LEE COUNTY SCHOOLS
MISSION STATEMENT

The mission of the Lee County School system is to ensure that all students realize their unique potential through a system characterized by caring, dedicated teachers who have an uncompromising commitment to excellence.

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.

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 regular classroom or in the gifted class.

Membership of the Gifted Eligibility Team (GET)

The membership of the Gifted Eligibility Team (GET) is critical to the success of the multiple criteria screening and identification processes at the local school. The success is dependent on general education being in charge of the screening and identification. The process is successful and students are best served when all teachers are screening and referring students for gifted services rather than one teacher reviewing test scores. The following groups should be represented on the eligibility team.

- Principal or assistant principal
- One special area teacher (art, music, PE, career technology, special education)
- One representative from each grade level or core department
- Gifted Teacher
PROGRAM DESCRIPTION

Primary
The goal of the primary gifted program is to enable students to become self-directed learners who will naturally employ thinking, research and learning skills. A gifted specialist serves students daily. The science and social studies Georgia Performance Standards are the base from which the gifted program emerges. The program emphasizes the process of learning as well as content. Critical and creative thinking skills are addressed daily through logic puzzles, word plays and/or imagery puzzles. Students are given the opportunity to follow areas of interest through guided independent studies with an end result being an observable product. Multiple subjects are integrated into areas of study at the appropriate level of abstractness and complexity. A space study may include research, reports, calculations, demonstrations, as well as many other activities. The content is differentiated in ways that allow the students to construct a bridge between different fields of knowledge.

Elementary
Gifted services for grades 3 – 5 are offered through daily scheduled resource class, collaborative, and/or cluster grouping. The gifted specialists provide opportunities for students to master clearly defined state and local goals. 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. 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 will be provided in each subject area, grades 9-12 through Honors and Advanced Placement classes. Students will select the gifted subjects 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. Evaluation of gifted services could include student interviews, teacher observations, portfolios, class presentations, tests, essays, research papers and academic opportunities.

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 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. New students to Lee County are provided this information through an insert in the registration packet. School newsletters carry appropriate information during the school year. The local newspaper is also used to publicize activities.

Professional Development

General education and gifted education teachers are encouraged to attend professional learning opportunities designed to increase subject matter, knowledge of teaching Gifted Education, improve the use of curricula, instructional strategies and assessment measures appropriate for gifted students.

Each year new faculty members are added in Lee County School System. With this in mind, new faculty must be trained in the multiple screening and identification procedures. It is recommended that the eligibility team chair and/or gifted teacher in each local school conduct the training for new faculty. Training should be completed by the end of September. If needed, the central office can supply training materials to the eligibility chair and/or gifted teacher.

Family/Community Involvement

The Lee County Gifted Program encourages the involvement of family and community members. Parents serve as chaperones for field trips. Parents and community members are brought in as guest speakers or presenters. A gifted survey is provided periodically to parents and students for input on program improvement. Opportunities are available throughout the year for students to showcase work and talents for parent and community viewing in the schools.
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 located on page 14 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 during 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 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, including observation of student behaviors, about the student in order for the Eligibility Team to determine whether further consideration for the gifted program is warranted. Referrals to be considered by the Gifted Program Eligibility Team located in each local school most often come from automatic referrals generated from review of standardized achievement test scores and reported referrals from classroom teachers and other school based educators. However, 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. Gifted Program Referral forms 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.
**Automatic Referral**

When a system-wide norm referenced test is administered, students who score at or above the 95th percentile on the total battery or total math or total reading will be referred to the local school’s Gifted Eligibility Team. When a student meets the criteria for automatic referral, the gifted education teacher gathers supporting evidence of academic and creative strengths to bring to the meeting of the Gifted Eligibility Team.

**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, the Classroom Talent Survey, products/projects completed by the student, and any other supporting documentation used in Tier II of the Response to Interventions Pyramid as developed by each school.

**Grades K-1:** The students will be screened with the administration of Naglieri Nonverbal Ability Test (NNAT). At this point, the team will notify the parents or guardians in writing. The form, Parent Nomination for Consideration/Consent for Evaluation for the Program for the Gifted is used for this purpose. Parental consent to evaluate must be obtained before further assessment occurs. 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 2-8:** The screening process continues with the administration of Naglieri Nonverbal Ability Test (NNAT). At this point, the team will notify the parents or guardians in writing. The form, Parent Nomination for Consideration/Consent for Evaluation for the Program for the Gifted is used for this purpose. Parental consent to evaluate must be obtained before further assessment occurs. As each student’s information is reviewed, the team will make one of the following decisions regarding each referred student:

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

   OR

3. The student will be referred for further assessment and data collection.
Parent/Guardian Notifications

After a review of the referral information, if the Eligibility Team recommends referring a student for further screening and/or assessments, the parent/guardian will receive a notification/permission letter. Once the local school receives the signed notification letter, the assessment process will begin.

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 Test of Basic Skills 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) Grades K-5, the Children’s Academic Intrinsic Motivation Inventory for students in grades 4-8, or GPA of academic content and grade point averages over a two-year period for students in grades 6-12.

The Lee County School System will review GPA 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 have 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 3-12 will be eligible for re-screening in alternate year testing. 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:

1. The student is eligible for gifted program services under the criteria established under Rule 160-4-2.38.

OR

2. 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). If the student is not eligible, 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. A copy of the Eligibility Report Form should be placed in the student’s cumulative folder.

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 who have been in a gifted program in another state can begin receiving gifted education services as soon as the assessment process required in the State of Georgia is completed. 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, curriculum adaptations will be recommended by the Eligibility Team should the assessment information indicate curriculum adaptations are needed. The student’s teacher(s) will be made aware of these recommendations so that implementation of the curricular adaptations can take place in the student’s regular education classes.
Annual Review

The progress of each student receiving gifted education services shall be reviewed annually. Students performing satisfactorily in regular education and 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 Continuation Policy the time of the student’s placement for gifted education services.

Placement in Jeopardy – Probation

A student’s continued participation in the gifted program is contingent upon satisfactory performance in the regular classroom and in the gifted program. Satisfactory performance in regular education classes shall be based on the student maintaining passing grades in academic subjects according to the regular standards of the system and an overall 3.0 average for the grading period. Should a student fail to maintain satisfactory performance in either, or both, of these locations, 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 Plan of Improvement while the middle school/high school parents will receive the Notification of Placement Review letter that includes notification of the probationary period. The probationary period may include a full grading period but would be for a minimum of one grading period for students at all instructional levels. At the completion of the probationary period, the Plan of Improvement/Placement Review will be reviewed. Students who meet the terms of the Plan of Improvement/Placement Review will continue to receive gifted education services.

Students who do not meet the terms of the Plan of Improvement/Placement Review will no longer receive gifted education services. Parents/guardians will receive written notification following the Eligibility Team meeting when the Plan of Improvement/Placement Review 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; 6 weeks at elementary level and 9 weeks at primary 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 a Plan of Improvement,
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.
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 a Plan of Improvement/Placement Review must meet the goals of the Plan of Improvement/Placement Review 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, an Eligibility-Placement form 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.

Transfer Students

Students who meet the state eligibility criteria for gifted education services shall be considered eligible to receive gifted education services in any school system in Georgia. Students who have been determined eligible for gifted education services in any public school system in Georgia will automatically be eligible for services in Lee County Schools once documentation of service in the former school district has been received. 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.
To be eligible for gifted education services, a student must meet the criteria in three of the four categories summarized below. 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.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Assessment Instruments</th>
<th>Grade Level</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Abilities</td>
<td>Cognitive Abilities Test (CogAT)</td>
<td>K-12</td>
<td>(1) Psychometric Composite Score ≥96th percentile K-2</td>
</tr>
<tr>
<td></td>
<td>Verbal Component</td>
<td>K-2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quantitative Component</td>
<td>3-12</td>
<td>≥96th percentile 3-12 (For composite)</td>
</tr>
<tr>
<td></td>
<td>Non-verbal Component</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Composite (V+Q+NV)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Either area or composite</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achievement</td>
<td>ITBS</td>
<td>K-12</td>
<td>≥90th percentile</td>
</tr>
<tr>
<td></td>
<td>Total Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Math</td>
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<td></td>
<td>Total Battery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creativity</td>
<td>Torrance Test of Creative Thinking</td>
<td>K-12</td>
<td>≥90th percentile</td>
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<td></td>
<td>Figural or Verbal</td>
<td></td>
<td></td>
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<tr>
<td>Motivation</td>
<td>Gifted Rating Scale</td>
<td>K-5</td>
<td>≥90th percentile</td>
</tr>
<tr>
<td></td>
<td>Children’s Academic Intrinsic Motivation Inventory OR GPA (1st sem or 3rd 9 wks)</td>
<td>6-8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade Point Average</td>
<td>9-12</td>
<td>at least ≥3.5</td>
</tr>
</tbody>
</table>

**Initial Eligibility**

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

a. score at the 96th percentile (K-2) or the 96th percentile (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 the criteria in any three of the following four areas: mental ability (intelligence), achievement, creativity and motivation.

Georgia Board of Education Rule 160-4-2-.38
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 GPS 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 regular classroom as well as in the gifted education program. When a student’s performance is deemed unsatisfactory in the regular classroom or 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, a second GET meeting will be scheduled to review the student’s progress. If the problem(s) persists, a meeting of the Gifted Eligibility Team will be scheduled for the purpose of designing a Plan of Improvement 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 Plan of Improvement 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 Plan of Improvement. 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 regular education shall be based on the student maintaining passing grades in all academic subjects according to the regular standards of the system and an overall 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 by the GET.

High School students failing or struggling in one or more 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.

According to State of Georgia Rules and Regulations adopted in February 1998, “parents will be informed when a student’s placement is in jeopardy,” and “when it is determined that a student must be withdrawn from the gifted program, the parents shall be notified in writing prior to the dismissal.” A student who has been dismissed from gifted education services can be referred for re-entry after one calendar year. The student must: a) meet the goals of the Plan of Improvement if dismissal occurred as a result of unsatisfactory performance, and b) meet the eligibility criteria in place at the time of re-entry, and c) the assessment data on the student is not more than two years old.

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

This Continuation Policy has been approved by the Lee County Board of Education and is on file with the State Department of Education, Programs for the Gifted.
Suggestions to use when Designing a Plan of Improvement**

The classroom teacher and/or the gifted education teacher should document carefully the unsatisfactory performance of identified gifted students in either the regular classroom or the gifted education class. This documentation should be for a **minimum** of six weeks and should be used when discussing and designing intervention for the student. Some things that may be considered when designing a Plan of Improvement 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 Plan of Improvement 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 Plan of Improvement.

**When possible, the student may be included when designing the Plan of Improvement.**

** Primary/Elementary Schools only
REFERRAL PROCESS

**STEP I**

Referral: Gather Supporting Information

**STEP II**

Eligibility Team: Review Referrals and Supporting Information

- Not at this time
- Refer for Evaluation
- Gather More Information

**STEP III**

Formal Evaluation: Administer Assessment Measures and Compile Results

**STEP IV**

Data Categories

<table>
<thead>
<tr>
<th>Mental Ability</th>
<th>Achievement</th>
<th>Creativity</th>
<th>Motivation</th>
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Eligibility Team: Evaluate Assessment Results and Recommend Services

- Eligible
- Ineligible

Recommend Service Options

- Recommend Curriculum Adaptations (if needed)

Annual Review
Grade Acceleration Procedure:

In the event that a student’s parents request that their child be considered for acceleration to the next grade, the request will be brought before an Acceleration Review Team. This team should include at least one of the student’s regular education teachers, a gifted teacher, a counselor, a school system psychologist, a school administrator, a teacher for the grade to which the student may be advancing, a special needs teacher (if applicable), and the system Curriculum Director. These requests will be considered in the spring for the next school year. The review team will be established to evaluate all data. If additional information is needed, the team will request written parental consent to evaluate the student. For grade acceleration, the review team will consider student test scores and other standards of comparison suggested by the “Iowa Acceleration Scale” or its equivalent. The review team will provide decisions on such issues as grade level testing, transportation, (if applicable), extracurricular opportunities, class ranking, and transcript record keeping. Parents should be informed of the review team’s decision on the acceleration request within ten school days following its decision. Parents may appeal the decision of the review team by sending a letter to the superintendent within ten days of the decision. The Superintendent’s decision is final.

If the decision is made for grade acceleration, a written acceleration plan for the student will be provided by the review team. One of the review team members will serve as a monitor for the student’s transition for a period of twenty days. During this time parents may request in writing to the school principal an alternative placement. If the acceleration plan is modified or discontinued, the written acceleration plan should be updated. A copy of the plan should be included in the student’s permanent record.
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.

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<thead>
<tr>
<th>Assessment Instruments</th>
<th>Date Given</th>
<th>Score %ile</th>
<th>Procedure 1 – Mental Ability &amp; Achievement Criteria Required (Psychometric)</th>
<th>Procedure 2 – Multiple Criteria, 3 or 4 categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive Ability Test</td>
<td>/ ___</td>
<td></td>
<td>Requirements</td>
<td>Criteria Met</td>
</tr>
<tr>
<td>Verbal</td>
<td></td>
<td></td>
<td>Composite Total</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>Quantitative</td>
<td></td>
<td></td>
<td>K-2 ≥ 99%ile</td>
<td></td>
</tr>
<tr>
<td>Nonverbal</td>
<td></td>
<td></td>
<td>3-12 ≥ 96%ile</td>
<td></td>
</tr>
<tr>
<td>Composite</td>
<td></td>
<td></td>
<td>□ Yes □ No</td>
<td></td>
</tr>
<tr>
<td>Other test(s):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Norm-Referenced Test: ITBS</th>
<th>Date Given</th>
<th>Score %ile</th>
<th>Procedure 1 – Mental Ability &amp; Achievement Criteria Required (Psychometric)</th>
<th>Procedure 2 – Multiple Criteria, 3 or 4 categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Reading</td>
<td>/ ___</td>
<td></td>
<td>Requirements</td>
<td>Criteria Met</td>
</tr>
<tr>
<td>Total Math</td>
<td></td>
<td></td>
<td>Total Reading</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>Composite</td>
<td></td>
<td></td>
<td>Total Math</td>
<td></td>
</tr>
<tr>
<td>Composite</td>
<td></td>
<td></td>
<td>Composite K-12 ≥ 90%ile</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CREATIVITY</th>
<th>Norm-Referenced Test: ITBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTCT - Figural</td>
<td>/ ___</td>
</tr>
<tr>
<td>Product/Performance</td>
<td>/ ___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MOTIVATION</th>
<th>Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gifted Rating Scale (K-5)</td>
<td>/ ___</td>
</tr>
<tr>
<td>CAMI or GPA (6-8)</td>
<td>/ ___</td>
</tr>
<tr>
<td>Grade Point Average (9-12)</td>
<td>/ ___</td>
</tr>
<tr>
<td>Product/Performance (K-12)</td>
<td>/ ___</td>
</tr>
</tbody>
</table>

Rule: 160-4-20-.38

☐ Student is ineligible
☐ Student is eligible for placement
☐ Student is eligible through reciprocity from another school system in Georgia
☐ Student is eligible through local policies/procedures

Eligibility Team: ___________________________  

Parent Signature: ___________________________  
Date: ___________________________
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: __________________________

Most Recent Test Information
CogAT: Date ____________ V ____________ Q ____________ NV ____________ Composite ____________
ITBS: Date ____________ Reading Total ____________% Math Total ____________% Composite ____________%
GRS/ Motivation Date ____________ Form ____________ Score __________________
Torrance/ Creativity Date ____________ Form ____________ Score __________________
Other Cognitive Ability or Achievement Tests Date __________________
Test Name __________________ Results __________________
If grades/test scores are unavailable at this time, give reason for referral: __________________________
Lee County Schools Reported Referral of Observed Gifted Behaviors

**Date** __________________________________________

**Name** ___________________________ **Grade** ____________

**Referring Teacher** __________________________________________

**Directions:** Record examples of behaviors displayed by students in the corresponding cell. Use the numerical scale to summarize the evaluation of your observation for each observed behavior.

<table>
<thead>
<tr>
<th><strong>INTERESTS</strong></th>
<th><strong>COMMUNICATION</strong></th>
<th><strong>CREATIVITY</strong></th>
<th><strong>CURIOSITY</strong></th>
<th><strong>HUMOR</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Is interested in a wide range of things/ideas; collects information</td>
<td>Has advanced communication skills.</td>
<td>Uses original and novel methods; produces many ideas; original ideas; enterprising</td>
<td>Is Investigative, curious, risk-taker, inquisitive</td>
<td>Displays a keen sense of humor; understands and communicates humor</td>
</tr>
</tbody>
</table>

Weak ------ Strong
1 - 2 - 3 - 4

 Weak ------ Strong
1 - 2 - 3 - 4

 Weak ------ Strong
1 - 2 - 3 - 4

 Weak ------ Strong
1 - 2 - 3 - 4

 Weak ------ Strong
1 - 2 - 3 - 4

<table>
<thead>
<tr>
<th><strong>PROBLEM-SOLVING</strong></th>
<th><strong>MEMORY</strong></th>
<th><strong>MOTIVATION</strong></th>
<th><strong>LEADERSHIP</strong></th>
<th><strong>OTHER</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses advanced problem-solving skills; invents ways to formulate different solutions</td>
<td>Learns rapidly and easily; well-informed in many areas; retains and uses what has been heard or read; resourceful</td>
<td>Is independent, self-directed; persistent</td>
<td>Organizes people and ideas; respected by peers and adults; positive influence</td>
<td>Indicate other outstanding behaviors not included in this chart.</td>
</tr>
</tbody>
</table>

 Weak ------ Strong
1 - 2 - 3 - 4

 Weak ------ Strong
1 - 2 - 3 - 4

 Weak ------ Strong
1 - 2 - 3 - 4

 Weak ------ Strong
1 - 2 - 3 - 4

 Weak ------ Strong
1 - 2 - 3 - 4

**Designed by: RSCowan 8.96**

**Adapted from Sandra Kaplan's "Identification Jot Down"**
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

CLASSROOM TALENT SURVEY

School: ________________________  Grade: ______  Teacher: ________________________  Year: ________

Directions: The needs of gifted or talented students result from those behavioral characteristics that differentiate them from students the same age. **You are asked to observe the students in your class in light of the characteristics listed below in the areas of Mental Ability, Achievement, Creativity, and Motivation.** If a particular behavior is observed, please jot down the name of the student and **behavior # under the specified area.** If the same student repeats a behavior more than once, put a check by the student's name for each occurrence. If a student exhibits behaviors in more than one area, repeat the process for each area/occurrence. For future reference and use, you may also wish to maintain samples of exceptional work and/or anecdotal records of students exhibiting these behaviors. Thank you for your assistance in the search for students who may need special services.

<table>
<thead>
<tr>
<th>AREA (A): MENTAL ABILITY</th>
<th>AREA (B): ACHIEVEMENT</th>
<th>AREA (C): CREATIVITY</th>
<th>AREA (D): MOTIVATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who ...</td>
<td>Students who ...</td>
<td>Students who ...</td>
<td>Students who ...</td>
</tr>
<tr>
<td>1. Learn easily and rapidly</td>
<td>8. Demonstrate advanced ability or knowledge in specific area(s)</td>
<td>16. Exhibit heightened curiosity or questioning attitudes</td>
<td>26. Are unusually persistent; goal-directed</td>
</tr>
<tr>
<td>2. Knows a lot about a variety of topics</td>
<td>9. Have high standardized test scores</td>
<td>17. Are highly imaginative</td>
<td>27. Have longer than average attention spans’ powers of concentrations</td>
</tr>
<tr>
<td>4. Retain/recall information easily</td>
<td>11. Demonstrate superior ability to organize</td>
<td>19. Have high energy levels</td>
<td>29. Demonstrate an intense desire to learn; “be somebody”, or do something</td>
</tr>
<tr>
<td>5. Have keen powers of observation; usually “see more” or “get more out of stories”</td>
<td>12. Easily comprehend what they see, hear, read, etc.</td>
<td>20. Are unusually sensitive or intuitive</td>
<td>30. Are independent; self starters</td>
</tr>
<tr>
<td>7. Are highly verbal; demonstrate advanced language development</td>
<td>14. Set personal goals and strive to achieve them</td>
<td>22. Are risk takers</td>
<td>32. Have hobbies, collections, long term interests</td>
</tr>
<tr>
<td></td>
<td>15. Are “perfectionists”</td>
<td>23. Offer many, original ideas or solutions</td>
<td>33. Are concerned with adult topics</td>
</tr>
</tbody>
</table>

Example: Jane or John Doe - #s 1, 3, 4

...
Dear Parent/Guardian:

[Student’s Name], 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 academically. 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 of Basic Skills (ITBS) for the area of achievement, Torrance Tests of Creative Thinking (TTCT) for the area of creativity, and the Gifted Rating Scale (GRS) for area 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.

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

Comments: ________________________________

______________________________  ________________________________
Signature, Parent/Guardian                  Date

______________________________  ________________________________
Resource Classroom Teacher/Gifted Chairperson  Date

You will be notified regarding the outcome of the evaluation when all assessments are complete. If your child meets the eligibility requirements for the Gifted Education Program, a conference will be scheduled to discuss his/her potential educational program. If your child does not meet the eligibility criteria at this time, you will be notified when the assessment is complete.
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.

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. I will be happy to schedule a conference with you.

Sincerely,

______________________________
Gifted Education Eligibility Team Representative

______________________________
Phone Number
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.

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. I look forward to working with your child.

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. I will be happy to schedule a conference with you.

Sincerely,

Gifted Education Eligibility Team Representative

Phone Number
Dear Parents/Guardians:

As you were made aware when your child, [completed their entry into the program], 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 for this semester in the following area(s):

- Primary/Elementary Gifted Resource Classroom average is unsatisfactory for nine weeks.
- 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 semester’s end. If the report card grades meet acceptable criteria, your child will return to full active status. If performance remains below the specified minimum, the student, parent, gifted program teacher and other teachers involved will be invited to attend a review before services are withdrawn.

A student 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.

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 regular and/or gifted classrooms, indicated by a (non-weighted) grade of at least 70 [as defined by the Board-approved Pupil Progression Policy (IHE) and Local Administrative Procedures Manual].

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. A student who fails to maintain satisfactory academic performance in regular and/or gifted education classes will be referred to the Student Support Team (SST) or Gifted Education Eligibility Team for appropriate interventions. 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 and/or regular education teacher who serve the student.

2. The student shall continue to receive gifted education services during probation, while receiving the services of the SST/Eligibility Team and attempting to achieve satisfactory performance status.

3. The individuals involved with the Student Support or 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 regular and/or 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 can be reinstated as eligible for gifted services when evidence of satisfactory academic performance, as defined by the Pupil Progression Policy and Local Administrative Procedures Manual, over at least one semester, is submitted to the school’s Eligibility Team for consideration.
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:  Provided by:
1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________

Student Responsibilities:
1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________

Status:  □ Return to good standing  □ Continue probationary placement
□ Withdraw from program  In good standing:  □ Yes  □ No
(student/parent request)

Team Members:
__________________________  ____________________________  ____________________________
__________________________  ____________________________  ____________________________
__________________________  ____________________________  ____________________________

Signature, Parent/Guardian  Date  Signature, Team Chairperson  Date
Dear Parents/Guardians:

The Gifted Program Eligibility Team has met to evaluate the Plan of Improvement/Program Review 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 Plan of Improvement/Program Review, 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:

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 six weeks.

_____ Primary/Elementary classroom average is below an 70% in the core academic areas of Writing/Grammar, Reading, Math, Science and Social Studies for the six weeks.

_____ Middle or high school 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.

__________________________________________ Date

Signature, Eligibility Team Chairperson

__________________________________________

Comments:
__________________________________________
__________________________________________
__________________________________________

__________________________________________ Date

Signature, Parent/Guardian
Lee County School District
Advanced Academic Programs/Gifted Education

Re-Entry Request

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 gifted education file. 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 form 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:

<table>
<thead>
<tr>
<th>Model</th>
<th>Elementary</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource Enrichment Class</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Cluster Grouping</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Advanced Content Model</td>
<td>☐ Cluster Grouping</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Cluster Grouping</td>
<td></td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Advanced Content Model</td>
<td>☐ Accelerated Options</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Segments per Week:** __________

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

### Status: (Annual Review)

- **Active**
  - _____ New to Program
  - _____ Continue Program
  - _____ Probation
  - _____ Re-enter Program (date) ____________________________

- **Inactive**
  - _____ Withdraw from program (Student/Parent request)
  - _____ In good standing: ☐ Yes ☐ No
  - _____ Ineligible (grades) __________

### Curriculum focus:

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>Math</th>
<th>Reading</th>
<th>Science</th>
<th>Social Studies</th>
<th>Foreign Language</th>
<th>Resource Enrichment Class</th>
<th>Fine Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

### Comments:

__________________________________________________________________________
STATE BOARD RULE
160-4-2-.38 EDUCATION PROGRAM FOR GIFTED STUDENTS.

(1) DEFINITIONS.
(a) 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.

(b) Georgia Department of Education – (GaDOE) the agency charged with the fiscal and administrative management of certain aspects of K-12 public education including the implementation of federal and state mandates.

(c) Gifted Student - a student who meets the eligibility criteria as identified in this rule and as defined in the GaDOE Resource Manual for Gifted Education Services.

(d) Local Board of Education (LBOE) – agency charged with adopting policies to govern educational entities within the local educational agency.

(e) Local Educational Agency (LEA) – local school system pursuant to LBOE control and management.

(f) Panel of Qualified Evaluators - experts in relevant fields appointed by the LEA who evaluate student products/performances to determine gifted program eligibility.

(g) Qualified Psychological Examiner - a psychologist licensed by a state licensing board in the United States and having training and experience in school psychology or child psychology.

(h) State Board of Education (SBOE) – the constitutional authority which defines education policy for public K-12 education agencies in Georgia.

(2) REQUIREMENTS.
(a) Notification. The LEA shall notify parents and guardians of identified gifted students being considered to receive gifted education services in writing of information related to the gifted education program including, but not limited to the following:
1. Referral procedures and eligibility requirements adopted and applied by the LEA.

2. Notification of initial consideration for gifted education services.

3. Evaluation guidelines and documentation of training procedures utilized and maintained by the LEA.

4. The type(s) of gifted services to be provided, academic standards to be met, the teaching methods employed, and the manner in which students will be evaluated annually.

5. Performance standards gifted students are to meet to maintain their eligibility and receive continued services in the program.

6. A description of the probationary period applied to students in jeopardy of losing their eligibility for services. The description shall include the length of the probationary period and the criteria.

7. Termination of services when students on probation have failed to meet criteria for continuation of services.

(b) **Referrals.** The consideration for gifted education services may be reported or automatic as defined in the *GaDOE Resource Manual for Gifted Education Services.*

1. **Reported Referral.** 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.

2. **Automatic Referral.** Students who score at specified levels on a norm-referenced test as defined in the *GaDOE Resource Manual for Gifted Education Services,* for further assessment to determine eligibility for gifted program services.

   (i) The LBOE shall establish the criterion score needed on norm-referenced tests for automatic consideration for further eligibility assessment.

   (ii) The LBOE shall ensure that tests or procedures used in the referral process and to determine eligibility for gifted education services meet standards of validity and reliability for the purpose
of identifying gifted students and shall be non-discriminatory with respect to race, religion, national origin, sex, disabilities, and economic background.

(c) **Consent.** The LEA shall obtain written consent for testing from parents or guardians of students who are being considered for referral for gifted education services. The LEA shall obtain written consent from parents or guardians before providing gifted education services to students determined to be eligible for services.

(d) **Eligibility.** The LBOE shall adopt eligibility criteria that are consistent with this rule and as defined in the *GaDOE Resource Manual for Gifted Education Services.*

1. To be eligible for gifted education services, a student must either (a) score at the 96th 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 described in paragraph (2)(d) 5.(ii) Achievement, or (b) 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.

2. To be eligible for gifted education services, a student must meet the criterion score on a norm-referenced test and either has observational data collected on his or her performance or produce a superior product as described below. Information shall be collected in each of the four areas: mental ability, achievement, creativity, and motivation.

3. Test scores used to establish eligibility shall have been administered within the past two calendar years.

4. Any data used in one area to establish a student’s eligibility shall not be used in any other data category.

5. Data shall be used for eligibility in the four areas according to the following:
   (i) **Mental Ability.** Students shall score at or above the 96th percentile on a composite or full-scale score or appropriate component score, as defined in the *GaDOE Resource Manual for Gifted Education Services,* on a norm-referenced test of mental ability.
(I) Mental ability tests shall be the most current editions, or editions approved by GaDOE, of published tests that measure intelligence or cognitive ability, which have been reviewed for bias and are normed on a nationally representative sample with respect to race, religion, national origin, sex, disabilities, and economic background within a 10-year period prior to administration.

(II) Mental ability tests that were designed to be administered individually shall be administered by a qualified psychological examiner.

(ii) **Achievement.** Students shall score at or above the 90th percentile on the total battery, total math or total reading section(s) of a norm-referenced achievement test or have produced a superior student-generated product or performance, where the superior performance is one that can be translated into a numerical score at or above 90 on a 100 point scale as evaluated by a panel of qualified evaluators.

(I) Norm-referenced achievement tests shall be the most current editions of tests, or editions approved by GaDOE, that measure reading skills, including comprehension, and shall yield a total reading score and/or a total mathematics score based upon a combination of scores in mathematics concepts and applications. These tests shall have been reviewed for bias and are normed on a nationally representative sample with respect to race, religion, national origin, sex, disabilities, and economic background within a 10-year period prior to administration.

(II) Performances and products shall be assessed by a panel of qualified evaluators and must have been produced within the two calendar years prior to evaluation.

(iii) **Creativity.** Students shall score at or above the 90th percentile on the total battery score of a norm-referenced test of creative thinking, receive a score at or above the 90th percentile on a standardized creativity characteristics rating scale, or receive from a panel of qualified evaluators a score at or above 90 on a 100 point scale on a structured observation/evaluation of creative products and/or performances.

(I) Norm-referenced tests of creative thinking shall be the most current editions of tests, or editions approved by GaDOE, that provide scores of fluency, originality, and elaboration. These tests shall have been reviewed for bias and are normed on a nationally representative sample.
with respect to race, religion, national origin, sex, disabilities, and economic background within a 10-year period prior to administration.

(II) Rating scales used to qualify creativity shall differentiate levels such that judgments may equate to the $90^{\text{th}}$ percentile. If a rating scale is used to evaluate creativity, a rating scale shall not be used to evaluate motivation.

(III) As evidence of creativity, students, or individuals on behalf of students, may submit products or evidence of outstanding performances completed during the two calendar years prior to evaluation. The products or performances submitted shall be reviewed by a panel of qualified evaluators.

(iv) **Motivation.** Students shall receive a score at or above the $90^{\text{th}}$ percentile on a standardized motivational characteristics rating scale, receive from a panel of qualified evaluators a score at or above 90 on a 100 point scale on a structured observation or evaluation of student-generated products and/or performances, or for grades 6-12 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, science, and full year world languages.

(I) Rating scales used to qualify student motivation shall differentiate levels such that judgments may equate to the $90^{\text{th}}$ percentile. If a rating scale is used to evaluate motivation, a rating scale shall not be used to evaluate creativity.

(II) As evidence of motivation, students, or individuals on behalf of students, may submit products or evidence of outstanding performances made during the two calendar years prior to evaluation. The products or performances submitted shall be reviewed by a panel of qualified evaluators.

(III) GPAs of students are determined by calculating the grades earned during the two years prior to evaluation in the subjects of mathematics, science, English/language arts, social studies, and full year world language, if such language study is included in the student’s records.
6. Assessment data that were gathered and analyzed by a source outside the student’s school or LEA shall be considered as part of the referral and evaluation process. External evaluation data shall not be substituted for or used as the sole source of data the school generates during the initial eligibility process. External evaluations shall have been reviewed for bias with respect to race, religion, national origin, sex, disabilities, and economic background.

(e) **Continued Participation.** The LBOE shall have a continuation policy for students identified as eligible for gifted services to continue to receive such services. The LEA shall review the progress of each student receiving gifted education services each year. Any student who receives gifted education services shall continue to receive services, provided the student demonstrates satisfactory performance in gifted education classes, as described in the LBOE continuation policy and stated in the continuation policy.

1. The LBOE continuation policy shall include a probationary period in which a student who fails to maintain satisfactory performance in gifted education classes shall continue to receive gifted education services while attempting to achieve satisfactory performance status. The length of this probationary period shall be determined by the LBOE.

2. The LBOE continuation policy shall provide for a final review prior to discontinuing gifted education services for students who fail to demonstrate satisfactory performance in gifted education classes during the probationary period and criteria for resuming gifted education services for such students.

(f) **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.
(g) **Curriculum and Services to Be Provided.**

1. The LBOE shall develop curricula for gifted students that incorporate SBOE approved curriculum. LBOE curricula for gifted students shall focus on developing cognitive, learning, research and reference, and metacognitive skills at each grade grouping, using principles of differentiation, in one or more of the following content areas: mathematics, science, English/language arts, social studies, world languages, fine arts, and career, technical and agricultural education. LEAs shall make available to the public and the GaDOE a description of the differentiated curricula used for instruction of gifted students. The LEA shall review and revise, if revisions are needed, its curricula for gifted students at least annually.

2. Students identified as gifted and whose participation has received parental consent shall receive at least five segments per week (or the yearly equivalent) of gifted education services, using one of the approved models described in the GaDOE *Resource Manual for Gifted Education Services.*

(h) **Data Collection.**

1. The LBOE shall collect and maintain statistical data on the number of students referred for evaluation of eligibility for gifted education services, the number of students determined eligible for services, and the number of students actually served during the school year. These data shall be archived and maintained by subgroups, which shall include at least the grade level, gender, and ethnic group of the students.

2. The LEA shall evaluate its gifted program at least every three years using criteria established by GaDOE.

(i) **Public Review.** The LBOE shall make available for review by the public and the GaDOE a copy of its administrative procedures for the operation of its gifted education program and the LEA’s gifted education curricula.


**Adopted:** May 10, 2012 **Effective:** May 30, 2012