

**A** CADEMICALLY

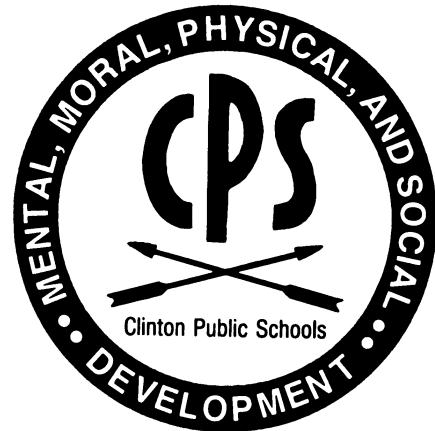
**C** HALLENGING

**C** REATIVE

**E** DUCATION

**N** EEEDED

**T** ODAY



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

## TABLE OF CONTENTS

<b>Mission Statement.....</b>	<b>3</b>
<b>Program Goals and Objectives.....</b>	<b>3</b>
<b>Program Description.....</b>	<b>4 - 5</b>
<b>Characteristics of Gifted.....</b>	<b>6</b>
<b>Differences Between Bright and Gifted.....</b>	<b>6</b>
<b>Student Referral.....</b>	<b>7</b>
<b>Student Identification.....</b>	<b>7</b>
<b>Exit Procedures.....</b>	<b>8 - 9</b>
<b>In and Out of State Transfers.....</b>	<b>9</b>
<b>Student Evaluation and Reassessment.....</b>	<b>9</b>
<b>Other Options for High Ability Learners.....</b>	<b>10</b>
<b>Accent Teachers.....</b>	<b>10</b>

## **ACCENT**

The ACCENT program is designed for students whose measured intelligence places them in the top five 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 Program is to maximize student potential through challenging curriculum and differentiated instruction which provide learning experiences planned for depth, complexity, creativity, and productive thought.

### **Program Goals and Objectives**

#### **\*To expand interests through the development of efficient and effective research**

- >Retrieve information from diverse and various sources
- >Format information using a variety of methods
- >Develop a creative research product
- >Plan and present research findings to an appropriate audience
- >Connect research to contemporary, scientific, and/or technological fields
- >Explore various career choices

#### **\*To foster reasoning abilities through the strengthening of thinking skills**

- >Identify the parts of an idea as well as recognize the relationships of those parts
- >Arrange and combine elements in order to form a whole not previously evident
- >Assess the value of an idea or concept as related to its stated purpose
- >Arrive at a conclusion based on reasoning from the specific to the general
- >Demonstrate an understanding of figural relationships

#### **\*To encourage originality, fluency, flexibility, and elaboration**

- >Demonstrate the ability to generate a large number of ideas
- >Demonstrate the ability to have ideas in different categories of thought
- >Demonstrate the ability to produce new and/or unique ideas
- >Demonstrate the ability to embellish ideas or products by adding details
- >Utilize the intuitive process
- >Connect apparently irrelevant objects in order to formulate new views to problems

#### **\*To provide opportunities to learn leadership and group dynamics skills**

- >Participate appropriately in a group discussion
- >Function as an effective group member
- >Explore the characteristics of a good leader
- >Analyze leadership styles
- >Examine four types of group members

#### **\*To assist in developing problem-solving abilities**

- >Identify problems
- >Find facts relating to the situation
- >Define problems
- >Seek solutions to a problem
- >Evaluate proposed solutions
- >Implement the plan

#### **\*To help develop sensitivity to others as well as a better understanding of self**

- >Develop a better understanding of and appreciation for self
- >Develop a better understanding of and appreciation for others

## 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 gifted class for an 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 the gifted class during their exploratory time.

The ACCENT program begins in the second grade and continues through the sixth grade. Each class consists of 7-14 students. 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 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.
- \*Research Provides instruction in techniques of research, including the use of the computer 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.
- \*Critical Thinking Involves skills of inference, deduction, analysis, drawing

	conclusions, interpretation, and evaluation as steps in the process of thinking at deeper levels. Students are provided with opportunities to develop these skills and with instruction in the process of logical thinking.
*Creative Thinking	Teaches the use and development of the four types of creative thinking – fluency, flexibility, elaboration, and originality.
*Creative Problem Solving	Develops the ability of a student to work with a group to create unique solutions to real or contrived problems.
*Group Dynamics	Presents problem solving situations designed to foster divergent thinking and expose students to many discussion techniques. Group roles are explored and leadership skills are taught.
*Group Discussion	Utilizes two types of discussion groups. The discussion group has as its primary purpose 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 discover meanings through interaction with other people.
*Leadership	Exposes students to the characteristics needed to be good leaders. Students will discover the leadership styles of past and present leaders as well as analyze their own styles.
*Affective Skills	Offers 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 requires social skills, skill building for positive relations is important. Learning more about oneself is imperative. Self-awareness leads to self-acceptance and improvement. Becoming one's best self, can aid in all areas of life.

## Characteristics of the Gifted Student

- \*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

Knows the answers  
Is interested  
Is attentive  
Works hard  
Answers the questions  
Is in the top group  
Listens with interest  
Learns with ease  
Needs 6-8 repetitions for mastery  
Understands ideas

### The Gifted Child

Asks the questions  
Is highly curious  
Is mentally and physically involved  
Plays around, yet tests well  
Discusses in detail, elaborates  
Is beyond the group  
Shows strong feelings & opinions  
Already knows  
Needs 1-2 repetitions for mastery  
Constructs abstractions

### **Student Referral**

A student may be referred by a teacher, administrator, counselor, parent, peer, self, or any other person having reason to believe that the student may be intellectually gifted. If you wish to refer a student, please contact Jamie Dowd at Northside Elementary (601-924-7531).

### **Student Identification**

There are two phases to the ACCENT identification process.

In the first phase, a student must meet **three** of the following criteria:

- Group intelligence test given in the last 12 months with a full scale score of 90% or more
- Group and/or individual nationally normed achievement test with a full scale score of 90% or more
- Normed checklist of intellectual skills with a score in the above average range
- Normed checklist of leadership characteristics with a score in the above average range
- Normed checklist of creativity with a score in the above average range

If three of the above criteria are met, the student progresses to the second phase. In the second part of identification, a parent will receive a letter or call informing him/her of parental rights, the required intelligence test score, a description of the gifted program, and a request for permission to administer an individual intelligence test to the child at that time a conference may also be held. No individual test will be given without the parent/s written consent. Upon receipt of the parent's signature, a time for the intelligence test will be scheduled.

A state certified psychometrist will administer the intelligence test. When the district receives a written report from the psychometrist concerning the child's performance on the test, a letter will be sent to the parent/s explaining the scores attained by the student. If a conference to discuss the results is desired, one will be granted.

## ACCENT Exit Procedures

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 exited. If it becomes necessary for a student to exit ACCENT, the following procedures will be used.

A. If a parent or guardian requests that a student exit the program, he/she must complete an exit form and submit it to the child's gifted teacher. Parents are encouraged not to use the Exit Procedures as a disciplinary action for behavioral or academic punishment but seek alternative methods of modifications prior to removing the child from ACCENT.

B. If the teacher of the gifted requests that a student exit the program, the steps listed below must be followed.

Step 1: Teacher-student conference will be held to discuss what the child needs to do in order for the student to remain in ACCENT.

Step 2: Teacher-parent conference will be held to discuss the issues the child is facing in ACCENT.

Step 3: Teacher-parent-administrator conference will be held to discuss the student's need for exiting the gifted program. If the parent does not choose to attend the meeting, the Exit form will be sent home for a signature. The signed form should be returned to the teacher of the gifted within 5 school days. If the form is not returned, the student will be automatically removed.

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

C. If a parent/guardian disagrees with the judgment to exit the child, an appeal can be made using the following steps.

Step 1: The parent/guardian should complete and return the Appeal Form within 10 days of receipt of notification of the exit decision. The form may be picked up at the student's school.

Step 2: The completed form should be sent to:

Assessment Coordinator of the Gifted  
Clinton Public School District  
P. O. Box 300  
Clinton, MS 39060



Step 3: The student's teacher of the gifted will send copies of student work and other documentation to the Assessment Coordinator.

Step 4: The District Gifted Screening Team which consists of the Superintendent of CPS, the psychometrist for CPS, and the assessment coordinator will make the final decision.

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

Step 1: The parent must submit a written request to the school's Local Gifted Screening Team.

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 reenter the program, to reenter the program under specific provisions, or to reenter 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 reentry to ACCENT.

Step 4: If the student does reenter and does not meet the provisions stated (see Step 3), the child will be exited for the gifted program.

### **In 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 System. Students who participated in gifted programs in another state will be considered for referral just as any other instate student.

### **Student Evaluation and Reassessment**

In grades 2-6, report cards are sent home three times during the school year. The student remains in the gifted program as long as progress is being made. Each year, a committee reassesses each student's participation. If the committee determines that the student should be removed from the program because of a lack of progress and/or unsatisfactory participation, the student's parents will be contacted. They, then, have the opportunity to discuss the committee's decision with district personnel before the student is removed from the program.

## Other Options for High Ability Learners

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

## ACCENT TEACHERS

### Northside Elementary School

2<sup>nd</sup> and 3<sup>rd</sup> grade:

Leslie Adair	<a href="mailto:ladair@clintonpublicschools.com">ladair@clintonpublicschools.com</a>
Susan Harkins	<a href="mailto:sharkins@clintonpublicschools.com">sharkins@clintonpublicschools.com</a>
Tracy Freeman	<a href="mailto:tfreeman@clintonpublicschools.com">tfreeman@clintonpublicschools.com</a>
Jamie Dowd	<a href="mailto:jdowd@clintonpublicschools.com">jdowd@clintonpublicschools.com</a>

### Eastside Elementary School

4<sup>th</sup> and 5<sup>th</sup> grade:

Leigh Curtis	<a href="mailto:lcurtis@clintonpublicschools.com">lcurtis@clintonpublicschools.com</a>
Lisa Saucier	<a href="mailto:lsaucier@clintonpublicschools.com">lsaucier@clintonpublicschools.com</a>
Jackie Massey	<a href="mailto:jmassey@clintonpublicschools.com">jmassey@clintonpublicschools.com</a>
Megan Myers	<a href="mailto:mmyers@clintonpublicschools.com">mmyers@clintonpublicschools.com</a>

### Lovett Elementary School

6<sup>th</sup> grade

Ellen Brunson	<a href="mailto:cbrunson@clintonpublicschools.com">cbrunson@clintonpublicschools.com</a>
Kayla Long	<a href="mailto:klong@clintonpublicschools.com">klong@clintonpublicschools.com</a>