the student is or is not eligible for the intellectually gifted program. District personnel will notify in writing the parents of each student tested for the intellectually gifted program about the assessment results. Students with a Mississippi eligibility ruling as Intellectually Gifted shall be accepted and placed appropriately the following school year. A parental consent form must be signed before students can receive services. Parents do have the right to refuse gifted education services.

Individual or Private Testing

Parents/guardians may choose to have their child individually assessed by a licensed psychometrist or examiner (at the parent's expense).

All assessment reports must include the required information outlined in the Mississippi Department of Education (MDE) Gifted Regulations and must be dated within one calendar year of submission by the parent/guardian. Students must meet the minimally acceptable criteria on the required assessment measures. In addition, students must satisfy at least three of the criteria listed in Phase 1, Step 2 (see "Referral to Assessment").

In-State and Out-of-State Transfers

Students who are eligible for gifted services in other Mississippi public school districts are eligible for placement in ACCENT if the student enrolls in the Clinton Public School District. Intellectually gifted students from out of state will be eligible for ACCENT once documentation that they have met the 91st percentile on an IQ test is provided. This includes students from military families based on the Military Interstate Children's Compact.

Student Evaluation

Gifted students in grades 2-6 will receive an ACCENT evaluation (Report Card) during each semester. These evaluations will assess student performance in the gifted instructional management plan, goals, and objectives. The student remains in the gifted program as long as progress is being made.

Annual Reassessment/Exit Policy

The Local Survey Committee (LSC) at the building level shall meet at least annually to reassess each gifted student's continuation in the GEP. This annual meeting typically takes place at the end of the school year. Once a student is placed in the gifted program, he/she will most likely continue in the classes. However, students who are unable to maintain satisfactory performance within the structure of the program may be removed.

<u>Exit Policy</u>

If a parent or guardian requests that a student exit the program during the school year, he/she must complete an exit form and submit it to the child's gifted teacher. At the written request of the parent/guardian, the student shall be able to re-enter the GEP at the beginning of the next semester or school year. Parents are encouraged not to use the Exit Procedures as a disciplinary action for behavioral or academic punishment but to seek alternative methods of modifications prior to removing the child from ACCENT. Conferences may be held to discuss modifications.

If the teacher of the gifted requests the exit, the following steps must take place:
Step 1: Teacher-student conference will be held to discuss what the child needs to do for the student to remain in GEP.
Step 2: Teacher-parent conference will be held to discuss the issues the child is facing in GEP.

Step 3: A teacher-parent-administrator conference will be held to discuss the student's need for exiting the gifted program. A parent who is not in agreement with the school-based committee decision to remove the student or who does not agree with any action within the gifted process will present their concerns, in writing, to the principal of the school. The principal and the parent will attempt to resolve the matter informally.

If the parent is not satisfied with the action taken by the principal, the parent shall, within five school days, request a hearing by putting their concerns in writing and presenting the written request for a hearing to the district's coordinator for gifted programming. The parent will be extended an invitation to attend the gifted hearing committee meeting at a time to be agreed upon by the parent and the committee. The committee will consist of the district's coordinator of gifted programs, a district or school level administrator other than the school's current administrator, and a teacher of the gifted program other than the student's current teacher. The gifted hearing committee will render a written decision based on information shared during the hearing meeting. The decision of the hearing committee will be mailed to the parent. The decision of the hearing committee will be considered final. If the student is removed from the program, written documentation will be given to the teacher of the gifted within three school days. The teacher of the gifted will provide the school counselor with a copy of the written documentation within three school days of receipt of the decision. The student shall be removed from the gifted program within five school days of the decision or as indicated on the documentation form.

Step 4: Copies of the Exit form and other documentation should be placed in the student's cumulative folder and in the gifted folder.

<u>Re-entry to the GEP</u>

Re-entry into the gifted program must take place as follows:

Step 1: The parent must submit a written request to the school's LSC.
Step 2: The LSC will meet, study exit documents, and the written request. From that information, the LSC will develop a suggestion to present to the parent. The suggestion may be to not re-enter the program, to re-enter the program under specific provisions, or to re-enter the program without any restrictions or provisions.
Step 3: A meeting with the parent/s, student, and LSC will be held to discuss the LSC's opinion on possible re-entry to ACCENT.
Step 4: If the student does re-enter and does not meet the provisions stated (see Step 2), the child will be exited from the gifted program.

Once in the GEP, the student shall remain as long as he or she is successful. "Grades/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." [Regulations for the Gifted Education Programs in Mississippi, 2013).

Homework/Classwork

Gifted education teachers should not assign work outside of class due to the demands of regular class assignments. All ACCENT assignments should take place within the gifted classroom, with exception of bringing materials for projects to complete in gifted class.

Gifted students shall 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 shall 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 eligibility to make all A's and B's.

Discipline Plan

The gifted education teachers will follow the discipline plan established by his/her individual school. Gifted teachers may refer students to the school counselor for social/emotional or behavioral interventions. If serious problems arise that are interfering with the performance and/or productivity of a child within the gifted classroom or his/her behavior is so obtrusive that it affects the productivity of other students, the steps in the exit procedures may need to be activated.

Program Evaluation

The GEP will afford administrators, teachers, parents, community leaders, and students the opportunity to evaluate the gifted program each year by completing an evaluation form during the spring. The results will be used to modify and improve the gifted program.

The Mississippi State Regulations and Standards for Gifted Education and the Clinton Public School District Gifted Education Program will be monitored annually based on submission of standards documentation. CPSD will modify its documentation to ensure compliance with the state guidelines.

Maintenance and Destruction of Gifted Student Files

The files for all students ruled eligible or ineligible for ACCENT will be maintained in Central Office until five years after students graduate from high school, at which time those files will be destroyed.

Other Options for High Ability Learners

- 7th grade – Pre-Algebra
- 8th grade – Algebra
- 9th grade – Honors English
- High School – Advanced Placement Classes in many subject areas

ACCENT Teachers

Northside Elementary School
2nd and 3rd grades

Kim Jordan	kjordan@clintonpublicschools.com
Kayla Quick	kquick@clintonpublicschools.com
Elizabeth Wilson	ewilson@clintonpublicschools.com

Eastside Elementary School
4th and 5th grades

DeMarla Fox	dfox@clintonpublicschools.com
Carley Marett	cmarett@clintonpublicschools.com
Toni Stubbs	astubbs@clintonpublicschools.com

Lovett Elementary School
6th grade

Jessica Cline	jcline@clintonpublicschools.com
Felicia Hudson	fhudson@clintonpublicschools.com