

**Lee County School System
Gifted Program
Policy Manual**

LEE COUNTY SCHOOLS

MISSION STATEMENT

THE LEE COUNTY SCHOOL SYSTEM FOSTERS RELATIONSHIPS THROUGH DIVERSE, CHALLENGING, AND QUALITY EDUCATIONAL EXPERIENCES THAT CULTIVATE SUCCESSFUL CITIZENS.

LCSS Vision:

Learning, Empowering, Excelling

GIFTED PROGRAM DEFINITIONS

Lee County Schools define a **gifted student** as:

a student who demonstrates a high degree of intellectual, creative, and/or artistic ability(ies), exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields and who needs special instruction and/or special ancillary services to achieve at levels commensurate with his or her abilities.

Georgia Board of Education (GBOE) Rule 160-4-2-.38

A **differentiated curriculum**, as defined by the Georgia Board of Education, is comprised of courses of study in which the content, teaching strategies, and expectations of student mastery have been appropriately modified for gifted students.

Referrals are reviewed at K-5 by the Gifted Resource Teacher. Referrals are reviewed by the Counselor/Administrator over Gifted at 6-8. At the 9-12 level, students are not referred due to the Advanced Content model being used. Students in 9-12 whether gifted or not can choose to take AP/Honors courses. Personnel review assessment data to determine continued eligibility and design Plans of Improvement for gifted students who are not performing satisfactorily in the gifted class.

An **Eligibility Team** reviews referrals, reviews assessment data to determine eligibility, and designs Plans of Improvement for gifted students who are not performing satisfactorily in the gifted class.

- K-5 Eligibility Team: Principal or Assistant Principal and Gifted Resource Teacher
- 6-12 Eligibility Team: Principal or Assistant Principal and Counselor and consultation with Gifted/Advanced Content Teacher as needed.

Primary and Elementary

- The goal of the K-5 gifted program is to enable students to become self-directed learners who will naturally employ thinking, research, communication, and learning skills. The gifted specialists provide opportunities for students to master clearly defined state and local goals through a daily scheduled resource class, collaborative, and/or cluster grouping. The program emphasizes the process of learning as well as content. Critical and creative thinking skills are addressed daily. Multiple subjects are integrated into areas of study at the appropriate level of abstractness and complexity. The content is differentiated in ways that allow the students to construct a bridge between different fields of knowledge. The gifted specialists will provide a rigorous learning environment allowing students to pursue topics based on their strengths and interests.

Middle School

The responsibility of the Lee County Middle School Gifted Program is to expand the knowledge of the individual, to challenge the mind to think beyond the concrete level into the abstract, and to promote individuality as well as intellectual and creative thinking. Gifted students at the middle school are served through academic classes.

Academic classes may include any of the five disciplines: social studies, reading, science, English and mathematics. Students are placed in academic classes utilizing the Advanced Content model. These students are grouped homogeneously on the basis of achievement and interest in a specific academic content area of mathematics and reading. Other students are served via the clustering model. Curriculum modifications are made for gifted students in a heterogeneous regular classroom.

High School

Gifted services are provided in each subject area, grades 9-12 through Honors and Advanced Placement classes. Students will select the classes for which they feel most suited. The Advanced Content gifted model will be used. Emphasis will be placed on research, integration, cognitive learning, critical thinking, application and analysis. Opportunities for academic performance will be developed using multi-media technology as sources in the research process. Teachers of the gifted will provide rich and rigorous curriculum that extends beyond the basic core curriculum. Critical thinking skills to include problem-solving, interpretation of information and comparing/contrasting will be stressed. Cognitive skills such as theories, facts, concepts and independent acquisition of knowledge will be presented so that students must use application and analysis beyond that required for non-gifted education. Integration of curriculum will be adopted in an effort to reinforce and teach the interrelationship of subject areas. For example, knowledge gained in one subject area will be applied and expanded in other subject areas.

PROGRAM GOALS

The goal of the Lee County Gifted Program is to provide students with the opportunity to enhance cognitive skills, learning skills, research and communication skills by extending learning experiences beyond the regular classroom. Students will be served utilizing the SBOE approved delivery models as defined in the Resource Manual for Gifted Education Services.

Additionally, careful attention will be paid to equity issues such as the number of nominations and/or referrals of minority students and the proportion of referrals for both genders. Program evaluation results will guide the development of the needed staff development and/or procedural modifications.

Gifted students demonstrate characteristics that generally differentiate gifted learners from more typical learners – they learn at faster rates, their capacity to find, solve, and act on problems, their ability to manipulate abstract ideas and make connections. In developing performances and products, students have the opportunity to make choices and decisions that incorporate reading, math, science, social studies, communication, and technology skills.

Gifted Education Services Information

Stakeholders in Lee County are given information on the gifted services via the system web page, through each school's student handbook and through the System Code of Conduct.

PROGRAM STRUCTURE

Eligibility

Current Georgia Board of Education Rules and Regulations for Gifted Programs permit school systems to identify students for gifted education services using the multiple criteria rule, GBOE Rule 160-4-2-.38. Students are determined to be eligible for gifted education under this rule.

REFERRAL PROCEDURES

The Gifted Education Referral Process Flowchart indicates the steps that occur in the process from the referral phase to placement of a student in the program for gifted students and the subsequent annual review that occurs each school year.

The referral process has five basic steps:

1. referral of students as possible candidates for formal evaluation (any time of the year),
2. review of referrals and available data to determine if the referral for formal assessment is warranted (any time during year),
3. collection of data and assessment of referred students (fall for "new to Lee County, spring of year for others),
4. examination by the Eligibility Team or Gifted Teacher/Counselor of assessment data for determination of eligibility, and
5. placement in the gifted program, or if found ineligible, curriculum adaptations in the regular education program as may be necessary and determined by assessment data.

Student Referral

The purpose of the referral phase is to gather existing information about the student, including observation of student behaviors, in order for the Eligibility Team to determine whether further consideration for the gifted program is warranted. Any person who has knowledge of a student's intellectual functioning can make a referral. A referral may be made by teachers, counselors, administrators, parents or guardians, student peers, or by the student himself/herself.

Reported Referral

Persons wishing to refer a student will complete a Gifted Program Referral Form. Teachers will provide student summary information from the student information system and complete the required paperwork. Gifted Program Referral forms as well as other paperwork are to be turned in to the gifted education teacher at the student's school. Referrals may be turned in any time during the school year

but will be reviewed by the local school Eligibility Team shortly after school opens in the fall for new to Lee County students and in the Spring for all other students.

Students who move into Lee County that were actively engaged in a gifted program in another Georgia public school district will be placed in the gifted program in Lee County Schools once documentation of service in the former Georgia school district has been received. Students who move into Lee County that were actively engaged in a gifted program in a public school district outside the State of Georgia will be reviewed by the local school Eligibility Team to determine if any assessment is necessary before determining eligibility for gifted program services. Students entering prior to the Fall testing window in late September are assessed using Georgia criteria. Students new to Lee County entering after the Fall testing window, will be assessed during the Spring testing window (February/March).

Automatic Referral

A student is automatically referred if the student has some qualifying scores or significant scores from the previous two years of testing warranting further assessment.

Review of Referrals

Please note: Referral does not mean evaluate. If evidence does not support evaluating, then do not.

The Gifted Eligibility Team will meet according to a site-based schedule to review referral information. This information should include the Lee County Schools Reported Referral of Observed Gifted Behaviors Chart, Classroom Gifted Checklist, products/projects completed by the student, and any other supporting documentation.

As each student's information is reviewed, the team will make one of the following decisions regarding each referred student:

1. The student information collected thus far does not warrant a recommendation to continue the referral.

OR

2. The student will be referred for further assessment and data collection.

Grades K-8: Once a decision has been made for further assessment, the team will notify the parents or guardians in writing. A permission to test form for the Program for the Gifted is used for this purpose. Parental consent to evaluate must be obtained before further assessment occurs. The student will be screened with the administration of Naglieri Nonverbal Ability Test (NNAT).

Assessment of Referred Students

Assessment of students referred for gifted services will be conducted at two separate times during a school year – first grading period for students new to Lee County and in the spring for students referred during the school year.

When the Eligibility Team refers a student for further assessment, the gifted education teacher will administer appropriate tests and/or gather necessary data in all four categories of eligibility. This process can vary from student to student depending primarily on grade level and assessment data already available. More testing may be needed for some students than for others based on available and current data.

- The **Cognitive Abilities Test (CogAT)** will be used in K-12 to measure mental ability.
- For the category of achievement, a norm-referenced test such as the **Iowa Assessment** will be administered.
- An instrument which measures creative thinking, such as the **Torrance Test of Creative Thinking (TTCT)**, will be used to assess eligibility in the creativity category at all grade levels.
- For the category of motivation, assessment instruments that may be used include: the **Gifted Rating Scale (GRS/GRP)** Grades K-5.
- For the category of motivation in 6-8, students must have a grade point average (GPA) of at least 3.5 on a 4.0 scale where a 4.0 = A and 3.0 = B, or a numeric grade point average (NGA) of 90 percent on a 100 point scale where 100 = A and a 89 = B. Grades used to determine the GPA or NGA must be a two-year average of regular school program core subject grades in mathematics, English/language arts, social studies, and science.
- For the category of motivation in 9-12, GPA will be reviewed for students grades 9-12 in the content areas of mathematics, English, social studies, science, and foreign language (when it is a part of the transcript) to determine the upper 10% level of all students. This will determine the GPA that should be used as a criterion in the motivation category for high school students.

Determination of Eligibility

After data has been collected in all four eligibility categories, the Eligibility Team will carefully review all data to determine if sufficient information is available to make an eligibility decision. In keeping with GBOE Rule 160-4-2-.38, a student must meet eligibility criteria in one of two ways: a) score at the 99th percentile (for grades K-2) or the 96th percentile (for grades 3-12) on the composite or full scale score of a standardized test of mental ability and meet one of the achievement criteria, **or** b) qualify through a multiple-criteria assessment process by meeting criteria in any three of the four categories: mental ability, achievement, creativity and motivation. Any students' test scores that are less than two years old can be considered for qualifying for gifted services.

Ineligible Students

If students do not meet eligibility criteria as per GBOE Rule 160-4-2.38, students at grades K-12 will be eligible for re-screening in subsequent years. If scores are older than two years, then the student will be re-screened in that particular area.

Use of Outside Data

Assessment data gathered and analyzed by a source outside the student's school or school system must be considered as part of the referral and evaluation process. However, these outside data shall not be substituted for data the school generates during the testing/evaluation process and may never be the sole source of assessment data. The system shall never rely on this data exclusively for determination of eligibility for gifted program services. Outside test data *may be used* as part of a comprehensive profile of test and non-test evidence of advanced instructional needs.

Placement in Gifted Program

Based upon the data collected, the Eligibility Team will make one of the following decisions:

- The student is eligible for gifted program services under the criteria established under Rule 160-4-2-.38.
- OR
- The student is not eligible for gifted program services because he/she has not met the criteria established by Rule 160-4-2-.38.

An Eligibility Report Form must be completed and a copy given or sent to the parent(s) or guardian(s) for both eligible and ineligible students. A letter accompanies the Eligibility Report. If the student is eligible, consent for placement must be obtained prior to the student receiving gifted education services and a copy of the Eligibility Report Form will be scanned into the school system student information database.

Students can begin receiving gifted education services at one of two times during the school year. For primary, elementary and middle school students, new placements can occur at the beginning of the school year or at the completion of the assessment process scheduled at the beginning of the school year. High school students can begin gifted program services at the beginning of a term/semester when a new schedule of classes begins.

Reciprocity

- Students transferring from out of state will need to be considered on an individual basis by the Eligibility Team and a determination made regarding whether sufficient information exists to establish eligibility based on state and local criteria or whether further testing is needed. Transfer students must meet continuation policy criteria established for Lee County Schools in order to continue receiving gifted education services.
- Students who have been in a gifted program in another county in Georgia will automatically begin receiving gifted education services in Lee County as soon as documentation of placement in the former school district is confirmed and parent permission is received.

Curriculum Adaptations for Ineligible Students

When a student is found to be ineligible for gifted program services, opportunities are available for differentiation of instruction and further screening/assessment for the Gifted Education Program. Reviews of student testing data and achievement occur on a regular basis, typically one to two years of an initial screening.

Annual Review

The progress of each student receiving gifted education services shall be reviewed annually. Students performing satisfactorily in gifted education classes shall continue receiving gifted education services. The Continuation Policy for gifted education is part of this Administrative Procedures packet. Parent(s) or guardian(s) will be given a copy of the Annual Review and Program Description.

Continuation Policy/Procedure

Any student who receives gifted education services shall continue to receive services, provided the student demonstrates satisfactory performance in gifted education classes.

Satisfactory performance shall be based on the student maintaining passing:

- in the gifted resource class at K-5
- in gifted academic subjects at 6-12 with an overall 3.0 average for the grading period

Should a student fail to maintain satisfactory performance in the gifted classroom, a Plan of Improvement will be developed for primary and elementary students, while a conference will be held with the middle/high school students. This plan/conference will identify specific student goals that should lead to satisfactory performance once again. Parent/guardians of primary/elementary students will receive a letter requesting a conference and a copy of the Individual Academic Plan while the middle school/high school parents will receive the Notification of Probation letter that includes notification of the probationary period.

The probationary period will be a minimum of one grading period for students at all instructional levels. At the completion of the probationary period, the Individual Academic Plan will be reviewed. Students who meet the terms of the Individual Academic Plan will continue to receive gifted education services. Students who do not meet the terms of the Individual Academic Plan will no longer receive gifted education services.

Parents/guardians will receive written notification following the Eligibility Team meeting when the Individual Academic information is reviewed.

Parents who wish to schedule a conference concerning the student's continuation or exit from the program may do so.

Grading period = one semester for high school and middle school students; 9 weeks at primary and elementary level.

Withdrawal from Gifted Education Services

A student shall not be withdrawn from the Program for the Gifted without written notification to the parent/guardian and offered the option of a conference. A student may be dismissed from the gifted education program by:

1. not meeting the terms of an Individual Academic Plan,
2. parent request,
3. withdrawal from school (i.e., - moved),
4. graduation, or
5. the student's death

If for some reason a parent/guardian wishes voluntarily to withdraw their child from receiving gifted education services, they should inform the gifted education teacher in the local school. A conference will be scheduled to discuss the nature of the parental concern(s). The parents/guardians, a classroom teacher, a gifted education teacher, and an administrator will be invited to attend this conference. A withdrawal form should be completed to formally withdraw a student.

Re-entry

If a student has withdrawn from the gifted program for any reason other than moving from the county, and is considered for re-entry at a later time, the student will not be able to re-enter until the beginning of the next school year following the expiration of one calendar year. A student who was dismissed from the program following the development of an Individual Academic Plan must meet the goals of the Individual Academic Plan that were in place at the time of dismissal from the program. A student who exited the gifted program at the request of the parent/guardian must meet the eligibility criteria in place at the time of re-entry. It is the responsibility of the parent(s) or guardian(s) to request permission for the student to be considered for reinstatement into the program. This makes it possible for placement decisions to be made in time for planning for the next school year. Following the parents'/guardians'/request, the school's Eligibility Team will review the student's gifted education file to make a decision regarding re-entry into the gifted program. For a student to re-enter the gifted program, a re-entry response and/or an Eligibility-Placement Notification will be completed reflecting the change in the student's educational plan. Parents/guardians will receive written notification of the Eligibility Team's recommendation and will be offered the opportunity for a conference.

If a student is dismissed from the gifted program after a probationary period, the student must meet eligibility requirements to resume gifted education services.

LEE COUNTY SCHOOLS
Gifted Program
Eligibility Criteria Summary

To be eligible for gifted education services, a student must either

(a) score at the 99th percentile (for grades K-2) or the 96th percentile (for grades 3-12) on the composite or full scale score of a norm-referenced test of mental ability and meet one of the achievement criteria

OR

(a) qualify through a multiple-criteria assessment process by meeting the criteria in any three of the following four areas: mental ability, achievement, creativity, and motivation.

These criteria are in accordance with Rule 160-4-2-.38 of the Georgia Board of Education.

Students are assessed in the categories of: mental ability, achievement, creativity, and motivation. Assessment data for any of the four categories must be no more than two years old. Standardized tests that are used must be nationally normed. *Lee County Schools may use the following instruments or any other assessment measure that meets state criteria when determining program eligibility.*

| Categories | Assessment Instruments | Grade Level | Criteria |
|----------------|---|----------------------------|--|
| Mental Ability | Cognitive Abilities Test (CogAT) Verbal Component Quantitative Component Non-verbal Component Composite (V+Q+NV) <u>Any component score or composite score</u> | K-12 K-2 3-12 | (1) Psychometric Composite Score =99 th percentile K-2 ≥96 th percentile 3-12 (For composite) (2) Multiple Criteria ≤96 th percentile K-12 |
| Achievement | Norm-Referenced Test IOWA Total Reading Total Math Total Composite } Any one of the 3 | K-12 | (1) Psychometric Score ≥90 th percentile for any component score (2) Multiple Criteria ≤90 th percentile K-12 for any component score |
| Creativity | Torrance Test of Creative Thinking Figural or Verbal | K-12 | (2) Multiple Criteria ≥90 th percentile |
| Motivation | Gifted Rating Scale GPA (1 st sem or 3 rd 9 weeks) Grade Point Average | K-5 6-8 9-12 | (2) Multiple Criteria ≥90 th percentile at least ≥3.5 at least ≥3.5 |

CURRICULUM and SERVICES to be PROVIDED

Instructional Services-Materials

The mission of the Program for the Gifted of Lee County Schools is to provide for the extension of learning opportunities, development of individual potential, enhancement of the student's self-concept and advancement toward becoming an independent learner beyond the opportunities and experiences of the regular classroom. The program will provide differentiated curricula offerings based on the assessed needs of the student while meeting state objectives and the state gifted standards. The curricula will focus on developing cognitive, learning, research and reference, and meta-cognitive skills at each grade level.

Differentiated Curricula

Students receiving gifted education services while in primary and elementary school have *curriculum enrichment activities* that incorporate the four academic disciplines of: mathematics, language arts, social studies, and science.

At the middle school, academic classes may include any of the five disciplines: social studies, reading, science, language arts, and math. The course syllabus and academic content in each of these courses is differentiated in that it is faster paced and is more rigorous and challenging than what is found in a regular class at the same grade level.

In the high school, instructional services include an array of Gifted, Honors and Advanced Placement courses. Advanced content classes in science, English, mathematics and social studies are available for identified students. The syllabus and academic content in each of these courses is differentiated in that it is faster paced and is more rigorous and challenging than what is found in a regular class at the same grade level.

All gifted identified students are served at a minimum of 5 segments a week.

Lee County Schools

Gifted Education Continuation Policy

According to Georgia Department of Education, Gifted Program Regulations and Procedures, the performance of students receiving gifted education services will be evaluated annually. This will include evaluation of performance in the gifted resource classroom at the K-5 level and the gifted academic classes at the 6-12 level. When a student's performance is deemed unsatisfactory in the gifted education classroom, a referral shall be made.

At the primary/elementary level, intervention strategies will be used over a prescribed period of time by the classroom teacher and/or the gifted education teacher. Following the prescribed period of time, there will be a review of the student's progress. If the problem(s) persists, a meeting will be scheduled for the purpose of designing a Individual Academic Plan for a prescribed period of time determined by the Eligibility Team. During this time, the student's placement for receiving gifted education services is in jeopardy and the student is on probation. The Individual Academic Plan describes the goals that must be met in order for the student to continue to receive gifted education services. The student continues to receive gifted education services during the probationary period. At the conclusion of the probationary period, the Eligibility Team reviews the goals of the Individual Academic Plan. If the student has been able to meet the prescribed goals, placement in the gifted education program will continue; if the goals are not met, gifted education services will be discontinued.

At middle school, satisfactory performance in gifted courses shall be based on the student maintaining a 3.0 average for the grading period. Teachers will conference with students when student performance is deemed unsatisfactory. Students will be placed on probation for one entire grading period. At the end of the probationary period, the students' status regarding the continuation criteria will be reviewed. High School students failing or struggling in one or more gifted classes may choose to remain in the class only after a conference has been held with the student, parent and teachers involved. A decision will be reached jointly by all parties and a plan of improvement developed if the student is to remain in the gifted program.

Parents of students whose performance is deemed satisfactory will be notified of the Eligibility Team's recommendation for continuation in the gifted program.

Suggestions to use when Designing a Individual Academic Plan **

The gifted education teacher should document carefully the unsatisfactory performance of identified gifted students in the gifted education class. This documentation should be for a **minimum** of nine weeks and should be used when discussing and designing intervention for the student. Some things that may be considered when designing a Individual Academic Plan are:

For the unstructured student:

Set up a schedule that will help the student develop organization skills; break assignments down into smaller pieces; let the student know what is expected of him/her.

For the student with social and/or emotional problems:

Set up a counseling program with the school counselor.

For the student who begins to make poor grades:

Prescribe specific study skills; formal or informal diagnostic evaluation may also be needed.

For the unmotivated student or poor academic performer:

Determine whether the curriculum being offered is sufficiently challenging or appropriate for the gifted student; formal or informal diagnostic tests may need to be administered.

For the student who does not turn in required assignments:

Determine whether required assignments are necessary for the student to demonstrate mastery of the objectives; may need to set up a plan for modifying the standard curriculum assignments to permit the student opportunity to demonstrate mastery of the standard curriculum objectives; work with the student to set up realistic workload expectations; determine if program placement is appropriate.

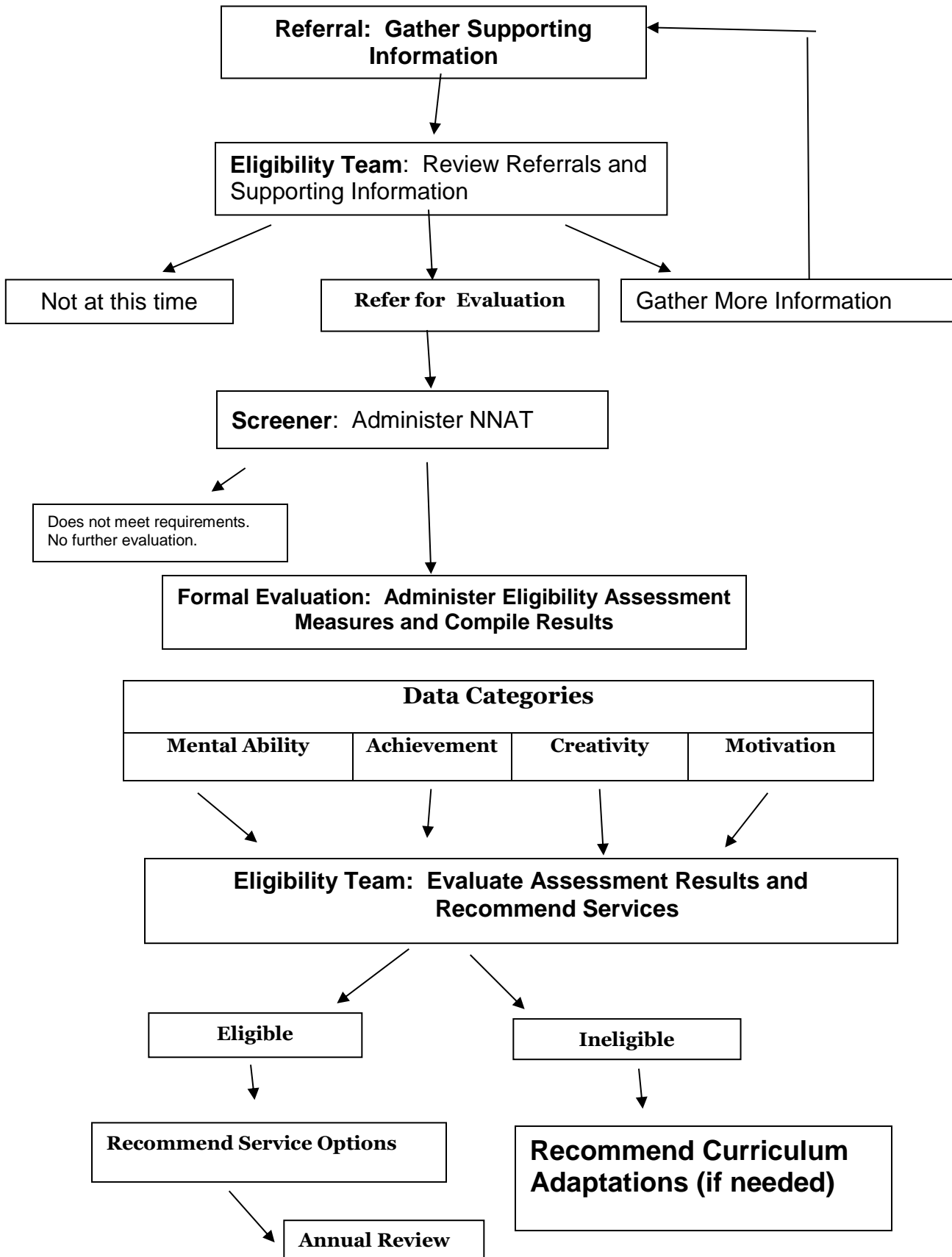
These are only suggested ideas. In some cases, standardized testing may need to be done or the most recent test results considered when determining program continuation. Students should not be dismissed from the gifted program for having a poor grade point average. An unsatisfactory grade point average is an indication of a problem-not the problem. The Gifted Eligibility Team should look at specific subject matter grades that may be in question. The Individual Academic Plan should be targeted toward skills and/or behaviors that will result in improved performance in that subject area(s).

The individual needs of the student and available resources should all be considered when the Eligibility Team is designing the Individual Academic Plan.

When possible, the student may be included when designing the Individual Academic Plan.

** Primary/Elementary Schools only

REFERRAL PROCESS



**Forms and Letters
to be used for Gifted
Screening and
Assessment**

Lee County School District Advanced Academic Program/Gifted Education

ELIGIBILITY REPORT

Name _____ Student GTID Number _____
 Date of Birth ____/____/____ Current Grade _____ School _____ Today's Date ____/____/____

The student must meet criteria in either Procedure 1 or Procedure 2 to be eligible.

| Assessment Instruments | | Date Given | Score %ile | Procedure 1 – Mental Ability & Achievement Criteria Required (Psychometric) | | Procedure 2 – Multiple Criteria 3 or 4 categories | |
|--|-----------------------------------|------------|--|---|--|--|---|
| M E N T A L A B I L I T Y | Cognitive Ability Test | __/__ | | <u>Requirements</u> | <u>Criteria Met</u> | <u>Requirements</u> | <u>Criteria Met</u> |
| | Verbal | | Composite Total K-2 ≥ 99%ile 3-12 ≥ 96%ile | <input type="checkbox"/> Yes <input type="checkbox"/> No | Composite or Component Total K-12 ≥ 96%ile | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | Quantitative | | | | | | |
| | Nonverbal | | | | | | |
| Composite | | | | | | | |
| | Other test(s): NNAT3 | | | | <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| A C H I E V E M E N T | Norm-Referenced Test: IOWA | __/__ | | <u>Requirements</u> | <u>Criteria Met</u> | <u>Requirements</u> | <u>Criteria Met</u> |
| | Total Reading | | Total Reading or Total Math or Composite K-12 ≥ 90%ile | <input type="checkbox"/> Yes <input type="checkbox"/> No | Total Reading or Total Math or Composite K-12 ≥ 90%ile | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | Total Math | | | | | | |
| | Composite | | | | | | |
| | | | | | | | |
| C R E A T I V I T Y | TTCT - Figural | __/__ | | | | <u>Requirements</u> ≥ 90%ile | <u>Criteria Met</u> <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | <i>Product/Performance</i> | __/__ | | | | ≥ 90%ile | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| M O T I V A T I O N | Motivation | | | | | <u>Requirements</u> ≥ 90%ile | <u>Criteria Met</u> <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | Gifted Rating Scale (K-5) | __/__ | | | | At least ≥ 3.5 | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | Grade Point Average (6-8) | __/__ | | | | At least ≥ 3.5 | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | Grade Point Average (9-12) | __/__ | | | | At least ≥ 3.5 | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | Product/Performance (K-12) | __/__ | | At least ≥ 3.5 | <input type="checkbox"/> Yes <input type="checkbox"/> No | | |

- Student is ineligible
 Student is eligible for placement

Eligibility Chairperson: _____

**Lee County School District
Gifted Education Program
REFERRAL FOR EDUCATIONAL SERVICE**

COMPLETE THIS FORM TO THE MAXIMUM DEGREE POSSIBLE AND RETURN TO THE GIFTED RESOURCE TEACHER

Referred by: Teacher Parent Other (i.e., student, administration, etc.)

Referring Party Name: _____ Date _____

Student Name _____ Grade _____ School _____

Student GTID _____

Check if applicable: ECD SWD ELL

Date of Birth _____ Age _____ Sex: Male Female Ethnicity _____

Student's Homeroom Teacher _____

Parent(s)/Guardian(s) Name _____

Address _____

Home Phone No. _____ Business Phone No. _____

With whom does the child
reside? _____

Reasons for Referral (check all that apply)

- _____ Strong Academic Performance
- _____ Evidence of Creative Strengths
- _____ Information from Another School

Comments: _____

Lee County Schools Reported Referral of Observed Gifted Behaviors

Date _____

Name _____ Grade _____

Referring Teacher _____

Directions: Record examples of behaviors displayed by the student in the corresponding cell.

Use the numerical scale to summarize the evaluation of your observation for each observed behavior.

| | | | | |
|---|--|---|--|--|
| <p style="text-align: center;">INTERESTS</p> <p>Is interested in a wide range of things/ideas; collects information</p> <p style="text-align: center;">Weak ----- Strong 1 - 2 - 3 - 4</p> | <p style="text-align: center;">COMMUNICATION</p> <p>Has advanced communication skills.</p> <p style="text-align: center;">Weak ----- Strong 1 - 2 - 3 - 4</p> | <p style="text-align: center;">CREATIVITY</p> <p>Uses original and novel methods; produces many ideas; original ideas; enterprising</p> <p style="text-align: center;">Weak ----- Strong 1 - 2 - 3 - 4</p> | <p style="text-align: center;">CURIOSITY</p> <p>Is Investigative, curious, risk-taker, inquisitive</p> <p style="text-align: center;">Weak ----- Strong 1 - 2 - 3 - 4</p> | <p style="text-align: center;">HUMOR</p> <p>Displays a keen sense of humor; understands and communicates humor</p> <p style="text-align: center;">Weak ----- Strong 1 - 2 - 3 - 4</p> |
| <p style="text-align: center;">PROBLEM-SOLVING</p> <p>Uses advanced problem-solving skills; invents ways to formulate different solutions</p> <p style="text-align: center;">Weak ----- Strong 1 - 2 - 3 - 4</p> | <p style="text-align: center;">MEMORY</p> <p>Learns rapidly and easily; well-informed in many areas; retains and uses what has been heard or read; resourceful</p> <p style="text-align: center;">Weak ----- Strong 1 - 2 - 3 - 4</p> | <p style="text-align: center;">MOTIVATION</p> <p>Is independent, self-directed; persistent</p> <p style="text-align: center;">Weak ----- Strong 1 - 2 - 3 - 4</p> | <p style="text-align: center;">LEADERSHIP</p> <p>Organizes people and ideas; respected by peers and adults; positive influence</p> <p style="text-align: center;">Weak ----- Strong 1 - 2 - 3 - 4</p> | <p style="text-align: center;">OTHER</p> <p>Indicate other outstanding behaviors not included in this chart.</p> <p style="text-align: center;">Weak ----- Strong 1 - 2 - 3 - 4</p> |

Classroom Gifted Checklist

Child's Name _____

Date _____ Homeroom _____

PLEASE CIRCLE ALL CHARACTERISTICS THAT APPLY TO THIS CHILD:

AREA A: Mental Ability

1. Learns easily and rapidly
2. Knows a lot about a variety of topics
3. Exhibits quick mastery of most academic subjects
4. Retains/recalls information easily
5. Has keen powers of observation; usually "sees more" or "gets more out of stories"
6. Demonstrates superior ability to think critically, reason logically; conceptualize
7. Is highly verbal; demonstrates advanced language development

AREA B: Achievement

8. Demonstrates advanced ability or knowledge in specific areas
9. Has high standardized test scores
10. Memorizes easily and rapidly
11. Demonstrates superior ability to organize
12. Easily comprehends what he/she sees, hears, reads, etc.
13. Enjoys challenging activities
14. Sets personal goals and strives to achieve them
15. Is a perfectionist

AREA C: Creativity

16. Exhibits heightened curiosity
17. Is highly imaginative
18. Has a keen sense of humor
19. Has high energy levels
20. Is unusually sensitive or intuitive
21. Has a wide range of interests
22. Is a risk taker
23. Offers many original ideas or solutions
24. Is a nonconformist, flexible, accepts disorder, does not fear being different
25. Includes details in work, elaborates

AREA D: Motivation

26. Is unusually persistent; goal-directed
27. Has longer than average attention span or power of concentration
28. Is unusually alert and eager
29. Demonstrates an intense desire to learn; "Be Somebody", or do something
30. Is independent; a self-starter
31. Consistently makes good grades
32. Has hobbies, collections, long-term interests
33. Is concerned with adult topics
34. Requires little direction to complete work

**LEE COUNTY SCHOOLS
ADVANCED ACADEMIC PROGRAMS/GIFTED PROGRAM**

PERMISSION TO TEST

Date _____

Dear Parent/Guardian:

_____, has been referred for
Student's Name

educational screening for the gifted program. The assessment process will allow school personnel to determine eligibility for educational programming to better meet your child's academic needs. For students in grades K-8, the Naglieri Nonverbal Ability Test (NNAT) will be administered to determine the need for additional assessment. Students who score ≥ 77 percentile will be recommended for further testing to determine eligibility.

Eligibility assessments may include CogAT for the area of mental abilities, IOWA Tests for the area of achievement, Torrance Tests of Creative Thinking (TTCT) for the area of creativity, and the Gifted Rating Scale (GRS) for the area of motivation. The Gifted Teacher can answer questions concerning the nature and process of the assessment. The time needed to complete the assessment is dependent upon a number of factors including, but not limited to, the number of tests required, established district-wide testing windows, etc.

Please check the appropriate permission statement below, provide the parent/guardian signature and return to the child's teacher as soon as possible.

_____ Yes, Lee County School District personnel have permission to test my child as indicated above.

Parent/Guardian Signature: _____ Date: _____

_____ No, Lee County School District personnel do not have permission to test my child.

Parent/Guardian Signature: _____ Date: _____

Comments: _____

Resource Classroom Teacher/Gifted Chairperson

Date

You will be notified regarding the outcome of the evaluation when all assessments are complete.

**LEE COUNTY SCHOOLS
ADVANCED ACADEMIC PROGRAMS/GIFTED PROGRAM**

POST-SCREENING NOTIFICATION

Date _____

Dear Parent/Guardian:

Your child, _____
was referred for the Lee County Advanced Academic/Gifted Education Program. Screening results indicate that your child does not meet the requirements of the comprehensive screening process. The result of the NNAT3 is recorded at the bottom of this letter.

All procedures and assessments follow the Georgia Department of Education guidelines as directed through the State Board of Education Rule 160-4-2-.38, Education Program for Gifted Students.

As your child progresses through the upcoming grade levels, opportunities are available for differentiation of instruction and further screening/assessment for the Gifted Education Program. Reviews of student testing data and achievement occur on a regular basis, typically one to two years of an initial screening. Please encourage your child to continue the excellent academic achievement. If you would like to discuss the results of this evaluation, please contact me at the phone number listed below.

Sincerely,

Gifted Education Eligibility Team Representative

Phone Number

*Your child needed a 77%ile or greater score on the NNAT3 to continue the evaluation process. Your child's score was _____%ile.

**LEE COUNTY SCHOOLS
ADVANCED ACADEMIC PROGRAMS/GIFTED PROGRAM**

**POST-SCREENING NOTIFICATION
CONTINUE TO EVALUATE**

Date _____

Dear Parent/Guardian:

Your child _____, was referred for the Lee County Advanced Academic/Gifted Education Program. Screening results indicate that your child does meet the requirements of the comprehensive screening process. The result of the NNAT3 is recorded at the bottom of this letter.

All procedures and assessments follow the Georgia Department of Education guidelines as directed through the State Board of Education Rule 160-4-2-.38, Education Program for Gifted Students.

Eligibility assessments will continue for mental ability, achievement, creativity, and motivation. The time needed to complete the assessments are dependent upon a number of factors including, but not limited to, the number of tests required, established district-wide testing windows, etc. Parents will be notified of student results when all assessments are complete.

Gifted Education Eligibility Team Representative

Phone Number

*Your child needed a 77%ile or greater on the NNAT3 to continue the evaluation process. Your child's score was _____%ile.

**LEE COUNTY SCHOOLS
ADVANCED ACADEMIC PROGRAMS/GIFTED PROGRAM
ELIGIBILITY – PLACEMENT NOTIFICATION**

Date _____

Dear Parent/Guardian:

_____ has been determined to be eligible for placement in the gifted program.

Your child's progress in the gifted program will be reviewed annually. You will be informed in writing should your child's placement in the program be in jeopardy.

Please indicate below your decision concerning placement in the gifted program by signing and returning this form to your child's teacher.

Sincerely,

Gifted Teacher

School Phone _____

Check One:

_____ I agree with the gifted placement.

_____ I do not agree with the gifted placement.

Parent Signature

Date

Lee County School District
Advanced Academic Programs/Gifted Education

POST-EVALUATION NOTIFICATION

Date _____

Dear Parent/Guardian:

Recently your child, _____, was referred for the Lee County Advanced Academic/Gifted Education Program. At this time, your child does not meet the rigorous requirements of the comprehensive screening and assessment for placement in the Gifted Education Program.

All procedures and assessments follow the Georgia Department of Education guidelines as directed through the State Board of Education Rule 160-4-2-.38, Education Program for Gifted Students. Your child's results and program requirements are indicated on the attached copy of the Eligibility Report.

As your child progresses through the upcoming grade levels, opportunities are available for differentiation of instruction and further screening/assessment for the Gifted Education Program. Reviews of student testing data and achievement occur on a regular basis, typically one to two years of an initial screening. Please encourage your child to continue the excellent academic achievement that contributed to the original referral for consideration to the Gifted Education Program. If you would like to discuss the results of this evaluation, please contact me at the phone number listed below.

Sincerely,

Gifted Education Eligibility Team Representative

Phone Number

**LEE COUNTY SCHOOLS
ADVANCED ACADEMIC PROGRAMS/GIFTED PROGRAM
RECIPROCITY NOTIFICATION**

Date _____

Dear Parent/Guardian:

_____ has been determined to be eligible for placement in the gifted program in the Lee County School System. Records indicate your child was enrolled in a gifted program in the state of Georgia; therefore, reciprocity qualifies the student for placement.

Your child's progress in the gifted program will be reviewed annually. You will be informed in writing should your child's placement in the program be in jeopardy.

Please indicate below your decision concerning placement in the gifted program by signing and returning this form to your child's teacher.

A time will be scheduled for your child to begin receiving gifted education services as soon as the enclosed form is returned. If you have questions regarding the program, please do not hesitate to call me.

Sincerely,

Gifted Teacher

School Phone _____

Check One:

_____ I agree with the gifted placement.

_____ I do not agree with the gifted placement.

Parent Signature

Date

**Lee County School District
Advanced Academic Programs/Gifted Education**

NOTIFICATION OF PROBATION

Date _____

Dear Parents/Guardians:

As you were made aware when your child, _____
Entered Advanced Academic Programs/Gifted Education, the Lee County School Board-approved
Gifted Education Continuation Policy stipulated that each student must maintain satisfactory
performance to remain in the program. Enclosed for your information are the Steps for Review of
Gifted Services.

According to the most recent report card, your child does not meet the acceptable criteria and is
therefore placed on probationary status in the following area(s):

_____ Primary/Elementary Gifted Resource Classroom average is unsatisfactory for
_____ a grading period.

_____ Middle or high school gifted class average is below 70% for the semester.

Subject area/class _____

_____ Middle or high school overall GPA is below 3.0 for the semester.

Your child will continue to receive Advanced Academic Program/Gifted Education service during this
probationary period. An Individual Academic Plan outlining the provision of appropriate interventions
will be developed and monitored by teachers serving your child. Your child's progress and performance
will be reviewed at end of the grading period. If the report card grades meet acceptable criteria, your
child will return to full active status.

If you have any questions or concerns, please contact me at the school.

Thank you,

Gifted Education Eligibility Team Representative

PLEASE SIGN AND RETURN FOR YOUR CHILD'S FILE.

Signature, Parent/Guardian

Date

Lee County School District
Advanced Academic Programs/Gifted Education

STEPS FOR REVIEW OF GIFTED SERVICES

A student who is officially placed in the K-12 Gifted Education Program will continue to receive gifted programming services, provided the student meets the following continuation criteria:

The student maintains satisfactory performance in the gifted classrooms indicated by a (non-weighted) grade of at least 70%.

In the event that the student does not meet the continuation criteria, the following steps will be taken to review the student's gifted services:

1. Parents will be notified in writing by the principal or designee that the student will be given a probationary period of at least one grading period. A student who is on probation will be provided with an Individual Academic Plan (IAP), which will be monitored by the gifted teacher.
2. The student shall continue to receive gifted education services during probation.
3. The individuals involved with the Eligibility Team will review the student's progress at the end of the probationary period and determine the student's further academic needs. The student's demonstrated academic strengths will direct the recommended course of study.
4. A student who fails to demonstrate satisfactory performances based upon the continuation criteria in gifted education classes during the probationary period and for whom gifted services are no longer appropriate shall have a final review. The student, parent, gifted program teacher, and other teacher(s) involved will be invited to attend the review, before services are withdrawn.
5. A student will return to good standing when evidence of satisfactory academic performance has been determined for at least one grading period.

**Lee County School District
Advanced Academic Programs/Gifted Education**

**REFERRAL TO STUDENT SUPPORT TEAM/GIFTED ELIGIBILITY TEAM
INDIVIDUAL ACADEMIC PLAN**

Student Name: _____ Student Number: _____

School: _____ Meeting Date: _____

Reason for Referral: Probation Performance Concerns
 Attendance Other

Probation Class(es) _____

Probation Period: Start Date: _____ Review Date: _____

INDIVIDUAL ACADEMIC PLAN

Date IAP Implemented _____

Date IAP Concluded _____

Interventions:

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Provided by:

Student Responsibilities:

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Status:

Return to good standing Continue probationary placement

Withdraw from program
(student/parent request) In good standing: Yes No

Team Members:

Signature, Parent/Guardian

Date

Signature, Team Chairperson

Date

**Lee County School District
Advanced Academic Programs/Gifted Education**

CONTINUATION LETTER

Date: _____

Dear Parents/Guardians:

The Gifted Program Eligibility Team has met to evaluate the Individual Academic Plan that was designed following review of your child's performance in school to determine continuation in, or dismissal from, the gifted education program. Based upon the evaluation of your child's performance on the Individual Academic Plan, the Eligibility Team is happy to recommend **continuation** in the gifted program. We hope the problem(s) that existed before has been corrected, and we can expect continued satisfactory performance.

Thank you for your cooperation in helping to make this a worthwhile learning experience.

Sincerely,

Gifted Education Teacher

School Phone: _____

**Lee County School District
Advanced Academic Programs/Gifted Education**

WITHDRAWAL FORM

Date:

Student Name:

Student Number:

School:

Dear Parent/Guardian:

Your child has been withdrawn from the gifted program for the following reason:

____ Parent request

Reason for request for withdrawal:

____ Failure to meet probation requirements

Following an academic probationary period, your child's performance falls below the Lee County School Board approved continuation policy criteria for Advanced Academic Programs/ Gifted Education services. Your child does not meet the acceptable criteria and will be withdrawn in the following area(s):

___ Primary/Elementary Gifted Resource Classroom average is unsatisfactory for a grading period.

___ Middle or high school Gifted class average is below 70% for the semester.

Subject area/class:

If you would like to request a review of your child's continuation criteria, please contact the Eligibility Team Representative below.

Re-entry may not be considered until the beginning of the next school year following the expiration of a full calendar year. Your child can be reinstated as eligible for Advanced Academic Programs/Gifted Education services when evidence of satisfactory academic performance is submitted to the school's Gifted Eligibility Team for consideration. Parent must initiate re-entry.

Signature, Eligibility Team Chairperson

Date

Signature, Parent/Guardian

Date

**Lee County School District
Advanced Academic Programs/Gifted Education**

Re-Entry Response

Date: _____

Dear Parent/Guardian:

In response to a request for your child's re-entry into the Program for the Gifted in Lee County Schools, the Eligibility Team has reviewed your child's academic records. Your child

has met has not met

the criteria for re-entry into the Program for the Gifted as demonstrated by the following:

If your child met the criteria for re-entry, he/she will begin receiving gifted education services as soon as the enclosed Eligibility – Placement notification is signed and returned.

Should you desire a conference to discuss this matter further, please contact me at the school telephone number listed below.

Sincerely,

Gifted Education Teacher

School Telephone Number: _____

**Lee County School District
Advanced Academic Programs/Gifted Education**

ANNUAL REVIEW AND PROGRAM DESCRIPTION

Date: _____
Student Name: _____ School Year: _____
Birthdate: _____ Current Grade: _____
School: _____ Teacher: _____

Primary Delivery Model(s)/Program Description for current year:

- | | | |
|-----------------------|--|---|
| Elementary: | <input type="checkbox"/> Resource Enrichment Class | <input type="checkbox"/> Cluster Grouping |
| Middle School: | <input type="checkbox"/> Advanced Content Model | <input type="checkbox"/> Cluster Grouping |
| High School: | <input type="checkbox"/> Advanced Content Model | <input type="checkbox"/> Cluster Grouping |
| | <input type="checkbox"/> Accelerated Options | |

Total Segments per Week: _____

Integrated Curriculum which focuses on National Gifted Standards and Georgia Standards of Excellence (GSE). Rigorous formative and summative assessments will be used.

Status: (Annual Review)

| <u>Active</u> | <u>Inactive</u> |
|--|--|
| _____ New to Program | _____ Withdraw from program (Student/Parent request) |
| _____ Continue Program | _____ In good standing: <input type="checkbox"/> Yes <input type="checkbox"/> No |
| _____ Probation | _____ Ineligible (grades) |
| _____ Re-enter Program (date) _____ | |

Curriculum focus for next year:

| | | |
|---------------------|----------------------|---------------------------------|
| _____ Language Arts | _____ Science | _____ Foreign Language |
| _____ Math | _____ Social Studies | _____ Resource Enrichment Class |
| _____ Reading | _____ Fine Arts | |

Comments:

