LEE COUNTY SCHOOL SYSTEM

LCSS Gifted Resource Manual

Revised July 2026

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Section I: Statutory Basis/Support for Gifted Education

There are three documents that provide the authority and the specific requirements for gifted education in the state of Georgia. They are found in state law, State Board of Education (SBOE) Rule, and SBOE-approved Regulations, which apply to traditional school systems and state charter schools. Key elements related to identification and service requirements for gifted students are in bold type below.

State Law: OCGA 120-2-152 SPECIAL EDUCATION SERVICES
Relevant excerpts include:
(a) All children and youth who are eligible for general and career education program under Code Section 20-2-151 and who have special educational needs shall also be eligible for special education services ...Special education shall include children who are classified as intellectually gifted ...The State Board of Education shall adopt classification criteria for each area of special education to be served on a state-wide basis. The state board shall adopt the criteria used to determine eligibility of students for state funded special education programs ...
(a.1) The criteria adopted by the state board to determine the eligibility of students for state funded special education programs for the intellectually gifted, Category VI pursuant to paragraph (6) of subsection (d) of this Code section, shall authorize local boards of education to use:

(1) The criteria used on July 1, 1993, as amended by state board or state department regulation from time to time; and
(2) Multiple eligibility criteria which include:
(A) Evidence of student work product or performance;
(B) Data from teacher, parent, or peer observation; and
(C) Evidence of student performance on nationally normed standardized tests of mental ability, achievement, and creativity.

A student's eligibility may be determined under either paragraph (1) or (2) of this subsection. The multiple eligibility criteria shall be implemented no later than May 30, 2012. A student who has been determined

before May 29, 2012, to be eligible for state funded special education programs for the intellectually gifted shall not be required to satisfy any additional eligibility criteria or information documentation as a result of this subsection.
(b) Local school systems shall, subject to any limitations specified in this Code section, provide special education programs for all eligible students with special needs who are residents of their local school systems, either by establishing and maintaining such educational facilities and employing such professional workers as are needed by these students or by contracting with other local schools systems, regional education service agencies, or other qualified public or private institutions for such services.

Advanced Academic /Gifted Education Program Instructional Philosophy
The goal of educational services for gifted students in Lee County Schools is to provide enhancement of the student's self-concept and the advancement toward becoming an independent learner through differentiated curricula beyond the opportunities and experiences of the regular classroom.

Gifted Student: A student who meets the eligibility criteria as identified by State Board of Education (SBOE) Rule 160-4-2-.38. The GaDOE describes a gifted student as one who demonstrates a high degree of intellectual and/or creative 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. The abilities manifest in a collection of traits, aptitudes, and behaviors that, when taken together, are indicative of gifted potential.

Differentiated Curriculum: Courses of study in which the content, teaching strategies and expectations of student mastery have been adjusted to be appropriate for gifted students.

Gifted Education Curriculum: Curricula for gifted education learners must incorporate the GaDOE approved state standards. Local Board of Education (BOE) curricula for gifted students shall focus on developing the skill areas basic to gifted education: cognitive learning, research and reference, communication skills and metacognitive skills. These areas shall be incorporated into learning activities at each grade level and into one or more of the basic academic content areas: English language arts, mathematics, social studies, and science. The learning activities will vary from year to year and from teacher to teacher. In every case, the learning activities will provide differentiated challenges needed by gifted students. This latitude in specific topics studied within the content areas is designed to allow teachers the flexibility to respond to the needs, interests, and abilities of the students. The learning activities are content focused with interdisciplinary learning activities and/or performance tasks throughout.

Section III: Referral and Eligibility Process

Introduction

A comprehensive screening process will be used to assure that all students, regardless of his or her race, color, religion, national origin, age, disability or sex, will have the opportunity to be considered for gifted education services. Reported referrals will be initiated by the classroom teacher and forwarded to the Eligibility Team for review. Data from system-wide norm-referenced testing will be reviewed to assist the Eligibility Team in determining potential candidates for automatic referral to the gifted program. Data from other testing will also be considered when applicable. A student may be referred for consideration for gifted education services by teachers, counselors, administrators, parents or guardians, peers, self, and other individuals with knowledge of the student's abilities.

STEP 1 Referral:

Reported Referral of Potentially Gifted Students A student may be referred for consideration for gifted educational services by teachers, counselors, administrators, parents or guardians, peers, self, and other individuals with knowledge of the student's abilities. LCSS uses the NNAT-3 as a screener for students who are referred. To make a referral complete this form https://forms.gle/fpVdhWV6tx3G4x23A The eligibility team will review the referrals in the fall and Winter. This form will close at the start of Thanksgiving break.

Automatic Referral of Potentially Gifted Students The gifted coordinator and/or gifted education teacher at each local school will review system-wide norm-referenced test results to determine those students who meet locally established criteria for referral for gifted education services.

- LCSS has established the following criteria for automatic referrals:
    - Performance in the 90th percentile on standardized, norm-referenced assessments on the total reading or math scores. These scores are obtained from universal screener tools (aReading, aMath, Amira) and state assessments.
    - Beacon is another optional piece of information that can be used in grades 3-8 in an automatic referral. Students who score is equal to or higher than the table below as identified in the DRC Beacon & Giftedness Research Summary , will be considered for further evaluation.

Subject	Grade	Fall Beacon	Winter Beacon	Spring Beacon
Math	3	418	453	508
Math	4	468	511	567
Math	5	552	560	602
Math	6	552	579	640
Math	7	609	628	640
Math	8	658	691	706

Reading	3	510	554	564
Reading	4	553	566	597
Reading	5	582	615	615
Reading	6	621	631	631
Reading	7	689	689	715
Reading	8	737	737	838

STEP 2 Review by the Eligibility Team:

An Eligibility Team will be established to oversee the referral and eligibility process for the gifted program. The Eligibility Team may include, but is not limited to:

- Gifted Endorsed Teacher
- Regular Education Teacher
- School Administrator
- School Counselor
- Gifted Coordinator
- Others deemed necessary to assist in reviewing a student referral or reviewing student assessment data for program eligibility may be included.

During the nomination phase of the referral process, the Eligibility Team may consider test data that was gathered and analyzed outside of the school system. However, these outside data shall not be substituted for data the school generates during the testing/evaluation process. In other words, if a child has been tested by an outside source (e.g., private psychologist, university clinic, etc.), the Eligibility Team may consider those test results as they determine whether or not to proceed with a formal evaluation, but the outside test data may not be used solely to determine eligibility for Gifted Program placement.

The Eligibility Team will meet based upon a predetermined schedule to review nomination information. The committee will make one of the following three decisions concerning each nominee:

1. The student may be referred for a formal evaluation. This decision is appropriate when the Eligibility Team believes that collected information about the student is sufficient and warrants continuation of the referral process. The committee will notify parent or guardian in writing that the student has been recommended for consideration and will request consent to begin the formal evaluation. When such written consent is obtained, the formal evaluation may begin.
2. Additional information about the nominee may be requested. When the committee deems that collected information is insufficient to make a decision concerning formal evaluation, the team may

request that the nominating person supply a further piece of specific data. Examples of insufficient information include no testing history data, no recent report card, and/or no work sample.

3. The team may decide that collected information, though sufficient in quantity, does not support a recommendation to continue the referral process. The team will notify the nominating person in writing that the referral process has been discontinued at the present time. This decision does not preclude the possibility of a student being nominated again at a later date for referral.

STEP 3 Formal Evaluation

Once a student has been referred by the Eligibility Team for formal evaluation, consent to evaluate is obtained before any testing occurs. The student will be administered the appropriate mental ability and/or achievement test (aReading, aMath, and/or IOWA), if needed. Additionally, creativity and motivation assessments or scales will be administered. Test scores on such instruments may be no older than two years. Professional judgment should be used regarding additional testing of students. Factors to be considered include difference between required score and obtained score; possibility of detriment to the student's self-esteem; and social or developmental factors that indicate the need for additional testing.

Tests and procedures utilized in the referral and eligibility process meet standards of validity and reliability and are nondiscriminatory with respect to race, religion, national origin, gender, disabilities or economic background. Additionally, the standardized tests and other assessment tools meet the requirements described in SBOE Rule 160-4-2-.38.

Once the formal evaluation procedure begins, the guidelines for evaluation are applicable for one year. Should the process continue into a subsequent year, the guidelines for the subsequent school year will apply.

After all data has been gathered, the Eligibility Team will meet. At that meeting, results of the testing will be reviewed. Using this information, the team will make one of the following decisions:

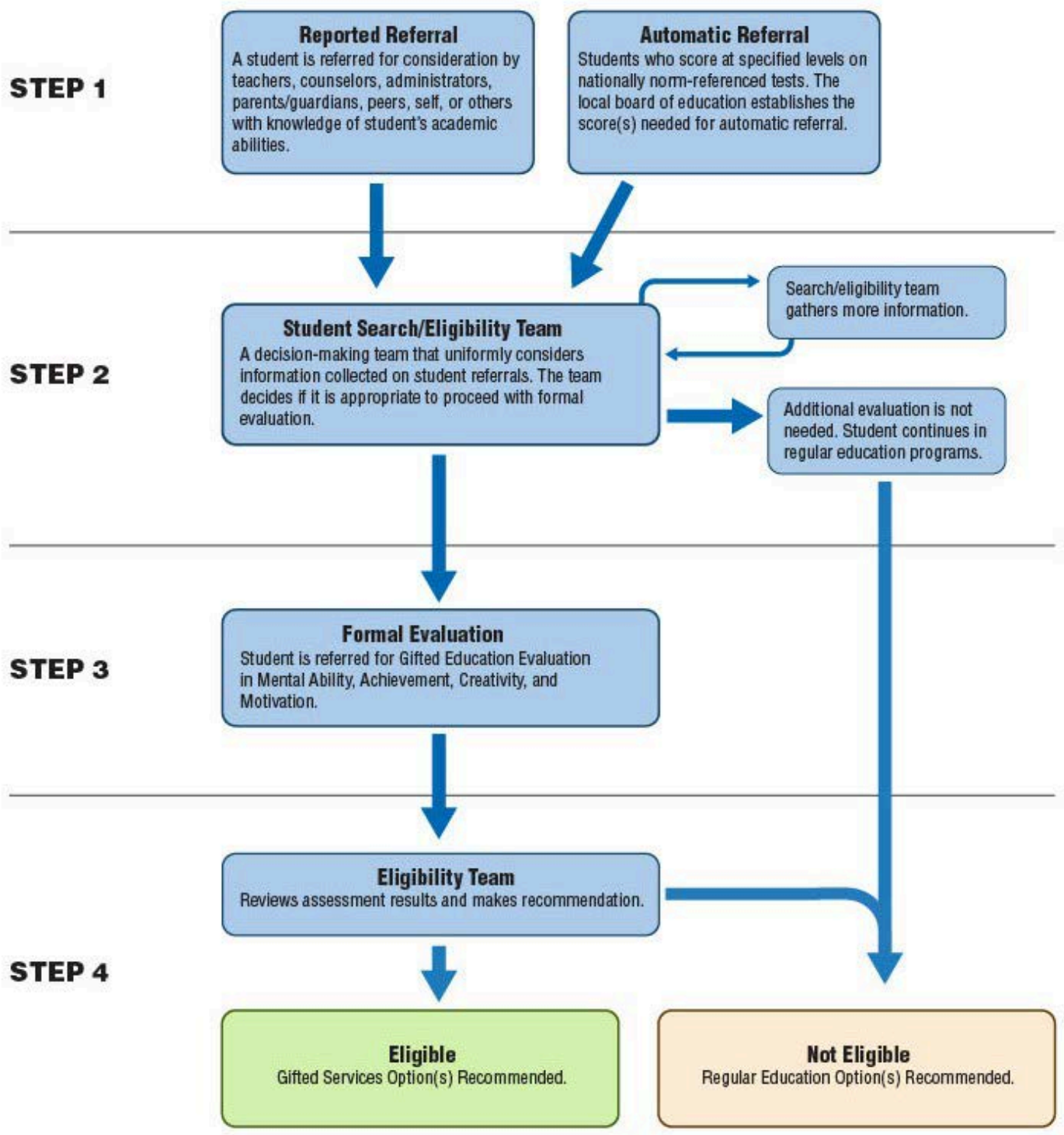
1. The student is declared eligible based on mental ability and achievement scores which meet the criteria established by Rule 160-4-2-.38 under option A.
2. The student is declared eligible based on meeting three of four criteria categories established by Rule 160-4-2-.38 under option B.
3. The student is declared ineligible based on the criteria established by Rule 160-4-2-.38.
4. A decision can not yet be made due to a need for further testing.

STEP 4 NOTIFICATION

Parents/Guardians of students who are eligible for service are given written notification including copies of their student's eligibility report and a Consent for Placement form to be signed and returned to the school. Parents/Guardians of students who are not eligible for service are given written notification, including copies of the student's eligibility report and evaluation summary. In addition, parents are offered an opportunity to meet and discuss the evaluation results. (Post-Evaluation Notification) If the evaluation data indicates a need for instructional modifications, suggestions are given to the classroom teachers and the parent/guardian.

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Referral and Eligibility Process Chart



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Section IV: Gifted Education Eligibility Chart

- In option A and B, information must be gathered in each of the four categories.
- At least one of the criteria must be met by a score on a GaDOE-approved, nationally norm-referenced test.
- Any data used to establish eligibility in one category cannot be used to establish eligibility in another category.
- If a rating scale is used to evaluate creativity, a rating scale cannot be used to evaluate motivation. If a rating scale is used to evaluate motivation, a rating scale cannot be used to evaluate creativity.
- Any piece of information used to establish eligibility must be current within two calendar years.
- Local school systems must establish policies regarding the use of data gathered and analyzed by private entities.

Category	Option A	Option B
	Student must have a qualifying score in the mental ability AND achievement categories.	**Student must qualify in <u>three of the four</u> categories.**
Mental Ability	• Grades K-2: 99th percentile composite score on a nationally age normed mental ability test • Grades 3-12: ≥96th percentile composite score on a nationally age-normed mental ability test	• Grades K-12: ≥ 96th percentile composite OR appropriate component score on a nationally age-normed mental ability test
Achievement	• Grades K-12: ≥ 90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test	• Grades K-12: ≥ 90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test • Grades K-12: Superior product/performance with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators
Creativity	• Evaluation data required	• Grades K-12: ≥ 90th percentile on composite score on a nationally normed creativity test • Grades K-12: Rating scales used to qualify student creativity must equate to the 90th percentile • Grades K-12: Superior product/performance with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators

Motivation	• Evaluation data required	• Grades 6-12: Two-year average of a 3.5 GPA/NGA on a 4.0 scale in regular core subject of mathematics, ELA, social studies, science, and full year world languages (This should be the top 10% of the core courses listed. See pg. 38-39 for additional information.) • Grades K-12: Rating scales used to qualify student motivation must equate to the 90th percentile • Grades K-12: Superior product/performance/structured observation with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators

Gifted Referral Windows and Gifted Testing

Fall Referral Window - September
Spring and Fall universal screener scores (K-8) and Beacon (3-8) for automatic referrals and other referrals
Winter Referral Window - January
Winter universal scores (K-8) and Beacon (3-8) for automatic referrals and other referrals

Students are tested following the Eligibility Team Recommendation after each window.

The identification process has four basic steps:

1) The referral of students as possible candidates for formal evaluation for gifted identification;
2) The review of information to determine if the referral for formal evaluation is warranted;
3) Formal evaluation; and
4) Placement decisions for students evaluated for gifted eligibility.

Reciprocity

Any student who meets the initial eligibility criteria in this rule for gifted education services in one LEA shall be considered eligible to receive gifted education services in any LEA within the state. As described in the section on Reciprocity in the GaDOE Resource Manual for Gifted Education Services, a student transferring from one LEA to another within the state shall meet the criteria for continuation of gifted services established by the LBOE of the receiving school system. There is no mandated reciprocity between states unless the student is a dependent of military personnel as provided in O.C.G.A. § 20-2-2140 et. seq.

Continuation

According to the 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.
If a student has been withdrawn from gifted classes, a re-entry process may be initiated after review of future academic records by the Eligibility Team if a new request has been made.

Suggestions to use when Designing a Individual Academic Plan K-5
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:
<u>For the unstructured student:</u>
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.
<u>For the student with social and/or emotional problems:</u>
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.

Section V: Gifted Education Service Delivery Models

Students identified as gifted whose participation has received parental consent must receive at least five segments per week (or the yearly equivalent) of gifted education services using one of the following GaDOE-approved models. Local Education Agencies (LEAs) will make available to the public and to GaDOE a description of the differentiated curricula and delivery models used for instruction of gifted students upon request. In forming classes, schools need to adhere to federal laws prohibiting discrimination on the basis of race, religion, national origin, sex, disabilities, and economic background.

A differentiated curriculum is defined as courses of study in which the content, teaching strategies, and expectations of student mastery have been adjusted to be appropriate for gifted students. In the delivery models described below, the instruction must be based on the Georgia curriculum standards. These regulations also describe the requirements that must be met in order to count the instructional segments provided by any of these models at the gifted weight in full time equivalency (FTE) reporting. In the event that regular school operation is interrupted, all models can be utilized virtually. The Georgia Professional Standards Commission (GaPSC) requires that gifted education teachers have a gifted education endorsement attached to

their Georgia Teaching Certificate. Unless noted otherwise, the total class size is specified by the SBOE Rule 160-5-1-.08.

Direct Services

Resource Class (K-12)

1. All students must have been identified as gifted by SBOE criteria.
2. The curriculum must have an academic content foundation based on the Georgia curriculum standards, but it should focus on interdisciplinary enrichment activities and not any one content area.
3. The content and pacing should be differentiated to the degree that the activities are clearly not appropriate for more typical students at that grade level.
4. Gifted students may receive no more than ten gifted FTE segments per week of resource class service.
5. To earn FTE gifted funding, the teacher must
    - have completed content-area GaPSC-approved certification and
    - have a GaPSC-approved gifted endorsement or be actively enrolled/participating in a gifted endorsement program.

Advanced Content (K-12)

1. Students are homogeneously grouped based on achievement and interests in any content area: ELA, math, science, social studies, world languages, fine arts, computer science, and Career, Technical, and Agricultural Education-CTAE.
2. The district may elect to include students who are not identified as gifted, but who demonstrate exceptional ability and motivation in a particular content area.
3. The local district must establish criteria and guidelines that identify gifted and regular education students who will be successful in advanced content classes.
4. The local board of education must maintain a description of the course curriculum which very clearly shows how the advanced course content, teaching strategies, pacing, process skills, and assessments differ from courses more typical for students at that grade level.
5. Identified gifted students in the advanced content course may be counted at the gifted FTE weight. Students who are not identified as gifted must be counted at the regular education FTE weight.
6. In grades K-5, gifted students may receive no more than two gifted FTE segments per day of advanced content services in the same content area.
7. Gifted Honors (6-12), Cambridge Middle School, IB Middle Years Programme (IBMYP), and Pre-AP Courses to earn FTE gifted funding must have:
    - The teacher must have the appropriate content-area GaPSC-approved certificate in the specific honors course.
    - The teacher has a current GaPSC-issued gifted endorsement.
    - The Cambridge, IB, or Pre-AP teacher must complete the appropriate professional development courses required by Cambridge, College Board, or IB.

8. Gifted FTE segment(s) may not be earned in the K-5 advanced content service model if a gifted student is already receiving a cluster or collaborative gifted FTE segment in the same content area. For example, a student could not earn a gifted FTE segment in advanced content mathematics and earn a gifted FTE segment in the cluster or collaboration model in mathematics.
9. To earn FTE gifted funding, the teacher must
    - Have completed content-area GaPSC-approved certification and
    - Have a GaPSC-approved gifted endorsement or be actively enrolled/participating in a gifted endorsement program.

Advanced Content Classes: Advanced Placement (AP) courses (9-12), International Baccalaureate (IB) courses, and Cambridge courses

Students are homogeneously grouped based on achievement and interests in any content area: ELA, math, science, social studies, world languages, fine arts, computer science, and Career, Technical, and Agricultural Education-CTAE. The district may elect to include students who are not identified as gifted but who have demonstrated exceptional ability and motivation in a particular content area.

1. The local board of education must maintain a description of the course curriculum, which is based on the College Board, the International Baccalaureate (IB) framework, or the Cambridge framework. These frameworks very clearly show how the AP, IB, and Cambridge advanced course content, teaching strategies, pacing skills, and assessments differ from the courses more typical for students at that grade level.
2. The total class size specified by the SBOE is 21 at the high school level.
3. In order to count the gifted students in grades 9-12 in AP, IB, and/or Cambridge courses at the gifted FTE weight, the teacher must have the following qualifications:

i. Advanced Placement (AP) Courses:

a. Content teacher with appropriate content-area GaPSC-approved certification AND one of the following:

- The teacher has a current GaPSC-issued gifted endorsement/certification OR
- The teacher has completed the appropriate Advanced Placement Summer Institute (APSI) training endorsed by the College Board for that specific AP course and has completed a 10-hour clock gifted professional development course in nature and needs of gifted learners and curriculum differentiation for gifted learners

ii. International Baccalaureate (IB) Diploma Courses or Cambridge high school courses:

a. Content teacher with appropriate content-area GaPSC-approved certification AND one of the following:

- The teacher has a current GaPSC-issued gifted endorsement certification OR
- The teacher has completed the appropriate training endorsed by IB for that specific IB course or by Cambridge for that specific Cambridge course and has completed a 10-hour

clock gifted professional development course in nature and needs of gifted learners and curriculum differentiation for gifted learners.

Cluster Grouping (K-12)

Identified gifted students are placed as a group (recommended 6-8 students) into an otherwise heterogeneous classroom, rather than being dispersed among all the rooms/courses at that grade level.

1. To earn FTE gifted funding, the teacher must
    - have completed content-area GaPSC-approved certification and
    - have a GaPSC-approved gifted endorsement or be actively enrolled/participating in a gifted endorsement program.
2. A maximum of two gifted FTE segments per day may be counted at the gifted weight. The teacher must document the curriculum differentiation for the gifted student(s) by completing individual or group contracts which include the following requirements:
    - A description of the course curriculum which is based on Georgia standards that very clearly shows how the advanced course content, teaching strategies, pacing, process skills, and assessments differ from courses more typical for student(s) at that grade level
    - Dates and amount of time (in segments) the student(s) will be engaged in the higher-level activities and how the students will be evaluated (formative and summative)
3. The superintendent must sign assurances that this model has been used appropriately and that the proper documentation has been collected and evaluated for its effectiveness.

Innovative Model

GaDOE encourages the development of innovative programs for gifted students which are clearly in accordance with the needs of the gifted learners and the philosophy of the district. To earn gifted FTE funding for this model, the gifted education teacher for the innovative model must have an appropriate GaPSC-approved certification and a GaPSC-approved gifted endorsement or be actively participating/enrolled in a gifted endorsement program. School districts implementing a gifted program delivery model other than one of the models described previously need to keep on file a plan that clearly describes the rationale for the special model, the goals and objectives for the program, the advanced nature of the curriculum which will be provided to gifted learners, how the model's effectiveness will be evaluated, how gifted FTE funding will be generated and documented, and the anticipated fiscal impact of the model (i.e., how many FTEs will be generated).

1. To ensure appropriate development of the innovative programs for gifted students, school districts may contact the Gifted Education and Advanced Academics unit for guidance.
2. Since the FY25 school year, the Innovative model plans must be submitted by April 15th of the previous school year, in essence in the spring (April 15th) before the new school year starts.

3. The Gifted Education and Advanced Academics team may approve the submissions for one or two years of implementation. The request for the two-year implementation must be included in the initial submission.
4. On September 1st of each school year, the superintendent must sign assurances that this model is being used appropriately, and that the proper documentation is being collected and evaluated for its effectiveness.

Indirect Services

Internship/Mentorship (9-12)

Gifted students collaborate with a mentor to explore a profession of interest. The district may include students who are not identified as gifted, but who demonstrate exceptional ability and motivation in a particular content area. The local district must establish criteria and guidelines that identify gifted and regular education students who will be successful in internship/mentorship classes.

- The gifted program internship teacher (gifted endorsed) assigned to supervise the internship/mentorship program maintains close contact with both the participating student(s) and the selected mentor(s) to ensure acceptable progress toward the student's individual learning goals which are based on the approved Georgia standards-based curriculum. One or two instructional segments per day may be counted at the gifted FTE weight for gifted students participating in the internship/mentorship program.
- To earn gifted FTE funding for this model, the gifted program internship teacher must have a GaPSC-approved gifted endorsement or be actively enrolling/participating in a gifted endorsement program and be assigned to supervise the internship/mentorship program.
- Each internship/mentorship student must have a contract which documents the work to be completed, the learning goals for the student, the dates and amount of time the student will be participating in the internship/mentorship, how the student's learning will be assessed, and the responsibilities of the gifted program internship teacher and the mentor.
- This internship/mentorship is not intended or designed for the student to receive monetary compensation, but as an internship/mentorship designed for exploration into a profession of interest.
- To ensure adequate time for the gifted program internship teacher to monitor and assist students participating in internships/ mentorships, he/she must be given one full period each day or its weekly equivalent during which he/she has only gifted education internship/mentorship responsibilities (as determined by the local system) for every fifteen students for whom he/she is supervising the internship/mentorship experience.

Directed Study (9-12)

Gifted students work under the direction of a gifted endorsed teacher to explore a challenge/subject of interest. Students participate in self-initiated, teacher-directed, and approved courses of study in an area of

interest as described in a written contract which is based on curriculum standards, research, and planned presentations. Independent study encourages student autonomy in planning, research, and problem-solving. The district may include students who are not identified as gifted, but who demonstrate exceptional ability and motivation in a particular content area. The local district must establish criteria and guidelines that identify gifted and regular education students who will be successful in directed study classes. The gifted teacher assigned to supervise the directed program maintains close contact with the participating student(s) to ensure acceptable progress toward the student's individual learning goals which are based on the approved Georgia standards-based curriculum.

- One or two instructional segments per day may be counted at the gifted FTE weight for gifted students participating in the directed study program.
- To earn gifted FTE funding for this model, the gifted program directed study teacher must have a GaPSC-approved gifted endorsement or be actively enrolled/participating in a gifted endorsement program and be assigned to supervise the directed study.
- Each student in the directed study must have a contract which documents the work to be completed, the learning goals for the student, the dates and amount of time the student will be working on the directed study, how the student's learning will be assessed, and the responsibilities of the gifted program directed study teacher and any other supporting teachers/staff working with the directed study.
- To ensure adequate time for the gifted program directed study teacher to monitor and assist students participating in the directed study, he/she must be given one full period each day or its weekly equivalent during which he/she has only gifted education directed responsibilities (as determined by the local system) for every 15 students for whom he/she is supervising in the directed study.

Community Service Learning (9-12)

Gifted students work under the direction of a gifted endorsed teacher to complete a project(s) with community service learning. The district may include students who are not identified as gifted, but who demonstrate exceptional ability and motivation in a particular content area. The local district must establish criteria and guidelines that identify gifted and regular education students who will be successful in the community service-learning classes.

The gifted teacher assigned to supervise the community service-learning program maintains close contact with the participating student(s) to ensure acceptable progress toward the student's individual learning goals which are based on the approved Georgia standards-based curriculum.

- One or two instructional segments per day may be counted at the gifted FTE weight for gifted students participating in the gifted community service-learning program.
- To earn gifted FTE funding for this model, the gifted program community service-learning teacher must have a GaPSC-approved gifted endorsement or be actively participating/enrolled in a gifted endorsement program and be assigned to supervise the community service learning.
- Each student in the community service-learning program must have a contract which documents the work to be completed, the learning goals for the student, the dates and amount of time the student

will be working on the community service-learning project, how the student's learning will be assessed, and the responsibilities of the gifted program community service-learning teacher and any other supporting teachers/staff working with the community service-learning project.

• To ensure adequate time for the gifted program community service-learning teacher to monitor and assist students participating in community service learning, he/she must be given one full period each day or its weekly equivalent during which he/she has only gifted education community service-learning responsibilities (as determined by the local system) for every 15 students for whom he/she is supervising in the community service learning.

Section VI: Gifted Education Curriculum

Curricula for gifted education learners must incorporate the SBOE-approved standards. LCSS curricula for gifted students focuses on developing cognitive learning, research and reference, and metacognitive skills at each grade grouping, using principles of differentiation.

Differentiated instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms (Tomlinson, 2011). The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjust the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum (Hall, 2011).

A differentiated curriculum for gifted learners includes the following expectations:

Content: Complex and challenging subject matter that:

- Requires intellectual struggle
- Utilizes primary documents
- Integrates research skills and methods
- Incorporates relevant and real-life experiences
- Integrates interdisciplinary connections

Process: Instructional strategies are designed to:

- Emphasize higher-order thinking, problem-solving and communications skills
- Foster self-initiated and self-directed learning
- Promote creative application of ideas
- Model and encourage academic discussion

Product: Gifted student products should demonstrate a developmentally appropriate capacity for:

- Self-directed learning
- Meaningful collaboration
- Effective problem solving of challenging and complex issues

- Effective communication

Environmental: Physical setting and work conditions to:

- Change the actual place where students work
- Allow flexible time
- Provide opportunities for independent study and in-depth research
- Provide opportunities for mentorship

Assessment: Gifted learners need various methods and opportunities to document mastery of curriculum such as:

- Pre/post tests
- Self-assessment through rubrics
- Creation of goal-based checklists
- Conferencing, commentary, and qualitative feedback (Cobb, 2012)

Section VII: Full-Time Equivalent (FTE) and other Data Collection

FTE reporting refers to the state funding mechanism based on the student enrollment and the educational services that local school systems provide for the students. The base amount of money received for each FTE student is determined by the Georgia General Assembly. Refer to O.C.G.A. § 20-2-161 for information concerning the Quality Based Education (QBE) formula. Gifted Education is one of nineteen categories of instruction funded through the state's Full-Time Equivalent Funding Formulas. A Full-Time Equivalent Student (FTE) is defined as six (6) segments of instruction. To view state FTE funding rates and levels go here and select a specific report.
Students who are served in an approved gifted education model are reported with the Gifted Education weight (PROGRAM CODE = "I") for each segment served on the FTE count day.

Gifted certification requirements to earn FTE funding at the gifted weight:

- Official gifted endorsement from the GaPSC
- Actively participating in a gifted endorsement program
- Completed appropriate content-area GaPSC-approved certification with the appropriate coursework. For example, Advanced Placement Summer Institute (APSI) training endorsed by the College Board for that specific course, or appropriate training endorsed by IB for that specific course, or appropriate training endorsed by Cambridge for that specific Cambridge course and has completed a 10-hour clock gifted professional course in nature and needs of gifted learners and curriculum differentiation for gifted learners (page 18 in the 2025-2026 Georgia Department of Education Resource Manual for Gifted Education Services).

The school system may claim students for gifted weight who are serviced on the day of the count only. Gifted students who are not provided with gifted program instruction on the day of the count must be reported according to the weight that indicates the actual services they receive on the FTE count day. For state-funded FTE earnings, the count dates are the first Tuesday in October and the first Thursday in March. The FTE count days provide a "picture" or "point in time snapshot" of the scheduled instructional services provided to students on that specific date.

Students who are referred during a school year, but who are not eligible for gifted services, need to be coded for the Student Records Collection that is transmitted in June. The students should have a gifted referral code (example: automatic, etc.) and the gifted eligibility code: "4. referred this school year, but not eligible."

For federal cross functional monitoring, LEAs should have all documentation for the APSI, IB, and/or Cambridge high school training, plus the 10-hour clock gifted course in nature and needs of gifted learners and curriculum differentiation for gifted learners.

Per the Georgia Archives, the gifted and talented program selection and placement requirements for documentation are the core documentation about the admission criteria and program requirements. Retention is permanent (LG-06-009 Local Government Record Retention Schedules | Georgia Archives).

Please ensure that all CPI, student class, student records, and FTE data are accurate and supported by gifted documentation.

CLASS SIZE

Source: Code: IEC 160-5-1-.08 – CLASS SIZE

O.C.G.A. & 20-2-244 (H)

Gifted Education class sizes are established by the State Board of Education. The current funding ratio for gifted education is twelve. The maximum individual gifted education class sizes are listed below:

GIFTED EDUCATION PROGRAM	MAXIMUM CLASS SIZE
Elementary (K-5)	17
Middle School (6-8)	21
High School (9-12)	21

Note: Class size may be adjusted based on waivers included as a part of approved Charter System or Strategic Waiver System contracts.

Section VIII: Georgia Tiered System of Supports (GaTSS) and Gifted Learner Guidance

Georgia Tiered System of Supports (GaTSS) is a data-driven, multi-level prevention system to address the needs of the whole child through integrated academic, behavioral and well-being support. It emphasizes effective teaming and data-based decision-making to foster a positive school climate that contributes to increased student success and overall district and school improvement.

GaTSS is the integration of existing systems of tiered support within the state, including Multi-Tiered System of Supports (MTSS) and Positive Behavioral Interventions and Supports (PBIS). This integrated approach recognizes that academics, behavior, and wellbeing are not separate, but rather interconnected and mutually influencing.

GaTSS is designed in context and delivered to meet the needs of all students, including gifted and high-ability learners. The authors of Effective Universal Instruction "argue that students who are at or above the 90th percentile in achievement have as much need for intensive differentiation as students who are at or below the 10th percentile" (p. 189).

Teams use data from universal screenings and other data sources to identify who is at-risk and the degree to which support is needed for each student to progress and reach his/her potential. Instructional support in GaTSS extends beyond providing interventions for at-risk students not meeting grade-level expectations to providing gifted and high-ability learners the same structural and tiered support for enrichment and acceleration.

Additionally, students needing enrichment, who have yet to be determined eligible for gifted services or who have not met eligibility requirements, can be challenged and participate in enriched learning opportunities immediately after universal screening.

Supports of increasing intensity are organized and operationalized within three tiers. The tiers represent support to students who display a need, not a step in a sequential process.

All students should have access to and benefit from Tier 1. The design of Tier 1 includes high-quality, schoolwide academic, behavior and wellbeing instruction, differentiated instruction, and evidence-based supports. While there is not a one-size-fits-all approach to address the needs of all gifted and high-ability leaders, the advanced learning needs for most students can be addressed in the general education setting by considering:

- how students are grouped for instruction (i.e., cooperative learning groups, flexible instructional grouping, grouping strategies that allow for a like-ability learning cohort),
- how students are taught (e.g., accelerated pace, less practice and review, whole-to-part concept teaching, problem-solving learning), and how the curriculum is differentiated (e.g., the content, process, product, environment, and assessment, tiered instruction and assignments for depth, complexity and higher-order thinking).

Tier 2 refers to targeted, supplemental intervention and support in addition to high-quality core instruction.

For gifted and high-ability learners, Tier 2 instruction is systematic, explicit, and aligned with ongoing Tier 1 instruction—that is, it matches what is going on in the general classroom but takes learning to a more complex level. Tier 2 instructional interventions are typically delivered in small groups of students with similar strengths, interests, or needs. Instruction is based on the needs of individual students as determined by assessments and observation.

An increasingly intense level of instruction and support occurs at Tier 3 to address individual student needs. Gifted and high-ability learners, who require this level of enrichment and instructional support, are generally highly or exceptionally gifted students. This small percentage of students requires radical acceleration. Students whose academic and intellectual needs are not met at Tier 1 or Tier 2 require a curriculum that differs significantly in pace, level, complexity, and abstraction from age-level peers. Tier 3 instruction may take place in addition to Tier 1 instruction, or it may replace it entirely.

Gifted and high-ability learners, like all learners, require varying services and supports based on their shifting needs. They may need varying support at more than one tier of intervention to progress and reach their potential. As their needs shift, the intensity of support may increase or decrease. Movement within the tiers of support is fluid and supported by data from universal screeners, diagnostic assessments, progress monitoring, and how a student responds to one level of intervention. Needs can also differ among gifted and high-ability students based on their readiness for differentiated curriculum as well as support needed for behavioral growth and wellbeing.

Some gifted students are considered to be twice-exceptional, meaning they are gifted and talented while also having a disability such as Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorder (ASD), dyslexia, etc. They may need acceleration in one subject area; while also needing academic support in another subject area where they are not meeting grade-level expectations.

Instructional Options for Gifted and High-Ability Students

The needs of gifted and high-ability students vary widely; therefore, an array of instructional supports should be available for all grade levels and content areas. Specific learning objectives are developed on a case-by-case basis. A continuum of supports at Tiers 1, 2 and 3 may include but are not limited to the following:

Acceleration (subject and whole grade)

An individual student moves to a higher grade for instruction in one or more subject areas, or a student skips a grade level to move to a higher grade than one more typical for the student's age group.

Assessments

Assessment measures should document where the student is in relation to normative expectations when compared with others of his or her same age and/or in relation to curriculum mastery for grade-level expectations. Early mastery of content may require the use of off-grade-level measures to accurately capture the child's learning levels. (Coleman, M.R. & Hughes, C., 2009).

Cross-Age Grouping/Multi-Age Grouping

Students of different ages/grades are grouped together for instruction for all or part of the day.

Curriculum Compacting

Curriculum a student has already mastered is eliminated. The student is then allowed to pursue alternative curriculum options.

Gifted Resource Classes/Enrichment Clusters

Students are grouped according to achievement levels for instructional purposes. The instructional focus is on an interdisciplinary curriculum.

Graduated Rubrics

The standard and level of student proficiency and accomplishments designed for students and teachers to measure learning outcomes are increased. Graduated rubrics offer clear expectations for quality and increasing levels of excellence to encourage optimum performance among high-ability learners.

Independent/Directed Study

A student participates in a self-initiated, teacher-directed, and approved course of study in an area of interest as described in a written contract which is based on curriculum standards, research, and planned presentations. Independent study encourages student autonomy in planning, research, and problem-solving.

Internship/Mentorships

A student collaborates with a mentor to explore a potential career choice. The internship/mentorship teacher maintains close contact with both the participating student and the selected mentor to ensure acceptable progress towards the student's individual career goals.

Interest Centers

Centers placed within the classroom that link curriculum topics to areas of student talent and interest in depth and breadth.

Subject Grouping Within Class/Gifted Cluster Classes

Students are grouped/clustered according to achievement, within a regular education classroom, for instruction in one or more subjects.

Subject Grouping across Teams/Classes

Students are grouped according to achievement and go to a different classroom or team, within the same grade level, for instruction in one or more subjects.

Subject Advancement across Grades

Students are grouped according to achievement, in a higher-grade level, for instruction in one or more subjects.

Tiered Assignments

Assignments are designed to meet the varying ability levels of students.

Tiered Products

Products are designed to meet the varying ability levels of the students.

Modification Options for Gifted and High-Ability Students

In a differentiated classroom, teachers differentiate content, process, product, and assessments according to a student's readiness, interest, and learning profile.

• **Content** –the State Board of Education-adopted standards that the student is expected to master and related support materials.

• **Process** – instructional strategies designed to ensure that students acquire a deep understanding of the curriculum standards.

• **Products** - vehicles through which students demonstrate and extend what they have learned.

• **Assessment**- formative and summative - on and/or off-grade-level monitoring to document a student's mastery of curriculum standards and learning levels.

• **Readiness** - a student's entry point relative to a particular understanding or skill.

• **Learning Profile** - how an individual student learns.

Table 2: Tiered Supports Options for the Gifted/High-Ability Learner

Students may need Tier 1 types of support for one content area and Tier 3 types of support for another.

Tier 1	Tier 2
Flexible-Learning Groups	Gifted Education Cluster Classes
Choice of Books	Gifted Education Collaboration Classes
Homework Options	Tiered Activities and Products
Use of Reading Buddies	Use of Literature Clubs
Various Journal Prompts	Multiple Testing Options
Student/Teacher Goal Setting	Multiple Texts
Varied Pacing with Anchor Options	Alternative Assessments
Options for Competition	Subject Advancement within class
Flexible Seating	Curriculum Compacting
Varied Scaffolding	Advanced Centers/Stations
Varied Computer Programs	Spelling by Readiness
Design-a-Day	Varying Organizers
Varied Supplemental Materials	Community Mentorships
Stations/Centers	Simulations
Think-Pair-Share	Group Investigations
Open-ended Activities	Multiple Assessment Methods
Explorations by Interest	Student choice in learning activities
Tier 3	
Advanced Content English/language arts, mathematics, science, and/or social studies courses (honors)	Above grade level accelerated English/language arts, mathematics, science, and/or social studies courses
Resource Classes	Advanced Placement Classes
Independent/Directed Study	International Baccalaureate Classes
Socratic Seminars	Cambridge Classes
Internship/Mentorships	Whole Grade Acceleration

Section IX: Gifted Education Organizations

Council for Exceptional Children (CEC) https://exceptionalchildren.org/
Georgia Association for Gifted Children (GAGC) www.gagc.org
National Association for Gifted Children (NAGC) www.nagc.org
World Council for Gifted and Talented Children (WCGTC) https://www.world-gifted.org/

Section XI: Reference

Cobb County Board of Education. (2012). Resource Manual for Gifted Education Services. (Available from Cobb County Advanced Learning Programs, 514 Glover Street, Marietta, Ga 30021)

Coleman, M.R. & Hughes, C. (2009). Meeting the Needs of Gifted Students Within an RtI Framework. Gifted Child Today (32) 3, 14-17. Gibbons, Kimberly, et al. Effective Universal Instruction: An Action-Oriented Approach to Improving Tier 1. The Guilford Press, 2018.

Hall, T., Stangman, N. & Meyer, A (2011). Differentiated Instruction and Implications for Universal Design for Learning. Retrieved December 14, 2011, from The National Center on Accessible Instructional Materials Web Site: https://sde.ok.gov/sites/ok.gov.sde/files/DI_UDL.pdf

Tomlinson, C. & Imbeau, M. (Speakers). (20ll). Leading and Managing a Differentiated Classroom. (webinar). Association for Supervision and Curriculum Development. ASCD.org/professions

Information about Lee County School System Gifted Education is made available to the general public via the Teaching and Learning page of our system website.

LEE COUNTY SCHOOL SYSTEM

Advanced Academic /Gifted Education Program

ELIGIBILITY REPORT for _____ 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	
MENTAL ABILITY	**Cognitive Ability Test** Verbal Quantitative Nonverbal Composite Other test(s): NNAT3	✓		*Requirements* Composite Total K-2 ≥ 99%ile 3-12 ≥ 96%ile	*Criteria Met* ☐ Yes ☐ No	*Requirements* Composite or Component Total K-12 ≥ 96%ile	*Criteria Met* ☐ Yes ☐ No
					☐ Yes ☐ No		
ACHIEVEMENT	**Norm-Referenced Test: IOWA** Total Reading Total Math Composite	✓		*Requirements* Total Reading or Total Math or Composite K-12 ≥ 90%ile	*Criteria Met* ☐ Yes ☐ No	*Requirements* Total Reading or Total Math or Composite K-12 ≥ 90%ile	*Criteria Met* ☐ Yes ☐ No
CREATIVITY	**TTCT - Figural**	✓				*Requirements* ≥ 90%ile	*Criteria Met* ☐ Yes ☐ No
	Product/Performance	✓				≥ 90%ile	☐ Yes ☐ No
MOTIVATION	**Motivation**					*Requirements*	*Criteria Met*
	Gifted Rating Scale (K-5)	✓				≥ 90%ile	☐ Yes ☐ No
	Grade Point Average (6-8)	✓				At least ≥ 3.5	☐ Yes ☐ No
	Grade Point Average (9-12)	✓				At least ≥ 3.5	☐ Yes ☐ No
	Product/Performance (K-12)	✓				At least ≥ 3.5	☐ Yes ☐ 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 SCHOOL SYSTEM

Referral Observed Gifted Behaviors

Name:_____ **Grade:**_____ **Date:** _____ **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.

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

Designed by: RSCowan 8.96 Adapted from Sandra Kaplan's "Identification Jot Down"

LEE COUNTY SCHOOL SYSTEM

Classroom Gifted Checklist

Child's Name _____Date: _____ Homeroom Teacher:

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 SCHOOL SYSTEM

PERMISSION TO TEST

Date:_____

Dear Parent/Guardian:
Your child _____ has been referred for 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 SCHOOL SYSTEM

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 SCHOOL SYSTEM

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 SCHOOL SYSTEM

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 <u>not</u> agree with the gifted placement.

_____ _____

Parent Signature Date

LEE COUNTY SCHOOL SYSTEM

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 SCHOOL SYSTEM

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 <u>not</u> agree with the gifted placement.

_____ _____

Parent Signature Date

LEE COUNTY SCHOOL SYSTEM

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 the 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 SYSTEM

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 SYSTEM

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

Student:_____

INDIVIDUAL ACADEMIC PLAN

Date IAP Implemented _____

Date IAP Concluded _____

Interventions:	**Provided by:**
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

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 SYSTEM

CONTINUATION LETTER

Student: _____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 SYSTEM

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. Parents must initiate re-entry.

_____
Signature, Eligibility Team Chairperson Date

_____
Signature, Parent/Guardian Date

LEE COUNTY SCHOOL SYSTEM

Re-Entry Response

Student: _____ 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,

LEE COUNTY SCHOOL SYSTEM

Advanced Academic Programs/Gifted Education

ANNUAL REVIEW AND PROGRAM DESCRIPTION

For School Year: _____

Student Name:	**Birthdate:**
School:	**Current Grade:**
Teacher:	**Date:**

Primary Delivery Model(s)/Program Description:

Elementary: Resource Enrichment, Class Cluster Grouping, Collaborative Model, Advanced Content

Middle School: Advanced Content Model Cluster Grouping Innovative Model

High School: Advanced Content Model Cluster Grouping Innovative Model
Accelerated Options Indirect Model(s)

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)

Active

____ New to Program
____ Continue Program
____ Probation

Inactive

____ Withdraw from Program
(Student/Parent Request)
In good standing: Yes No
____ Ineligible (grades)

Re-enter Program Date:_____

Curriculum Focus:

____ Language Arts ____ Science ____ Foreign Language
____ Math ____ Social Studies ____ Resource Enrichment Class
____ Reading ____ Fine Arts

____ I agree to the proposed gifted services for my child.

____ I do not wish for my child to receive gifted services.

Parent/Guardian Signature: _____ Date: _____