

2020-2021
WORTH COUNTY SCHOOL DISTRICT
GIFTED SERVICES



ADMINISTRATIVE PROCEDURES MANUAL

WORTH COUNTY SCHOOL DISTRICT

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**Worth County School District Gifted Services
Philosophy and Administrative Procedures/Plan**

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WORTH COUNTY SCHOOL DISTRICT SERVICES FOR GIFTED

PHILOSOPHY

Who are the gifted students? How do we identify them? What constitutes a viable program for gifted students?

State Definition of a Gifted Student:

A student 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 need 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.

In the Worth County Schools we believe that gifted students are a diverse population and can be found in all socio-economic, cultural, ethnic, and educational backgrounds. It remains our commitment to implement a child find process that will assess and identify all students from diverse populations, while maintaining the integrity and standards of gifted services.

To be eligible for gifted education services:

1. To be eligible for gifted education services, a student must either (a) score at the 99th percentile (for grades K-2) or the 96th percentile (for grades 3-12) on the composite or full scale score of a norm-referenced test of mental ability and meet one of the achievement criteria 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. 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.

What constitutes a viable program for gifted students? The State of Georgia identifies a differentiated curriculum as courses of study in which the content, teaching strategies, and mastery expectations have been adjusted to be appropriate for gifted students. Worth County Schools provides a differentiated curricula for its gifted and talented students and reviews and revises such curricula yearly.

Today's students live in and face an exciting, challenging, an ever-changing new era – a complex technological and informational age. Any student can only begin to tap the tremendous amount of information which is accumulating and changing at ever increasing rates. Massive amounts of information will be of no use to a society which does not possess thinking skills to process and use information. Attempts to overload human potentials in receiving and storing an avalanche of knowledge can only result in burn-out rather than the enhancement of the child. Along with the unquestioned need for a thorough rooting in the basic areas of established and recognized educational training, we must go further – especially in the training and development of gifted students required to lead in tomorrow's world. Gifted students must have the tools for learning such as access to computers and the information super highway. Concurrent with developing a foundation of knowledge, they must develop skills necessary to identify and process incoming information. **We must mold thinkers.**

Worth County's Gifted Services have been carefully formulated in accordance with networks of instruction set forth by authorities in the field as essential to a quality educational program for the gifted. (Renzulli, Galliger, Lewis, Buckley, etc.) Among the designated areas of instruction are training in the development of critical and creative thinking skills, communication skills, research and reference skills, decision-making, and self-concept development. The Worth County Gifted Curriculum incorporates the above skill areas into interdisciplinary units and / or courses centered around the state approved curriculum for the following content areas: Language Arts, Fine Arts, Science, Technology, Math and Social Studies. Through independent and cooperative study, gifted students are taught to take responsibility for learning, to act upon and apply factual information, and to share this information with others.

The gifted student in Worth County must have access to programming and tools required to meet his/her needs. Oliver Wendell Holmes once said: "Man's mind, once stretched, never returns to its original dimension."

Mission Statements

- To continue to explore and implement methods of identification and placement criteria that will identify eligible students from the underserved populace in the Worth County School System.
- To provide differentiating educational programming geared to the special needs and learning styles of the gifted student with emphasis on the higher-level cognitive skills; a broader scope and flexibility of instruction, differentiated instructional methods, and concept application to real-life problem solving experiences.
- To equip students to access information and solve the complex problems of an ever-changing global world.

GOALS FOR WORTH COUNTY GIFTED SERVICES

- **Gifted students will develop advanced research skills and methods. Curriculum for gifted students will allow for the in-depth learning of self-selected topics within the area of study, using state approved curriculum as the foundation of instruction.**
- **Gifted students will develop and practice creative thinking and creative problem-solving skills with a variety of complex topics within the area of study.**
- **Gifted students will develop and practice critical thinking and logical problem-solving skills in the pertinent academic area.**
- **Gifted students will develop advanced communication skills. Curriculum for gifted students should encourage the use of new techniques, materials, and formats in the development of products that will be shared with real audiences.**
- **Gifted students will develop an understanding of self and how their unique characteristics may influence interactions with others.**
- **Gifted students will develop and practice skills that are necessary to function effectively in a global society.**
- **The Gifted Services will provide a differentiated curriculum to meet the needs of these students.**

Source: National/State Leadership Training Institute on the Gifted and Talented, Developed by the Curriculum Council (James J. Gallagher, Sandra N. Kaplan, A. Harry Passow, Joseph S. Renzulli, Irving S. Sato, Dorothy Sisk, Janice Wickless)

OVERVIEW OF REFERRAL, ELIGIBILITY AND PLACEMENT PROCESS

The consideration for gifted services may be **reported** or **automatic**.

The reported referral process has four basic dimensions:

- 1) Nomination of students as possible candidates for formal evaluation for gifted identification. Nominations can be made by classroom teachers, special area teachers, parent or guardian, the child himself/herself, or any other responsible person who has knowledge of the student's abilities. (Forms G.1.A, B, C, C1)
- 2) Review of nominations by Eligibility Team to determine if referral for formal evaluation is warranted. (Form G.2A)
- 3) Formal evaluation by gifted services teacher or school psychologist to identify those students who meet the state eligibility criteria for placement in the Gifted Services.
- 4) Review of all evaluations and collected data to determine eligibility and service option for best possible placement for each formally evaluated student. This task is the responsibility of a site-based Eligibility Team consisting of a guidance counselor or administrator, one regular classroom or special area teacher, and one gifted services teacher. The team should consist of a minimum of three staff members.

Referral Process

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. The purpose of these nominations is to gather existing information about the students. The nominations will be initiated and processed as further described hereinafter.

Grades K-2

Teachers or other individuals knowledgeable of the student's abilities will gather, record, and submit existing data for each student whose name appears in a minimum of five categories on the TABS forms. (Form G.1D) Existing data will include a portfolio of the student's best classroom work as well as results of formative assessments. The portfolio must include a sample of a creative writing activity. Those students whose name appears in a minimum of five categories on the TABS forms and whose portfolios demonstrate above average classroom performance will be referred to the gifted services teacher for formal evaluation. If the former criteria are not met, then the student's nominator will be personally informed and the process discontinued.

Grades 3-5

Teachers or other individuals knowledgeable of the student's abilities will gather, record, and submit existing data for each student whose name appears in a minimum of five categories on the TABS forms. (Forms G.1D1 & G.1D2). Existing data will include achievement test(s) and ability tests, if available, and a copy of the student's most recent report card. Students, (1) whose names appear in a minimum of five categories on the TABS forms; **and** (2) who demonstrate above average classroom performance through a 3.5 grade point average (GPA) on their most recent report cards **and/or** have a qualifying score at 90 percentile in either total reading, total math, or total battery on a standardized test of achievement, will be referred to the Eligibility Committee for formal evaluation. If the former criterion is not met, then the student's nominator will be personally informed and the process discontinued. Non-qualifying students may be re-nominated for referral every two years.

Grades 6-12

Teachers or other individuals knowledgeable of the student's abilities will gather, record, and submit existing data for each student whose name appears in a minimum of five categories on the TABS forms. (Forms G.1D1

& G.1D2) Existing data will include achievement test(s) and ability tests, if available, and a copy of the student's most recent report card. Students, (1) whose names appear in a minimum of five categories on the TABS forms; **and** (2) who demonstrate above average classroom performance through 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 on their most recent report cards **and/or** have a qualifying score at 90 percentile in either total reading, total math, or total battery on a standardized test of achievement, will be referred to the Eligibility Committee for formal evaluation. If the former criterion is not met, then the student's nominator will be personally informed and the process discontinued. Non-qualifying students may be re-nominated for referral every two years.

Automatic Referral

A student will be **automatically referred** for formal evaluation if he/she scores at the 95th percentile on a standardized test of achievement in Total Reading, Total Math, or Composite, or if he/she scores at the 95 percentile on a mental ability test (as mandated by the state). The gifted services teacher will be responsible for collecting existing data on achievement and his/her GPA or NPA in academic subjects in grades 6-12.

FORMAL EVALUATION PROCEDURE

The gifted services teacher is responsible for the formal evaluation and will notify the parent in writing (**Form G.2B**) that the student has been recommended for consideration and will request consent to begin the formal evaluation. When such consent is obtained, the formal evaluation will begin as described hereinafter.

Grades K-5

Once the student is eligible for evaluation, a gifted services teacher or school psychologist will administer an appropriate mental ability and/or achievement test, if needed. Test scores used to document eligibility for gifted services will not be more than two years old. When a student's score is within one Standard Error of Measurement (SEM) on a mental ability test, a second test will be administered. A standardized creativity assessment will be administered to each student referred for evaluation in grades K-5.

Concurrently, the nominating teacher, regular classroom teacher, or special area teacher will complete a formal standardized motivational characteristics rating scale to determine student's level of motivation.

Grades 6-12

Once the student is eligible for formal evaluation, a gifted services teacher or school psychologist will administer an appropriate mental ability and/or achievement test, if needed. Test scores used as criteria to determine eligibility for gifted services may not be more than two- years old. When a student's score is within one Standard Error of Measurement (SEM) on a mental ability test, a second test will be administered. A standardized creativity characteristics rating scale or assessment will be administered to each student referred for evaluation in grades 6-12.

The student's two year grade point average (GPA) or numeric grade point average (NPA) of English/Lang. Arts, math, science, social studies and full-year world languages will be utilized to document motivation.

Testing by an outside source (e.g., private psychologist, university clinic, etc.)

During the nomination phase of the referral process, the gifted services teacher may consider test data that was gathered and analyzed from outside the school system. However, the outside data shall not be substituted for data the school generates during the testing/evaluation process. If a student has been tested by an outside source (e.g., private psychologist, university clinic, etc.) and scored at the 90 percentile or above on a standardized test of mental ability, the gifted services teacher will proceed with the system's formal evaluation process. The outside test data may not be used to determine eligibility for gifted services placement.

When there are two scores on the same type of instrument (e.g., a rating scale or standardized achievement test) that are less than two years old, the more recent data should be the best indicator of the child's advanced instructional needs. However, there may be cases in which the overall picture over two years is the better indicator of the child's strengths, and it may be appropriate to use the older score. The eligibility team should make this decision.

The Worth County School District uses the following GaDOE approved assessments:

Mental Ability:

Cognitive Abilities Test (CogAT)

Reynolds Individual Assessment System (RIAS)*(must be administered by a licensed psychologist)

Naglieri Nonverbal Ability Test 2

Achievement:

Iowa Test of Basic Skills (ITBS)

Woodcock-Johnson, 3rd Ed.

Stanford Achievement Test

Creativity:

Profile of Creative Abilities (PCA)

Gifted Evaluation Scale (GES) 6-12

Motivation:

GPA or NGA in grades 6-12

Gifted Evaluation Scale (GES)

Gifted Rating Scale (GRS)

ELIGIBILITY, PLACEMENT AND/OR SERVICE OPTIONS (GRADES K-12)

The gifted services teacher will assemble the various evaluation data and notify the eligibility team that the student's name should be placed on the agenda for the next scheduled meeting. (Note: The time frame for completion of the formal evaluation and submission of such data to the eligibility team will depend on when the referral process was initiated with a nomination and the meeting schedule established by each site-based eligibility team.)

Eligibility Team

The eligibility team will consist of a school level panel of three faculty members. These members will include a guidance counselor or administrator, one regular classroom or special area teacher, and one teacher of gifted services. The committee has the option of enlisting other participants who have expertise in a content area or a special knowledge about the student whose credentials are being assessed.

Eligibility, Placement and/or Service Options

The eligibility team will meet in the fall and spring of each school year to assess evaluation results and recommend services for students who have been through the formal evaluation process. The school eligibility team will review the collected data, discuss options, and make the placement decisions. Once the gifted services teacher presents the evaluation data to the committee, the committee chair will complete the Eligibility-Placement MIMS report. [\(See Form G.3\)](#)

The Worth County School District Eligibility Report delineates the measures selected for use in the system in each of four data categories required under Gifted Eligibility Rule 160-4-2-38. Using the information recorded on the MIMS report form, the committee 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.
- 2) The student is declared eligible based on meeting three of four multiple criteria categories established by Rule 160-4-2-.38.
- 3) The student is declared ineligible based on criteria established by Rule 160-4-2-.38.

GIFTED EDUCATION REFERRAL AND ELIGIBILITY PROCESS CHART

STEP I

REPORTED REFERRAL

A student is referred for consideration by teachers, counselors, administrators, parents/guardians, peers, self or others with knowledge of student's academic abilities.

AUTOMATIC REFERRAL

Students who score at specified levels on nationally norm-referenced tests. The local board of education establishes the score(s) needed for automatic referral.

STEP II

STUDENT SEARCH/ELIGIBILITY TEAM

A decision-making team that uniformly considers information collected on student referrals. The team decides if it is appropriate to proceed with formal evaluation.

Search/eligibility team gathers more information.

Additional evaluation is not needed. Student continues in regular education programs.

STEP III

Formal Evaluation

Student is referred for Gifted Education Evaluation in Mental Ability, Achievement, Creativity, and Motivation.

STEP IV

Eligible

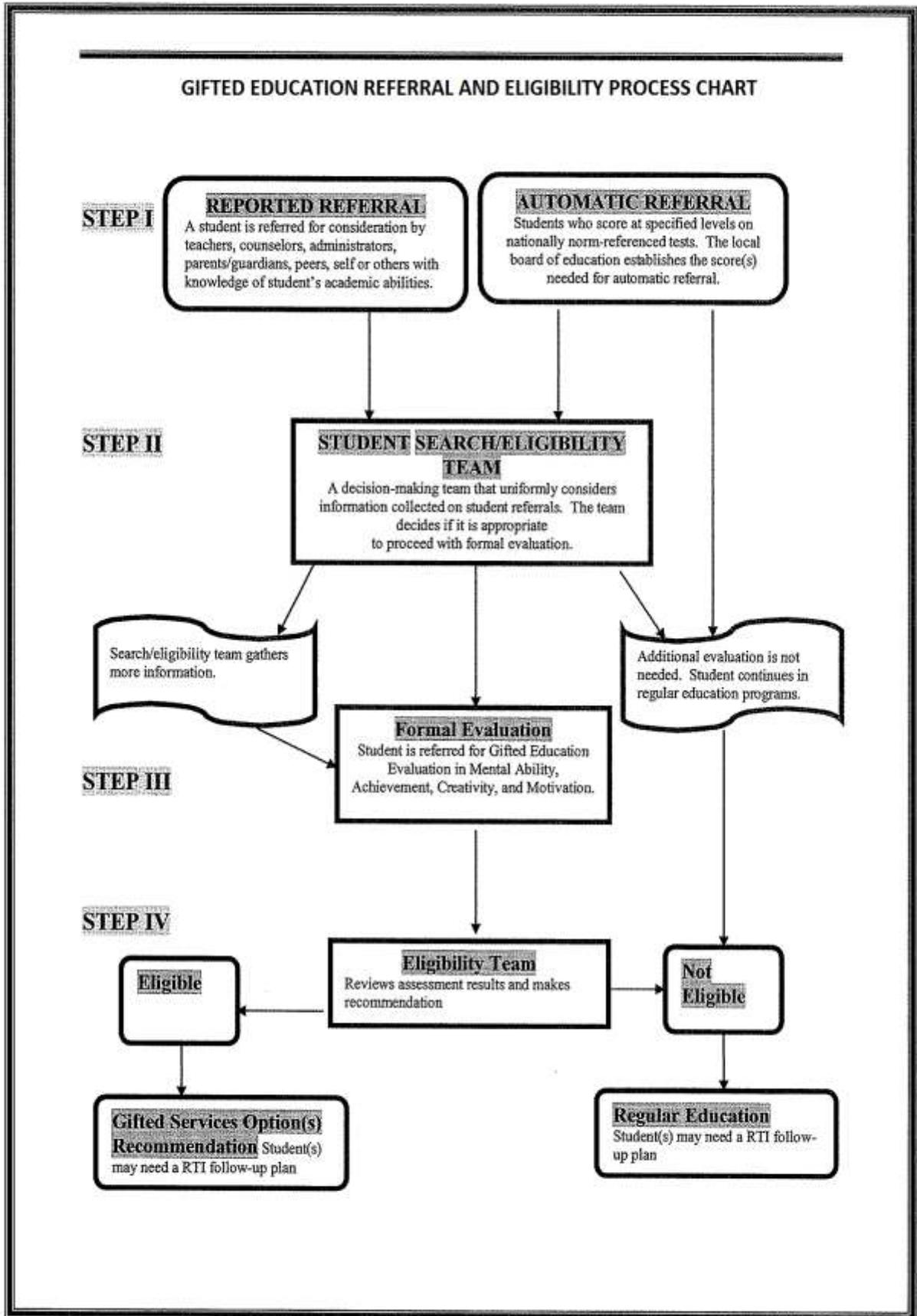
Eligibility Team

Reviews assessment results and makes recommendation

Not Eligible

Gifted Services Option(s) Recommendation Student(s) may need a RTI follow-up plan

Regular Education Student(s) may need a RTI follow-up plan



EVALUATION AND ELIGIBILITY CHART

- In option A and B, information shall 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 normed-referenced test.
- Any data used to establish eligibility in one category shall not be used to establish eligibility in another category.
- If a rating scale is used to evaluate creativity, a rating scale shall not be used to evaluate motivation. If a rating scale is used to evaluate motivation, a rating scale shall not be used to evaluate creativity.
- Any piece of information used to establish eligibility shall be current within two years.
- Local school systems must establish policies in regards to 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	<ul style="list-style-type: none"> ➤ 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 	<ul style="list-style-type: none"> ➤ Grades K-12 ≥ 96th percentile composite OR appropriate component score on a nationally age normed mental ability tests
Achievement	<ul style="list-style-type: none"> ➤ Grades K-12 ≥ 90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test 	<ul style="list-style-type: none"> ➤ 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	<ul style="list-style-type: none"> ➤ Evaluation data required 	<ul style="list-style-type: none"> ➤ 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	<ul style="list-style-type: none"> ➤ Evaluation data required 	<ul style="list-style-type: none"> ➤ Grades 6-12 Two-year average of a 3.5 GPA on a 4.0 scale in regular core subject of mathematics, English/language arts, social studies, science, and full year world languages ➤ Grades K-12 Rating scales used to qualify student motivation 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

Program service options will include (1) Program placement; (2) Modified program; (3) No special services at this time. When a student is determined eligible by the established criteria, the gifted services teacher will notify the parent or guardian in writing of the student's eligibility ([Form G.4.A.1](#)). Once parental consent is received, gifted services will begin for the student in the following January or August. When a student is determined ineligible by the established criteria, the committee team will notify the parent in writing ([Form G.4B](#)). Parents of both eligible and ineligible students will be given the option of a conference if they desire further information concerning the results of the testing.

Reciprocity

Any student who meets the initial eligibility criteria for gifted education services in one system shall be considered eligible to receive gifted education services in any system 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.

Records

Records for students transferring to other school systems will be released after the authorization form is completed. ([Form G.15](#))

PROGRAM DESCRIPTION AND CONTINUATION POLICY

Concurrent with notifying the parent of student's eligibility and requesting the parental consent for placement, parents will be given a copy of the program description and continuation policy ([Form G.4.A.2](#)). The program description will include the mission statement, general goals and objectives, content areas, delivery model, hours of contact, and continuation policy.

Continuation Policy K-12

Every effort will be made to ensure the student's success. A student who has been officially placed in gifted services may continue to receive gifted services as long as he/she meets the following guidelines per grading period:

Grading period for K-5: one semester

Grading period for 6-12: one nine weeks

Grades K-2

Gifted Cluster Classroom

Satisfactory performance in cluster classes for kindergarten is defined as scoring an average of 3's "Meets" or higher on all standards-based report cards.

Satisfactory progress in cluster classes for first and second grade is defined as an average of 3's "Proficient learner" or higher on all portfolio assignments as well as an average of 3's "Meets" or higher on all standards-based report cards.

Grades 3-5

Gifted Cluster Classroom

Satisfactory performance in the gifted cluster classroom is defined as the student maintaining a minimum average of 80 in the content areas served.

Grades 3-5

Gifted Resource Class

Satisfactory performance is defined as the student meeting or exceeding in 4 out of 5 performance areas on the gifted resource class progress report.

Grades 6-8

Advanced Content

Satisfactory performance is determined separately for each advanced content area in which a student is served and defined as maintaining a grade average of 80 each nine weeks in the advanced content class for which gifted service is provided.

Grades 9-12

Advanced Content

Honors, Advanced Placement, and Postsecondary Options

Satisfactory performance is determined separately for each advanced content area in which the student is served.

For honors classes, satisfactory performance is defined as maintaining an 80 average each nine weeks in the class for which gifted service is provided.

For advanced placement classes, satisfactory performance is defined as maintaining a 75 average each nine weeks in the advanced placement class for which gifted service is provided.

In the event the student does not meet the continuation criteria, the following steps will be taken to review the requirements for continued participation in gifted services.

Parents will be contacted if a student does not meet the continuation criteria. (Form G5)

A Contract of Improvement will be developed between the student, parent, and gifted services teacher. The student will then be given one grading period (one semester for grades K-5 and one nine weeks for grades 6-12) to fulfill the contract and demonstrate improvement. This will be the probationary period. Only one probationary period is allowed per school year per content area served.

At the end of the probationary period, the student, parent, and teacher will review the student's progress under the contract of improvement and determine the student's status. A student who fails to fulfill his/her contract during the probationary period and for whom gifted services are no longer appropriate shall have a final review before services are terminated. (Form G.6)

In the event that a gifted student is terminated from gifted services due to failure to fulfill his/her contract during the probationary period, the student may be considered for reinstatement of gifted services; however, the student must be on inactive status for one full semester and meet the continuation criteria for gifted services during the time he/she is on inactive status. To be reinstated, a Re-Entry Request Form must be completed by the parent at the end of the semester (G.13). The Eligibility Committee will review all information and the parent will be notified of the Committee's decision to reinstate or continue termination of services. A student may only stay on inactive status for one semester during a three-year period.

In the event that a gifted student voluntarily withdraws from gifted services, a request for voluntary inactive status must be completed. (Form G.11) A student will remain on inactive status for one semester. At the end of that semester, a review will be conducted to determine the status of placement (Form G.12). To be reinstated, a Re-Entry Request Form must be completed (Form G.13). A student may only stay on Voluntary Inactive Status for one semester during a three-year period.

Change of any status within gifted services will be documented through the Change in Status Form (Form G.14).

ANNUAL REVIEW/SERVICES DESCRIPTION

Students identified as gifted and placed in the Worth County Gifted Services for at least a year will be subject to review annually. The purpose of this annual review is to review the progress of each student receiving gifted services and to inform parents of student status and generalized program description for the upcoming school year. Any student who receives gifted education services shall continue to receive services provided the student demonstrates satisfactory performance in gifted education classes (Form G.7).

DATA COLLECTION

Worth County Schools will 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, 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. (Forms G.8.A.B.C).

A Procedural Checklist will be completed for each student referred for gifted services and placed in the student's gifted service file (Form G.9). An Access Record will be kept in each student's file to document those who accessed the record (Form G.10).

HOMEWORK POLICY

Gifted education students are responsible for mastery of the state approved curriculum. However, due to the unique nature of the elementary gifted resource program and the additional workload the students are expected to carry, they will, in most cases, be excused from daily and related homework assignments given while attending gifted resource classes

PROFESSIONAL LEARNING

Worth County Schools encourages general education teachers to pursue gifted endorsement and provides communications of opportunities to do so. All teachers participate in professional learning activities so as to deepen content knowledge. Horizontal and vertical alignment sessions allow teachers to identify strengths and weaknesses in the curriculum from year to year. Furthermore gifted education specialists and general education teachers are encouraged to participate in RESA trainings and GaDOE trainings to keep abreast of current trends and changes in gifted education.

**Worth County School District
Program for Gifted Services
Nomination Form**

The purpose of this nomination form is to determine a student's need for gifted services. To nominate a student for consideration for gifted services, please provide the information requested below:

Referral Date ____/____/____

Biographical Information

Name: _____ Gender: M____ F____

Date of Birth: ____/____/____ Grade: _____ School: _____

Home Address: _____ Phone #: _____

Parent(s)/Guardian(s): _____

Referred By: _____ Relationship to Student: _____

(If this is an automatic referral, please include date of district-wide testing: ____/____/____)

Is parent/guardian aware of nomination? Yes ____ No ____

Nomination Procedure

(Please check as each step is completed.)

____ 1. Complete the biographical information above.

____ 2. Attach standardized testing history and most recent report card (if applicable).

____ 3. Include at least one existing example of student's work. Possibilities include a story, play, poetry, report, journal, book, speech, artwork, performance videotape, invention, Science Fair project.

____ 4. Attach a complete Traits, Aptitudes, and Behaviors Observation Sheet. The TABs Observation Sheet must be completed by the student's academic teacher. For self-and-peer nomination, age-appropriate forms will be provided: these forms must be completed at school.

After you have gathered the above information, give this form to your school's Eligibility Team Chairperson, _____. The role of the Eligibility Team is to review a profile of the student through observational data, existing performance data, and a standardized testing history to determine appropriate instructional planning. This committee will recommend one of the following options:

1. A formal referral for further evaluation.
2. A request for additional information.
3. Continued monitoring of student's progress for possible future consideration.

Nominations may occur at any time during the school year. Eligibility Team decisions will be made twice a year, fall and spring. Exceptions may be made at the discretion of the Eligibility Team.

Worth County School District
Program for Gifted Services
Parent Referral from *How the Gifted Brain Works* by David A. Sousa

Name of Child _____ DOB _____ Date _____ Parent _____ Current Teacher _____

Compared to other children this child's age, to what extent do these descriptors fit this child?

Characteristic	Not true	Uncertain	True	Very True
1. Reasons well (good thinker)	_____	_____	_____	_____
2. Learns rapidly	_____	_____	_____	_____
3. Has extensive vocabulary	_____	_____	_____	_____
4. Has an excellent memory	_____	_____	_____	_____
5. Has a long attention span *	_____	_____	_____	_____
6. Sensitive (feelings easily hurt)	_____	_____	_____	_____
7. Shows compassion	_____	_____	_____	_____
8. Seeks perfection	_____	_____	_____	_____
9. Intense	_____	_____	_____	_____
10. Morally sensitive	_____	_____	_____	_____
11. Has strong curiosity	_____	_____	_____	_____
12. Perseverant when interested*	_____	_____	_____	_____
13. Has high degree of energy	_____	_____	_____	_____
14. Prefers older companions/adults	_____	_____	_____	_____
15. Has a wide range of interests	_____	_____	_____	_____
16. Has a great sense of humor	_____	_____	_____	_____
17. Early or avid reader**	_____	_____	_____	_____
18. Concerned with justice, fairness	_____	_____	_____	_____
19. Judgment mature for age at times	_____	_____	_____	_____
20. Is a keen observer	_____	_____	_____	_____
21. Has a vivid imagination	_____	_____	_____	_____
22. Is highly creative	_____	_____	_____	_____
23. Tends to question authority	_____	_____	_____	_____
24. Shows ability with numbers	_____	_____	_____	_____
25. Good at jigsaw puzzles	_____	_____	_____	_____

Worth County School District
Program for Gifted Services
Parent Referral from *How the Gifted Brain Works* by David A. Sousa

Please give examples:

1. Reasons well (good thinker) _____
2. Learns rapidly _____
3. Has extensive vocabulary _____
4. Has an excellent memory _____
5. Has a long attention span* _____
6. Sensitive (feelings easily hurt) _____
7. Shows compassion _____
8. Seeks perfection _____
9. Intense _____
10. Morally sensitive _____
11. Has strong curiosity _____
12. Perseverant when interested* _____
13. Has high degree of energy _____
14. Prefers older companions/adults _____
15. Has a wide range of interests _____
16. Has a great sense of humor _____
17. Early or avid reader** _____
18. Concerned with justice, fairness _____
19. Judgment mature for age at times _____
20. Is a keen observer _____
21. Has a vivid imagination _____
22. Is highly creative _____
23. Tends to question authority _____
24. Shows ability with numbers _____
25. Good at jigsaw puzzles _____

G.1B

Worth County School District Program for Gifted Services Nomination for Gifted Program Consideration

Record of Observations TAB's Descriptors

<p style="text-align: center;">Motivation</p> <p><i>Evidence of desire to learn</i></p> <p>Description: Forces that initiate, direct, and sustain individual or group behavior in order to satisfy a need or attain a goal Student may:</p> <ul style="list-style-type: none"> • demonstrate persistence in pursuing/completing self-selected tasks (may be culturally influenced; evident in school or non-school activities) • be an enthusiastic learner • aspire to be somebody 	<p style="text-align: center;">Interests</p> <p><i>Intense (sometimes unusual) interests</i></p> <p>Description: Activities, avocations, objects, etc., that have special worth or significance and are given special attention Student may:</p> <ul style="list-style-type: none"> • demonstrate unusual or advanced interests in a topic or activity • be beyond age group • pursue an activity unceasingly 	<p style="text-align: center;">Communication Skills</p> <p><i>Highly expressive and effective use of words, numbers, symbols</i></p> <p>Description: Transmission and reception of signals or meanings through a system of symbols (codes, gestures, language, numbers) Student may:</p> <ul style="list-style-type: none"> • demonstrate unusual ability to communicate (verbally, physically, artistically) • use particularly apt examples, illustrations, or elaborations 	<p style="text-align: center;">Problem-Solving Ability</p> <p><i>Effective, often inventive strategies for recognizing and solving problems</i></p> <p>Description: Process of determining a correct sequence of alternatives leading to a desired goal or to successful completion of a task Student may:</p> <ul style="list-style-type: none"> • demonstrate unusual ability to devise or adapt a systematic strategy for solving problems and to change the strategy if it is not working • create new designs, invent 	<p style="text-align: center;">Memory</p> <p><i>Large storehouse of information on school or non-school topics</i></p> <p>Description: Exceptional ability to retain and retrieve information Student may:</p> <ul style="list-style-type: none"> • already know • need only 1-2 repetitions for mastery • have a wealth of information about school or non-school topics • pay attention to details • manipulate information well
<p style="text-align: center;">Inquiry</p> <p><i>Questions, experiments, explores</i></p> <p>Description: Method or process of seeking knowledge, understanding, or information Student may:</p> <ul style="list-style-type: none"> • ask unusual questions for age • play around with ideas • demonstrate extensive exploratory behaviors directed toward eliciting information about materials or situations 	<p style="text-align: center;">Insight</p> <p><i>Quickly grasps new concepts and makes connections; senses deeper meaning</i></p> <p>Description: Sudden discovery of the correct solution following incorrect attempts Student may:</p> <ul style="list-style-type: none"> • demonstrate exceptional ability to draw inferences • appear to be a good guesser • be keenly observant • see many unusual, diverse relationships • integrate ideas and disciplines 	<p style="text-align: center;">Reasoning</p> <p><i>Logical approaches to figuring out solutions</i></p> <p>Description: Highly conscious, directed, controlled, active, intentional, forward-looking, goal-oriented thought Student may:</p> <ul style="list-style-type: none"> • make generalizations • use metaphors and analogies • think things through in a logical manner • think critically • come up with plausible answers 	<p style="text-align: center;">Imagination/Creativity</p> <p><i>Produces many ideas; highly original</i></p> <p>Description: Process of forming mental images of objects, qualities, or situations which aren't immediately apparent to the senses. Problem solving through non-traditional patterns of thinking Student may:</p> <ul style="list-style-type: none"> • show exceptional ingenuity in using everyday materials • have wild, seemingly silly ideas 	<p style="text-align: center;">Humor</p> <p><i>Conveys and picks up on humor</i></p> <p>Description: Ability to synthesize key ideas or problems in complex situations in a humorous way; exceptional sense of timing in words and gestures Student may:</p> <ul style="list-style-type: none"> • have a keen sense of humor (may be gentle or hostile) • see unusual relationships • demonstrate unusual emotional depth • demonstrate sensory awareness

**Worth County School District Program for Gifted Services
TAB's Observation Sheet**

<p style="text-align: center;">Motivation <i>Evidence of desire to learn</i></p>	<p style="text-align: center;">Interests <i>Intense (sometimes unusual) interests</i></p>	<p style="text-align: center;">Communication Skills <i>Highly expressive and effective use of words, numbers, symbols</i></p>	<p style="text-align: center;">Problem-Solving Ability Effective, often inventive strategies for recognizing and solving problems</p>	<p style="text-align: center;">Memory Large storehouse of information on school or non-school topics</p>
<p style="text-align: center;">Inquiry <i>Questions, experiments, explores</i></p>	<p style="text-align: center;">Insight <i>Quickly grasps new concepts and makes connections; senses deeper meaning</i></p>	<p style="text-align: center;">Reasoning <i>Logical approaches to figuring out solutions</i></p>	<p style="text-align: center;">Imagination/Creativity <i>Produces many ideas; highly original</i></p>	<p style="text-align: center;">Humor Conveys and picks up on humor</p>

G.1D2

**Worth County School District
Program for Gifted Services
Initial Screening for Testing**

Name _____ Birth Date ____/____/____ Grade _____

School _____ Referred By _____ Current Teacher _____

Achievement Test Scores Date: _____
 _____ Reading ITBS SAT9 Gates/McGinity Other _____ $\geq 90^{\text{th}}$ ile Yes No
 _____ Math ITBS SAT9 Other _____ $\geq 95^{\text{th}}$ ile Yes No

Mental Ability Date: _____ $\geq 95^{\text{th}}$ ile Yes No
 CoGat V____ Q____ N____ Comp____
 OLSAT Total _____
 Other _____

TAB's Criteria
 ___1 Motivation ___2 Interests ___3 Communication ___4 Problem Solving 5 or more Yes No
 ___5 Memory ___6 Inquiry ___7 Insight ___8 Reasoning
 ___9 Creativity ___10 Humor

GPA or NPA Criteria Met (≥ 3.5 or 90) _____ Date: _____ Yes No
 Two-year average: _____

Evidence of above average work in portfolio Yes No

Parent Referral Yes No

Recommended for further testing Yes No

Eligibility Team	Position	Date
_____	_____	_____
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	

Worth County School District
Program for Gifted Services
Notification of Consideration and Permission to Evaluate

Dear Parents or Guardians:

Your child, _____, is being considered for the Worth County Program for Gifted and Talented Students. This consideration is based on the following:

- _____ Existing test scores
- _____ Referral by _____
- _____ Other _____

To determine your child's eligibility, the eligibility committee needs your permission to proceed with the formal evaluation process as established by the Georgia Department of Education. Your child will be evaluated in the areas of mental ability, achievement, creativity, and motivation. To be determined eligible for the Gifted and Talented Program, students must meet the criteria in one of the following ways:

A) Mental Ability and Achievement – The student must score:

- 1) At the 99th percentile (K-2) or the 96th percentile (3-12) or higher on a standardized mental ability test.

AND

- 2) At the 90th percentile or above on the total math, total reading, or composite score of a standardized achievement test.

OR

B) Multiple Criteria

The student may establish eligibility through meeting criteria in three of the four evaluated areas which follow:

- 1) Mental Ability – 96th percentile or above on a standardized mental ability test
- 2) Achievement – 90th percentile or higher on the total math, total reading, or composite score of a standardized achievement test
- 3) Creativity – 90th percentile or higher on a test of creativity
- 4) Motivation – 90th percentile or higher on a motivational test

All data will be compiled by the teacher of the gifted. It will then be reviewed by the eligibility committee. The committee will make a final determination for placement in the Gifted and Talented Program by using the above criteria. When the evaluation is completed, you will be notified in writing of your child's eligibility status and service recommendations. At that time, you will be given an opportunity for a conference to discuss your child's placement and the committee's recommendations. The process is an opportunity for the school to determine your child's special needs and serve him/her appropriately. If you have any questions, please call me. The school telephone number is 229-776-_____.

Sincerely,

Teacher of Gifted Services

Please indicate your response below, sign, date and return this section to: _____.

_____ Yes, I do agree for this evaluation process to proceed, including the administration of any tests.

_____ No, I do not agree for this evaluation process to proceed.

Signature of Parent/Guardian

Date

Child's Name

G.2B

Worth County Schools District Program for Gifted Services Gifted Services Eligibility Report

Eligible for Services Not Eligible for Services

Name:	Student #:	Grade:
Date of Birth:	Home School:	School Year:

Referral Type: Parent Teacher Automatic New to System Transfer w/in GA: County _____

	Date Considered	Dates	Std. Score/Scores/% ile	Criteria
MENTAL ABILITIES	● Cognitive Ability Test (N)	_____	V__Q__NV__C__	<u>Circle</u>
	● Naglieri (N)	_____	Total _____	96% ile No
	● Otis Lemon (N)	_____	Total _____	
	● Weschler Intelligence Scale III (N)	_____	FS _____	99% ile Yes
	● Other	_____	_____	
ACHIEVEMENT	● Iowa Test of Basic Skills (N)	_____	R__M__T__	
	● Stanford Achievement (N)	_____	R__M__	
	● PSAT (N)	_____	R__M__T__	90% ile No
	● SAT (N)	_____	R__M__T__	
	● Other	_____	_____	90 Yes
● Product/Performance (Panel)	_____	_____		
CREATIVITY	● Characteristics Rating Scale	_____	_____	
	● Torrance Test of Creativity (N)	_____	_____	90% ile No
	● Product/Performance (Panel)	_____	_____	90% ile Yes
	● Other	_____	_____	90 Yes
MOTIVATION	● Characteristics Rating Scale	_____	_____	90% ile No
	● Product/Performance (Panel)	_____	_____	90 No
	● Other	_____	_____	
	● GPA or NPA (6-12)	Yr. I _____ Yr. II _____	Yr. I _____ Yr. II _____	3.5 Yes

Eligibility Decision

- Student is not eligible.
- Student is eligible through multiple criteria (3 of 4 categories must be YES)
- Student is eligible through mental ability at 96-99% ile (Composite only) plus achievement. (Grades 3-12)
- Student is eligible at 99% (composite only) plus Achievement. (Grades K-2)
- RECIPROCITY data from another Georgia county

Eligibility Team

Members: _____

Date: _____
 Administrator: _____

**Worth County School District
Program for Gifted Services
Notification of Eligibility**

Date ____/____/____

Dear Parents or Guardians:

Your child, _____, has been determined to be eligible for placement in gifted services. Upon receipt of your signed consent, services will begin on ____/____/____ for approximately ____ hours per week.

I have attached (a) a recommendation of service options, (b) a program description, and (c) criteria for continued placement in the Program for Gifted Services.

Your child's progress in the program will be reviewed annually, and a decision will be made regarding continuation in the program. If your child needs to be withdrawn from gifted services, we will notify you in writing prior to making the changes.

Should you desire a conference to discuss this matter, please contact me. The school telephone number is _____.

Please indicate below your decision concerning your child's placement in the Program for Gifted Services by signing, dating and returning this form to me at your child's school.

Sincerely,

Teacher of Gifted Services

Attachments:

_____ I give permission for my child to be placed in the Program for Gifted Services.

_____ I do not give permission for my child to be placed in the Program for Gifted Services

Signature of Parent / Guardian

____/____/____
Date

_____ I have received and kept a copy of the program description and continuation policy.

G.4A.1

Worth County School District Program for Gifted Services Individual Program Description

I. Mission Statement

- To provide differential programming geared to the special needs and learning styles of the gifted student with emphasis on the higher level thinking skills; a broader scope and flexibility of programming; differentiated instructional methods; and concept application to real-life problem solving experiences.
- To equip students to access information and solve the complex problems of an ever-changing world.

II. Delivery Model:

Resource Room - Students are scheduled for a minimum of five segments a week for instruction in the gifted services classroom.

Cluster Grouping - A group of 6-8 identified gifted students are grouped full-time, within a classroom, for instruction by a teacher certified in gifted education.

Honors Classes/Advanced Placement/Advanced Content - Students are enrolled in courses which are designed to present more complex subject matter at an accelerated pace.

III. Number of Contact Hours per Week: Five-six hours.

IV. Curriculum Focus

The Program for Gifted Services includes instruction in areas basic to gifted education: developing thinking skills, research and reference skills, creativity thinking skills, and communication skills. The Worth County Gifted Curriculum incorporates the above skill areas into interdisciplinary units and / or courses centered around the state approved curriculum for the following content areas: Language Arts, Fine Arts, Science, Technology, Math and Social Studies.

V. Continuation Policy K-12

Every effort will be made to ensure the student's success. A student who has been officially placed in gifted services may continue to receive gifted services as long as he/she meets the following guidelines per grading period:

Grading period for K-5: one semester

Grading period for 6-12: one nine weeks

Grades K-2

Gifted Cluster Classroom

Satisfactory performance in cluster classes for kindergarten is defined as scoring an average of 3's "Meets" or higher on all standards-based report cards.

Satisfactory progress in cluster classes for first and second grade is defined as an average of 3's "Proficient learner" or higher on all portfolio assignments as well as an average of 3's "Meets" or higher on all standards-based report cards.

Grades 3-5

Gifted Cluster Classroom

Satisfactory performance in the gifted cluster classroom is defined as the student maintaining a minimum average of 80 in the content areas served.

Grades 3-5

Gifted Resource Class

Satisfactory performance is defined as the student meeting or exceeding in 4 out of 5 performance areas on the gifted resource class progress report.

Grades 6-8

Advanced Content

Satisfactory performance is determined separately for each advanced content area in which a student is served and defined as maintaining a grade average of 80 each nine weeks in the advanced content class for which gifted service is provided.

Grades 9-12

Advanced Content

Honors, Advanced Placement, and Postsecondary Options

Satisfactory performance is determined separately for each advanced content area in which the student is served.

For honors classes, satisfactory performance is defined as maintaining an 80 average each nine weeks in the class for which gifted service is provided.

For advanced placement classes, satisfactory performance is defined as maintaining a 75 average each nine weeks in the advanced placement class for which gifted service is provided.

In the event the student does not meet the continuation criteria, the following steps will be taken to review the requirements for continued participation in gifted services.

Parents will be contacted if a student does not meet the continuation criteria. (Form G5)

A Contract of Improvement will be developed between the student, parent, and gifted services teacher. The student will then be given one grading period (one semester for grades K-5 and one nine weeks for grades 6-12) to fulfill the contract and demonstrate improvement. This will be the probationary period. Only one probationary period is allowed per school year per content area served.

At the end of the probationary period, the student, parent, and teacher will review the student's progress under the contract of improvement and determine the student's status. A student who fails to fulfill his/her contract during the probationary period and for whom gifted services are no longer appropriate shall have a final review before services are terminated. (Form G.6)

G.4A.2

**Worth County School District
Program for Gifted Services**

Date: _____

Dear Parents or Guardians:

Your child, _____, was referred for
 First Middle Last

evaluation for the Program for Gifted Services. The Eligibility Team has completed that process, and according to the Georgia Department of Education guidelines, he/she does not currently meet the eligibility requirements. This current decision does not preclude consideration for this program at a later date.

Please encourage your child to continue the excellent academic achievement that contributed to the original decision to refer him/her to gifted services for consideration.

If you desire a phone conference or an appointment to discuss this decision, please contact me. The school telephone number is _____.

Sincerely,

Eligibility Team Chairperson

**Worth County School District
Program for Gifted Services
Notification of Placement Review**

Date: ____/____/____

Dear Parents or Guardians:

This is to inform you that your child, _____,
is experiencing problems in gifted/honors services demonstrated by _____

A conference with you to discuss this further is requested. Please contact me to make an appointment. The school telephone number is _____.

Enclosed is a copy of the continuation policy that you received at the time of your child's placement.

Sincerely,

Teacher of Gifted/Honors Students

Enclosure

**Worth County School District
Program for Gifted Services
Discontinuance of Services**

Date: ____/____/____

TO: The Parents/Guardians of: _____

 Date of Birth: _____ Year/Grade _____

FROM: Gifted Services

SUBJECT: Participation in Gifted Services

According to the rules and regulations specified in the continuation criteria policy that you received, students must maintain satisfactory performance in both regular education and gifted classes in order to continue gifted service. Your child has not met the essential requirements for gifted services. Gifted services will be discontinued effective _____.

Reason for discontinuation of services:

_____.

Your child can be considered for reinstatement of gifted services after a period of one full semester and upon meeting the continuation criteria policy for gifted services during this period of time.

Worth County School District Program for Gifted Services

Continuation Policy

Continued placement in the program for the gifted, according to GA State Department of Education regulations and procedures shall include satisfactory performance in the gifted classroom and must provide for a probationary period.

Every effort will be made to ensure the student's success. A student who has been officially placed in gifted services may continue to receive gifted services as long as he/she meets the following guidelines per grading period:

Grading period for K-5: one semester

Grading period for 6-12: one nine weeks

Grades K-2

Gifted Cluster Classroom

Satisfactory performance in cluster classes for kindergarten is defined as scoring an average of 3's "Meets" or higher on all standards-based report cards.

Satisfactory progress in cluster classes for first and second grade is defined as an average of 3's "Proficient learner" or higher on all portfolio assignments as well as an average of 3's "Meets" or higher on all standards-based report cards.

Grades 3-5

Gifted Cluster Classroom

Satisfactory performance in the gifted cluster classroom is defined as the student maintaining a minimum average of 80 in the content areas served.

Grades 3-5

Gifted Resource Class

Satisfactory performance is defined as the student meeting or exceeding in 4 out of 5 performance areas on the gifted resource class progress report.

Grades 6-8

Advanced Content

Satisfactory performance is determined separately for each advanced content area in which a student is served and defined as maintaining a grade average of 80 each nine weeks in the advanced content class for which gifted service is provided.

Grades 9-12

Advanced Content

Honors, Advanced Placement, and Postsecondary Options

Satisfactory performance is determined separately for each advanced content area in which the student is served.

For honors classes, satisfactory performance is defined as maintaining an 80 average each nine weeks in the class for which gifted service is provided.

For advanced placement classes, satisfactory performance is defined as maintaining a 75 average each nine weeks in the advanced placement class for which gifted service is provided.

In the event the student does not meet the continuation criteria, the following steps will be taken to review the requirements for continued participation in gifted services.

Parents will be contacted if a student does not meet the continuation criteria. (Form G5)

A Contract of Improvement will be developed between the student, parent, and gifted services teacher. The student will then be given one grading period (one semester for grades K-5 and one nine weeks for grades 6-12) to fulfill the contract and demonstrate improvement. This will be the probationary period. Only one probationary period is allowed per school year per content area served.

At the end of the probationary period, the student, parent, and teacher will review the student's progress under the contract of improvement and determine the student's status. A student who fails to fulfill his/her contract during the probationary period and for whom gifted services are no longer appropriate shall have a final review before services are terminated. (Form G.6)

Any student who fails to meet these continuation criteria will be placed on PROBATION for one entire grading period. At the end of the probationary period the student's status regarding the continuation criteria will be reviewed.

Termination will take place when the terms of probation are not met, or if continuation policy criteria are not met.

The opportunity for reentry will be provided when the student meets the continuation policy after completion of at least one grading period following termination.

**Grading Period = One semester in grades K-5
One nine weeks in grades 6-12**

**Worth County School District
Program for Gifted Services
Nomination Eligibility Action Report**

Date of Meeting: ____/____/_____

Eligibility Team Members Present/Position

STUDENT	GRADE	ETHNIC ORIGIN	REFERRED BY	REC. FOR EVAL.	RATIONALE

**Worth County School District
Program for Gifted Services
Eligibility Team Report Summary**

School _____ Members _____
School year _____
Date completed _____
Grade _____

Total Number Referred _____
Parent Referrals _____ Teacher Referrals _____
Peer Referrals _____ Automatic Referrals _____
Self Referral _____ In-State Transfer _____

Students Eligible _____

Total number of students eligible (by ethnic group)

White _____
Black _____
American Indian _____
Hispanic _____
Asian _____
Multi-racial _____

Total _____

**Worth County School District
Program for Gifted Services
Procedural Checklist**

Student Name: _____ Birth Date _____

School: _____

Date: _____

Due Process for Placement

- _____ 1. Notification of Consideration/Evaluation Consent form has been sent to parents.
- _____ 2. Evaluation Consent has been obtained.
- _____ 3. Eligibility Team has met and eligibility has been determined.
- _____ 4. Parents have been notified of ineligibility.
- _____ 5. Parents have been notified of eligibility.
- _____ 6. Placement Consent has been obtained.
- _____ 7. Annual Review/Program Description has been completed.

- _____ 8. Student has withdrawn from program.
 - _____ Temporary, pending review
 - _____ Voluntary inactive
 - _____ Voluntary Withdrawal
- _____ 9. Reinstated

**Worth County School District
Program for Gifted Services
Access Record**

Student: _____

NAME	DATE	POSITION	PURPOSE

Worth County School District
Program for Gifted Services
Review of Voluntary Inactive Status

Date ____/____/____

Dear _____:

Our records indicate that your child has been on Voluntary Inactive Status from gifted services at his or her school. The county policy stipulates that a student may only stay on Voluntary Inactive Status for one semester during a three year period. At that time, we are required to hold a conference to determine whether or not the student should remain on inactive status or return to active status.

Please contact the gifted services teacher, _____, at your child's school right away, so that this conference may be arranged. You will want to discuss the opportunities your child will have through gifted services for the remainder of this year and beyond. If your child exits gifted services at this time, he or she can re-enter only after a hearing involving the school eligibility team and yourself. Your child's progress will continue to be monitored so that in the event he or she does requalify, services can be resumed. All continuation criteria must be in effect at the time of resumption of services is requested.

I will be happy to meet with you and the gifted services teacher at your child's school in order to determine how we can best meet your child's educational needs. We want to be careful that we don't "close any doors" for your child by failing to maintain his or her eligibility for gifted services.

Sincerely,

Director of Gifted Services

G.12

**Worth County School District
Program for Gifted Services
Re-Entry Request Form**

School _____ Grade _____

Student Name _____ Birthdate _____

Parent/Guardian _____

Phone: Home _____ Business _____

Home Address _____
Street City Zip

Directions:

Please complete the following questions. Attach a copy of the most recent report card as well as documentation from your child's classroom teacher that substantiates your request for review. Classroom teacher(s) must provide documentation in writing. Classroom teacher may provide documentation directly to the Gifted Services supervisor at the county office. Mail completed review packet to the Gifted Services supervisor at the county office. A committee will review all information. You will be notified in writing of the decision.

1. What are your reasons for requesting a review of your child for re-entry into gifted services? _____

_____.

2. List specific changes in your child's performance/attitude in school that would affect his/her consideration for participation in gifted services. You may attach an additional sheet or use the back of this form. _____

_____.

Parent/Guardian Signature

Date

**Worth County School District
Program for Gifted Services
Change in Status**

Name _____
 Last First Middle

Grade _____ School _____ Year _____

Teacher of Gifted Students: Identify with a check mark the correct area of change, provide the necessary information requested, and sign. *(Be sure a parent/guardian signs when the change pertains to these areas)*

_____ **Moving** – the student is moving from _____ County Schools to _____ (Elementary Teachers, send the student’s folder with this form to the director).

_____ **Re-Entering** – The student is re-entering gifted services, and the effective date is _____. Explanation and method of documentation is as follows:

*******These areas will always require a parent/guardian signature.*******

* _____ **Temporarily Inactive** – The student is temporarily leaving gifted services. The student will remain enrolled in the program but on inactive status. Reasons and anticipated duration: _____

* _____ **Fully Withdrawing** – The student is fully withdrawing from gifted services for one of the following reasons:

* _____ Parent/guardian/student choice.

* _____ Failure to maintain continuation criteria and terms of “plan of Improvement”.

The effective date of withdrawal is _____.

*For Parent/Guardian: I have read the above and understand that if my child is FULLY withdrawing from gifted services, he or she must requalify to re-enter the program according to the county gifted continuation policy.

Parent/Guardian Signature

Date

Gifted Services Teacher Signature

Date

**Worth County School District
Program for Gifted Services
Authorization to Release Gifted Records**

Mailed: _____
Date: ____/____/____

To: (Person/Agency Releasing Records)

Agency

Address

City State Zip

You are hereby authorized to release confidential information on the following student:

Full Name: _____ Birthdate: ____/____/____

Former School _____ Present School: _____

Grade Level: _____

These records may be forwarded to:

Gifted Teacher

Name

Agency

School Department

Address

Telephone

City State Zip

Information to be released:

Reason for release:

Eligibility Report
Annual Review

Placement for Gifted Services

I understand that granting of consent is voluntary on my part.

Signature _____

Relationship _____

Parent/Guardian/Student (if 18 years or over)

Date _____

Please assist in the provision of adequate services for this child by handling this request as quickly as possible.

Worth County Schools Gifted Cluster Class Differentiation Chart

School	Teacher	Grade

Cluster class curriculum area (Circle): MA, (LA), and (SS), SC # of segments per day/week (Circle): 1 or 2
List dates and time period for the cluster class.

Requirements: (1) regular education heterogeneous class; (2) differentiation is limited to two segments per day; (3) small group (6 – 8) gifted students in class; (4) teacher must have separate lesson plans for gifted education students during gifted FTE segment(s); and (5) individual students must have contract showing:

- a. reasons why students need an advanced curriculum in a particular content area
- b. GSE (math and ELA) or GPS (science and social studies) that will be extended for the gifted students
- c. differentiated curriculum and strategies for the gifted learner
- d. means by which the gifted students will be assessed

List the gifted students in your cluster class:

1.	5.
2.	6.
3.	7.
4.	8.

(a) State the reasons these students need a differentiated curriculum: Use assessments including Ga Milestones, DIBELS Next, SRI, Benchmarks, ITBS, checklists, teacher made tests, etc.

(b) List the GSE or GPS used in the differentiated curriculum:

(c) Differentiated curriculum and strategies:

(In your unit plans, highlight in yellow daily and weekly differentiated activities)

(d) Assessment(s): ITBS, GA Milestones, Benchmarks, checklists, teacher made tests and rubrics.

Teacher's Signature _____

Date: _____

Principal's Signature _____

Date: _____