

IDENTIFICATION PROCESS

The student identification process is separated in to 6 stages:

Stage 1 – Referral

Stage 2 – LSC Review

Stage 3 – Parental Permission for Testing

Stage 4 – Assessment

Stage 5 – Assessment Report

Stage 6 – Eligibility Determination

- Stage 1, 2, and 3 will take place during the instructional days of the school year as defined by the BPS school calendar.
- Stage 4, 5, and 6 will occur during the subsequent summer.
- The identification process consists of a combination of subjective and objective measures to determine eligibility for the gifted program and includes and equitable opportunity for the inclusion of students who are culturally diverse, underachieving, disabled 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 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 children's records at any time.

BILOXI GIFTED TEACHERS

Lisa Bouvette
Gorenflo Elementary School
Back Bay Elementary School
(228) 436-5145

Lindsey Duet
Back Bay Elementary School
228-436-5110

John Collins
Ryann Hawkins
Christina Pullin
Biloxi Upper Elementary
(228) 432-3700

Ann-Carter Tate
Mindy Townsend
North Bay Elementary
(228) 435-6166

Jillian Crump
Popp's Ferry Elementary
(228) 436-5135

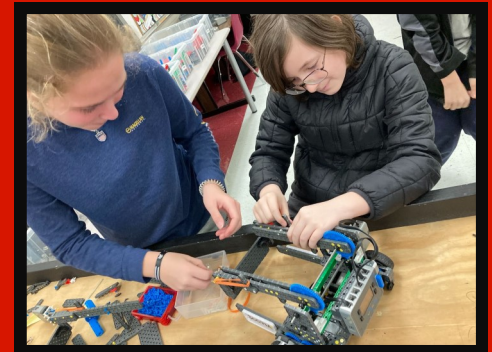
Dr. Traci McDill
District Gifted Contact
(228) 435-4600



≡ **C.R.E.A.T.E.**

Creative Reasoning, Enrichment and Thinking Experiences

BILOXI PUBLIC SCHOOLS



April Rice
Director of Special
Education
Biloxi Public Schools
228-435-4600



C.R.E.A.T.E: CREATIVE REASONING, ENRICHMENT AND THINKING EXPERIENCES

OUR MISSION: The CREATE program will recognize and nurture exemplary abilities so that Intellectually Gifted learners are provided an appropriately challenging education. This education will enable the students to realize their fullest potential and to become contributing citizens of the world.

OUR GOALS: To provide experiences which are centered in the development of thought processes with Exercises in the MDE Gifted Program Outcomes: Thinking Skills, Creativity, Affective Skills, Communication Skills, Success Skills, and Informational Literacy. Also included are Social/Emotional Development, Visual and Performing Arts Appreciation, and Career Awareness.



MDE DEFINITION The State of Mississippi defines “Intellectually Gifted Children” as follows: “Intellectually Gifted Children” shall mean those children and youth who are found to have exceptionally high degree of intelligence as documented through the identification process. “Gifted Education Programs (GEP) shall mean special programs of instruction for intellectually gifted children in grades 2 through 12, programs of instruction for Academically Gifted children within Grades 9 through 12, and programs of instruction for creatively and/or artistically gifted children within Grades 2 through 12 in public elementary and secondary schools of this state. 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.” Although the State of Mississippi recognizes permissive programming for academically gifted students in grades 9- 12, artistically gifted children in grades 2-12, and



creatively gifted children in grades 9-12, only intellectually gifted programs in grades 2-6 are mandated by law. At this time, the Biloxi Public Schools offers the program for intellectually gifted children in the mandated grades 2-6.



OUR PURPOSE: To identify those students who demonstrate unusually high achievement and/or potential for unusually high achievement. Because of their unusual capabilities, they require uniquely qualitatively differentiated education programs not usually available in the regular classroom. These uniquely different programs are required to enable the gifted students to realize their potential contributions to self and society. Programming is offered through a pullout resource program. Mississippi regulations require that intellectually gifted students be provided services by a properly endorsed teacher in a resource room for a recommended 300 minutes per week, or a minimum of 240 minutes per week.