

IDENTIFICATION PROCESS:

Step 1: A student can be referred by a teacher, other school staff member, parent, or self and parental consent is given to begin the identification process, which begins at the end of first semester and continues into second semester of the school year.

Step 2: Student passes the screening process at the school level.

- Scores superior on the SIGS (Scale for Identifying Gifted Students)

AND

- Scores 90th percentile or above on a normed group measure of intelligence or on a nationally normed group measure of achievement
- Scores superior on a measure of leadership or creativity

Step 3: Student scores in the 90th percentile or higher on an individual IQ test and is ruled eligible for services.

Public Law 03380

The Family Educational Rights and Privacy Act (FERPA) gives parents of students under the age of 18, and students over the age 18, the right to examine records kept in the student's files.

Parents and eligible students have the right to review and have a copy of their educational records.

Parents and eligible students have the right to have records explained and interpreted by school officials.

School officials may not destroy any records if there is an outstanding request to inspect and review them.

Parents and eligible students who believe that information contained in the educational records is inaccurate, misleading, or a violation of any rights of the student may request that the records be changed.

Hearing

If the school decides that the records should not be changed, the parent or eligible student must be advised of his/her right to a hearing. The hearing is as follows:

To be held within a reasonable period of time, and the parent of the eligible student be given advance notice of the date, place, and time.

The hearing may be conducted by an individual, including an official of the educational agency or institution not having a direct interest in the outcome of the hearing.

At the hearing, the parent or the eligible student has the right to present evidence and be represented by individuals of his/her choice.

The decision of the hearing is to be in writing and the decision can be based only on the evidence presented at the hearing.

Records

A school may release certain kinds of educational records to educational and other social services agencies without permission from the parent or the eligible student. A record containing information regarding requests for records must be maintained with the student's files. This information can be inspected by the parents or eligible student.

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The Lowndes County Schools' Gifted
Program

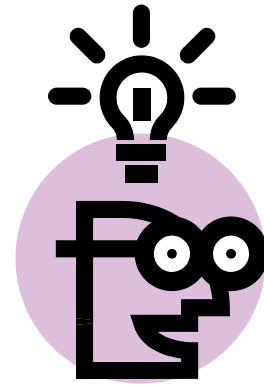
MISSION STATEMENT

Our program seeks to assure that our gifted students have the knowledge and skills needed for a successful life. The Lowndes County School District believes intellectually gifted students have unique intellectual, social, and affective needs. Our mission is to educate these students to be contributing members of society by inspiring, encouraging, challenging, and supporting them in the pursuit of their potential. The MERIT program provides a challenging environment using differentiated activities for all intellectually gifted students. This program works in collaboration with all stakeholders including students, staff, parents, and community.

Lowndes County School District offers the MERIT program 2nd – 8th grade. Students spend 4 to 5 hours per week in the MERIT program.

GIFTED PROGRAM OUTCOMES:

- Communication Skills
- Creativity
- Research
- Critical Thinking
- Creative Problem Solving
- Group Dynamics
- Self Directed Learning



GOALS AND OBJECTIVES:

- Provide a qualitatively different learning environment for our students.
- Be available to school personnel, parents, and students for individual consultation.
- Recognize and seek to meet the intellectual, social, and emotional needs of our gifted students.
- As requested, assist teachers in compacting curriculum.
- As requested, provide instruction/consultation on differentiating the curriculum.
- Facilitate the identification process for students not presently participating in the gifted program.
- Provide workshops for parents and regular education teachers.
- Research specific curriculum concerns regarding proper placement and materials for identified students.

Is My Child Gifted?

These are just a few of the behaviors that are characteristic of gifted children.

<i>Characteristic Strengths</i>	<i>Possible Problem Behaviors</i>
Acquires & retains facts quickly	Impatient with others; dislikes basic routine
Inquisitive; searches for significance	Asks embarrassing questions; excessive in interests
Intrinsic motivation	Strong willed; resists direction
Emphasizes truth, equity, & fair play	Worries about humanitarian concerns
Seeks to organize people and things	Constructs complicated rules; often seen as bossy
Creative / inventive; likes new ways of doing things	May be seen as disruptive and out of step
Sensitivity, empathy; desire be accepted by others	Sensitivity to criticism or to peer rejection
High energy and alertness; eagerness	Frustration with inactivity; may be seen as overactive
Independent; prefers individualized work;	May be a non-conformist; reliant on self may reject parent or peer input
Diverse interests and versatility abilities;	May appear disorganized or scattered; frustrated over lack of time
Strong sense of humor	Peers may misunderstand humor; may become "class clown" for attention.

*Adapted from Clark (1992) and Seago (1974). Source: ERIC Digest #E527 ERIC Digests are in the public domain and may be freely reproduced and disseminated.