

IRWIN COUNTY SCHOOLS

Administrative Procedures Manual For Gifted Education Services

The *Administrative Procedures Manual for Gifted Education Services* describes Irwin County's local procedures for implementation of Georgia State Law OCGA 120-2-152 Special Education Services and Georgia Board of Education Rule 160-4-2-.38 EDUCATION PROGRAM FOR GIFTED STUDENTS. It is to be used in conjunction with the Resource Manual for Gifted Education Services provided by the Georgia Department of Education (2007) to guide the procedures for referral, assessment, and program planning for Irwin County's gifted and talented students.

Contents

FORWARD.....	1
PHILOSOPHY.....	1
DEFINITION.....	1
ELIGIBILITY CRITERIA.....	1
INITIAL ELIGIBILITY.....	2
REFERRALS.....	2
Universal Screening.....	2
Automatic Referral Process.....	2
Reported Referral Process.....	3
Parent Notification of Consideration.....	3
Flow Chart of the Referral Process.....	4
ASSESSMENT PROCEDURES.....	5
Initial Consideration.....	5
Initial Eligibility.....	5
NNAT 2 Statements regarding diversity in determining eligibility.....	6
Outside Testing.....	6
Reciprocal Eligibility.....	6
Reconsideration.....	6
Placement and IEP.....	6
CONTINUATION POLICY.....	7
Elementary School.....	7
Middle/High School.....	7
CHANGE OF STATUS.....	7
Inactive Status.....	7
GIFTED EDUCATION SERVICES.....	8
Learning Objectives.....	8
CURRICULUM AND PROGRAM DELIVERY MODELS.....	9
Elementary School: Resource Class, Collaborative Teaching, Advanced Content, and Cluster Grouping.....	9
Middle School: Resource, Collaborative Teaching, Advanced Content, Cluster Grouping.....	9
High School: Resource, Advanced Content Class, Cluster Grouping, Mentorship/Internship,.....	10
Gifted Personnel Certification and Continued Professional Learning.....	10
Family and Community Involvement.....	11
APPENDICES.....	12

FORWARD

Programs for gifted students assure that the education environment provides students the opportunity to extend competencies in the areas of cognitive skills, learning skills, research and reference skills, communication skills, and metacognitive skills beyond the experiences of the regular classroom. This procedural manual provides information for the development, maintenance, and evaluation of services for the gifted and to all stakeholders. Gifted education services information can also be found in student handbooks, teacher handbooks, and the Irwin County Board of Education website. This information will help Irwin County School System provide quality education for these students.

PHILOSOPHY

The mandate for comprehensive programs and services for gifted students in our schools emerged from state legislation. The Georgia General Assembly funded a position in the Georgia Department of Education in 1958 to assist local school systems in the development of programs for the gifted. Since that time the program has expanded to all Georgia school systems and serves approximately five percent of the state's school population.

Students K-12 in the Irwin County School District who demonstrate a high degree of intellectual, academic and/or creative ability are provided with special instructional services by the Program for Gifted Students. Eligibility criteria for placement in this program are determined by the State Board of Education. Referrals for consideration for eligibility for gifted services may be made by teachers, counselors, administrators, parents or guardians, peers, self and other individuals with knowledge of the student's abilities. For a summary of eligibility criteria or for further information about Irwin County's Program for Gifted Students, please visit the Irwin County School System's webpage or contact the Gifted Education teacher at your child's school or Dr. Stacie Howard, System Gifted Program Coordinator at 229-468-9510.

Irwin County Schools is dedicated to the education of each student and believes that every student has a right to receive an education based on individual needs. In keeping with this belief, Irwin County Schools identifies gifted students for the purpose of providing them with educational experiences that are commensurate with their advanced abilities. It is the belief of the Irwin County School System that all students have the right to develop their talents and abilities to the fullest. Embodied in this belief is the commitment to help gifted and talented students maximize their highest potential. We recognize that gifted and talented learners have various learning styles and develop at different rates. To accommodate these factors, we provide differentiated curricula that develop higher thinking skills, self-direction, risk taking, curiosity, creativity, and interpersonal relationships. The multiple-criteria assessment and eligibility criteria required by the Georgia Board of Education provide a process through which comprehensive information about advanced learning needs may be obtained. This information will assist in the development and implementation of programs that will meet the needs of gifted students. This Irwin County Administrative Procedures Manual for Gifted Education Services will be reviewed and revised annually.

DEFINITION

State Board of Education (SBOE) Rule 160-4-2-.38 defines a gifted student as one "who demonstrates a high degree of intellectual and/or creative ability(ies), exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields, and who needs special instruction and/or special ancillary services to achieve at levels commensurate with his or her abilities."

ELIGIBILITY CRITERIA

The SBOE Rule provides a framework within which each school system is to develop guidelines for establishing students' eligibility for gifted program placement. Table 1 summarizes the assessment options and the eligibility requirements from SBOE Rule 160-4-2-.38.

Table 1
Gifted Program Assessment and Eligibility Criteria
Georgia SBOE Rule 160-4-2-.38

Information shall be collected in all four data categories. At least one of the criteria must be met by a score on a nationally normed standardized test. Any data used in one category to establish a student's eligibility may not be used in any other category. Assessment data must be current within two years.

Mental Ability	Achievement	Creativity	Motivation
<p>Standardized Test of Mental Ability: Full scale or appropriate component score</p> <p>Option 1: 99th percentile on the composite score (by age) for grades K-2; ≥96th percentile on the composite score (by age) for grades 3-12</p> <p>Option 2: ≥96th percentile (by age) on the composite or appropriate component score for grades K-12</p>	<p>Standardized Test of Academic Achievement: Score ≥ the 90th percentile (by age or grade) on -- Total Reading, or Total Math, or Total Battery</p> <p align="center">OR</p> <p>Superior Student-generated Product or Performance: Score ≥ 90 on a scale of 1-100 as evaluated by a panel of 3 or more qualified evaluators</p>	<p>Standardized Test of Creative Thinking: Score ≥ the 90th percentile (by age or grade) on the Total Battery</p> <p align="center">OR</p> <p>Standardized Creativity Characteristics Rating Scale: Score ≥ the 90th percentile</p> <p align="center">OR</p> <p>Superior Student-generated Product or Performance: Score ≥ 90 on a scale of 1-100 as evaluated by a panel of 3 or more qualified evaluators</p>	<p>GPA ≥ 3.5 (as defined in Rule and Regulation) on a 4.0 scale</p> <p align="center">OR</p> <p>*Standardized Motivational Characteristics Rating Scale: Score ≥ the 90th percentile *Only if a rating scale is not used for Creativity</p> <p align="center">OR</p> <p>Superior Student-generated Product or Performance: Score ≥ 90 on a scale of 1-100 as evaluated by a panel of 3 or more qualified evaluators</p>

INITIAL ELIGIBILITY

Option 1: A student must score at the 99th percentile (grades K-2) or the 96th percentile (grades 3-12) on the composite of full scale score of a standardized mental ability test AND meet one of the achievement criteria described above.

OR

Option 2: A student must qualify through a multiple-criteria assessment process by meeting criteria in any three of the four data categories listed above.

REFERRALS

Universal Screening

In our continuing efforts to identify all gifted and talented students in Irwin County, classroom teachers in grades 2, 4, and 6 will complete a TABS survey (Appendix X-Y) on their students. This checklist is based on teacher observation of any gifted and/or talented characteristics that might not be significantly noted in an academic setting. The checklist provides opportunities for teachers to rate students exhibiting self-direction, enthusiasm, intense interests and artistic gifts, unusual communication and problem-solving strengths, exceptional imagination/creativity, and keen sense of humor/sensitivity. This screening information will be used to identify students needing further profile assessment outside the academic context.

Automatic Referral Process

Irwin County students who score at or above the 90th percentile on system-wide norm-referenced testing are automatically considered for possible gifted program testing. Students in grades with no norm-referenced test will be screened using GA Milestone/End of Course Assessment scores. To be eligible a Level 4 score is required in two of the three areas of reading, language arts, or math. Automatic referral does not necessarily indicate testing. Records of students who have been automatically referred will be examined for such data as prior testing, classroom performance, and characteristics of giftedness. Should testing be warranted, written parental consent will be required.

When a student meets the criteria for the Irwin County School District Automatic Referral, the gifted program teacher is responsible for completing the Nomination Form and gathering existing evidence of academic strengths to bring to the Eligibility Team.

Tests and procedures used in the referral process to determine eligibility for gifted education services must meet standards of validity and reliability for the purpose of identifying gifted students. These tests are nondiscriminatory with respect to race, religion, national origin, sex, disabilities, or economic background.

Reported Referral Process

Teachers, counselors, administrators, parents or guardians, peers, self, and other individuals with knowledge of the student's abilities may refer a student for consideration for gifted educational services. A Talent Survey is distributed to classroom teachers annually; this observation sheet guides classroom teachers in recognizing potential giftedness and making appropriate referrals. Information on the Irwin County Gifted Program is included in the Student Handbook, which is distributed to all parents and guardians. An individual wishing to nominate a student may obtain a gifted education nomination form (Appendix A-D) from the gifted teacher and complete all items. This nomination form is returned to gifted program personnel, who will screen other relevant data and recommend to the eligibility committee one of three options: a formal referral for further evaluation, a request for additional information, or continued monitoring of student's progress for possible future consideration. The eligibility committee shall consist of but is not limited to the principal/designee, teacher of the gifted, and classroom teacher. Eligibility Team Meeting Minutes will be documented on form in Appendix E.

Parent Notification of Consideration

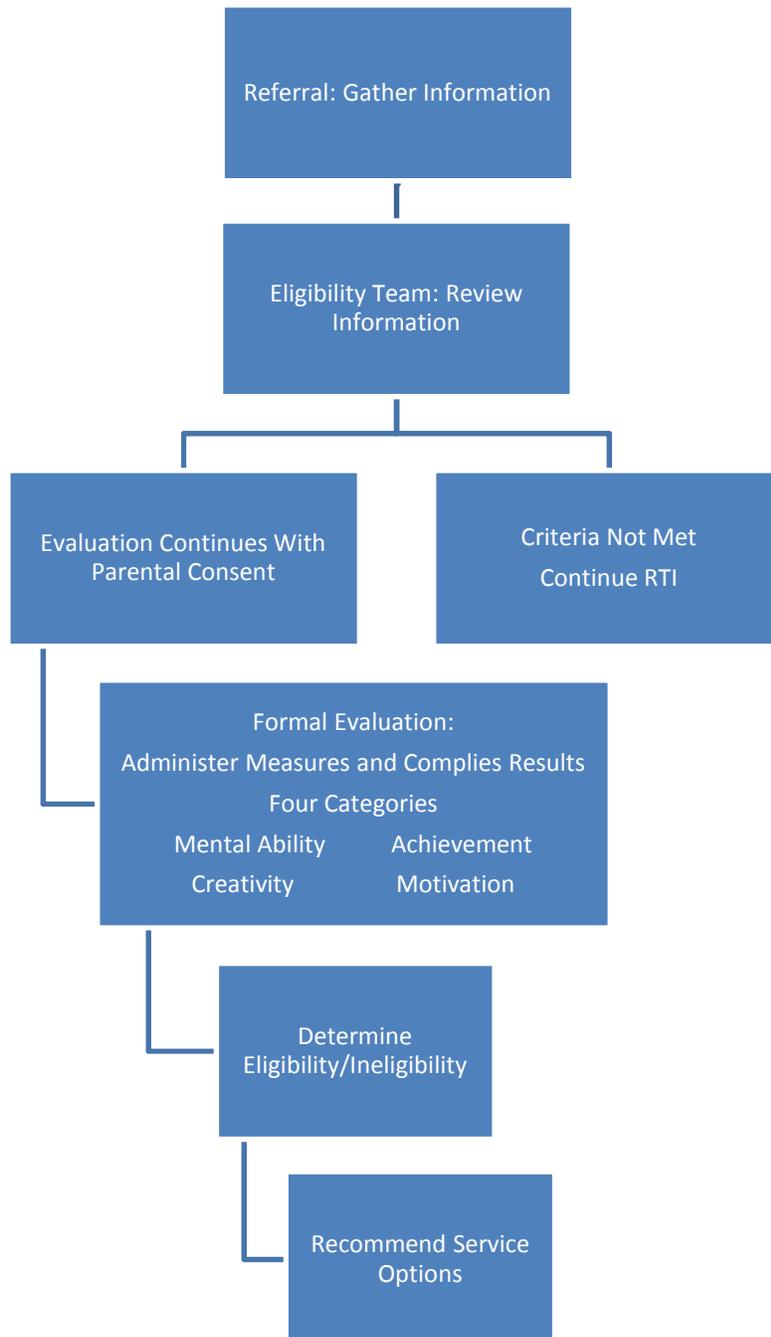
If the decision is made by the eligibility committee to refer a student for gifted program consideration, parents or guardians must be notified. Parents will be notified that their child is being considered for possible gifted program placement at whatever point district personnel need to collect data or evaluate the student's performance in any way which is not done routinely for other children in that grade. The parents/guardian of identified gifted students being considered to receive gifted education services in writing of information related to the gifted education program including the following:

- Referral procedures and eligibility requirements
- Notification of initial consideration for gifted education services
- Evaluation guidelines and documentation of training procedures utilized and maintained by Irwin County
- 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.
- Performance standards gifted students are to meet to maintain their eligibility and receive continued services in the program
- A description of the probationary period applied to students in jeopardy of losing their eligibility for services which includes the length of the probationary period and the criteria
- Termination of services when students on probation have failed to meet criteria for continuation of services

Irwin County gifted education instructors will notify parents of gifted services nomination and consideration and will request permission for testing. (Appendix F) Gifted placements are primarily evaluated in the spring following the receipt of standardized testing scores. However, additional evaluations will be considered if the need arises.

Individuals who referred students that the eligibility team decides do not require further evaluation for gifted services will receive documentation for non-testing "Wait and Watch" status. (Appendix G)

Gifted and Talented Education Flow Chart of the Referral Process



ASSESSMENT PROCEDURES

Initial Consideration

Irwin County School System collects data on all students nominated for gifted program consideration, the sources of the referrals, whether or not the nominated student is referred for formal evaluation and the number of students who qualify for gifted program placement. All data is kept by grade level, gender and ethnicity. This data is reviewed annually to analyze equity issues such as the number of nominations of minority students and the proportion of referrals for both genders.

All students who are referred for gifted program testing are assessed in all four data categories, as required by SBOE Rule 160-4-2-.38. Table 2 displays the specific assessment instruments in each data category that may be used during the assessment/evaluation process in Irwin County Schools.

Table 2

Mental Ability	Achievement	Creativity	Motivation
Reynolds Intellectual Abilities Scale (RIAS) for K-2 Weschler Preschool and Primary Scale of Intelligence (K-1) Cognitive Ability Test * Matrix Analogies * Otis Lennon * Weschler Intelligence Scale * Naglieri Nonverbal Ability Test 2*	Iowa Test of Basic Skills * TAP * PSAT * / SAT * PLAN * / ACT * KTEA-II	Gifted Evaluation Scale II Torrance Test Gifted Rating Scale TABS (Traits, Aptitudes and Behavior checklist)	Grade Point Average Gifted Evaluation Scale II Gifted Rating Scale TABS (Traits, Aptitudes and Behavior checklist)

*Nationally Normed Test Data

Initial Eligibility

When a student has met 3 of the 4 criteria of Rule 160-4-2-.38 on district-wide testing, the parents will receive a Notification of Eligibility/Permission for placement form (Appendix H). Parents have the opportunity to request a conference to have testing results further explained to them.

Any three of the following four areas

1. **Mental Ability** – Student in grades K-2 must score greater than or equal to 99th percentile, grades 3-12 must score greater than or equal to 96th percentile on a composite or full scale score or appropriate component score on a standardized mental ability test.
2. **Achievement** – Student must score greater than or equal to the 90th percentile on the total composite, or 90th percentile total math or total reading section(s) of a standardized achievement test.
3. **Creativity** – Student must score greater than or equal to the 90th percentile on the Age Creativity Index National Percentile of a standardized creativity test.
4. **Motivation** – The Irwin County School System has selected three possible measures for motivation. Any of the three may be used, depending on the student’s grade level and opportunities for assessment.
 - a. Student who earns a cumulative grade point average of greater than or equal to 3.5 on a 4.0 scale, where a 4.0 = A, and a 3.0 = B computed for the two years immediately preceding the current grade level (this begins with 6th grade). GPA shall be computed on core curriculum areas only (math, English/language arts, science, social studies, and full year world languages).
 - b. 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/performances submitted shall be review by a panel of three or more qualified evaluators as part of a comprehensive portfolio that demonstrates a high degree of motivation and consistent productivity.

- c. Students shall receive a score $\geq 90^{\text{th}}$ percentile on a standardized motivational characteristics rating scale. If a rating is scale is used in determining creativity, a rating scale cannot be used for motivation.

Any data used in one area to establish a student's eligibility cannot be used in any other data category. Scores must be current within two calendar years.

To be eligible for gifted services, students 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 standardized test of mental ability and meet one of the achievement criteria described below; or (b) qualify through a multiple criteria assessment process by meeting the criteria in any three of the four areas: mental ability (intelligence), achievement, creativity, and motivation.

To qualify in the area of achievement: (a) students must score $>$ in the 90th percentile on the total battery, total math, or total reading section(s) of a standardized achievement test; or (b) have produced a superior student-generated product or performance, where the superior performance is one that can be translated into a numerical score >90 on a scale of 1-100 as evaluated by a panel of three or more qualified evaluators.

NNAT 2 Statements regarding diversity in determining eligibility

The Naglieri Nonverbal Test of Ability – Second Edition (NNAT2) is a nonverbal measure of general ability that is administered to groups of students in grades K-12. forty-eight figural matrices are used instead of test items that require knowledge of vocabulary or mathematics and/or reading skills, which makes the test appropriate for a wide variety of students. This type of test provides a valid and reliable evaluation of any student's ability. Additionally, the use of figural matrices makes the test useful for culturally and linguistically diverse populations, like those gifted and talented students who do not speak English or are learning English. This is particularly important with today's increasing rates of immigration, especially those minority populations of Hispanic origin. The NNAT 2 is designed for fair assessment of socially or economically disadvantaged students.

Outside Testing

In accordance with Gifted Rule 160-4-2-.38 §(d)2, Irwin County system gifted personnel may consider data regarding a student's eligibility that is gathered and analyzed by a source outside the school system. However, outside data may not be substituted for data that the school system generates during the testing/evaluation process.

Reciprocal Eligibility

Irwin County School System personnel will recognize the validity of a student's gifted status granted by another Georgia school system following the receipt of proper documentation. Reciprocity for receiving initial gifted services will be guaranteed to students deemed eligible for gifted services under Rule 160-4-2-.38. Note that to continue to receive services; all identified students must meet the criteria outlined in the system continuation policy.

Reconsideration

Irwin County personnel will continually monitor the progress of children who do not qualify initially. Parents of these students will be notified of ineligibility and reassured that their child's progress will be monitored and possibly be reconsidered during the next gifted program testing session. (Appendix H) Reasonable consideration will be given concerning the number of times a student will be retested after he/she has failed to qualify. Factors considered include differences between required scores and obtained scores; social or developmental factors that may indicate the need for additional testing; and the likelihood of detriment to the student's self-esteem.

Placement and IEP

Once students have met eligibility criteria for gifted services (Eligibility Report, Appendix J), an initial review will be used to identify particular strengths in students, and an appropriate educational plan will be developed by the placement committee. (Appendix K) This committee will include gifted teacher(s), parents or guardians, regular education teacher, and an administrator.

The education plan will describe the gifted program delivery model, individual student goals, teaching methods, evaluation of objective mastery and the number of segments (minimum of 5 segments) served per week.

An individual annual review will be held to assess the performance of each student and determine what gifted education services are needed for the following year. Parents will receive notification of a scheduled annual review with the gifted teacher. (Appendix L) Annual Review meeting results will be recorded on the annual review summary report (Appendix M)

CONTINUATION POLICY

The Irwin County Board of Education has adopted the following standards of performance for gifted/advanced students to maintain eligibility for gifted program services:

Elementary School

- An overall yearly average of 90 in all gifted classes,
- A passing grade in all gifted courses attempted (i.e., no grade below a 70),
- Regular attendance in classes designated for the gifted.

In the event that students do not meet the continuation criteria, the following steps will be taken.

- A conference will be scheduled between the student, parent, gifted teacher, and other teachers involved. All parties will review the continuation policy and discuss strategies needed to re-establish satisfactory performance (Appendix N).
- Academic probation: Parents and students will be notified at any time continuation criteria are not being met. (Appendix O) At this point a probation period will begin while the student remains in the gifted program. If at the end of the probationary period continuation criteria have not been met, the student will be withdrawn from the gifted program and parent notification will be sent (Appendix P). If criteria have been met, student will be returned in good standing.

Middle/High School

- An overall 9 weeks average of 80 in all gifted classes for middle school and an overall 9 weeks average of 80 in all gifted classes for high school,
- A passing grade in all gifted courses attempted per 9 weeks. (i.e., no grade below a 70),
- Regular attendance in classes designated for the gifted.

In the event that students do not meet the continuation criteria, the following steps will be taken.

- A conference will be scheduled between the student, parent, gifted teacher, and other teachers involved. All parties will review the continuation policy and discuss strategies needed to re-establish satisfactory performance (Appendix Q).
- Academic probation: Parents and students will be notified at any time continuation criteria are not being met. (Appendix O) At this point a probation period will begin while the student remains in the gifted program. If at the end of the probationary period continuation criteria have not been met, the student will be withdrawn from the gifted program and parent notification will be sent (Appendix P). If criteria have been met, student will be returned in good standing.

CHANGE OF STATUS

Inactive Status

Any student may voluntarily change his/her status from active to inactive at any time by completing the Request for Change of Status Form. (Appendix Q) and parental consent for voluntary withdrawal must be signed (Appendix R). However, because of curricular requirements, a student will not be allowed to re-enter the gifted/advanced program during the current school year for middle school students or during the current semester for high school students.

A student may only remain inactive for a total of two semesters or one full year. At the end of the inactive period, the student must complete another Request for Change of Status Form to return to active status (Appendix Q) and parents will be notified of student reentry (Appendix S). Should a student remain inactive for more than the specified period, he/she would be required to reapply for entry into the gifted program and meet all of the eligibility requirements mandated by the State of Georgia and the Irwin County School System.

Progress reports for gifted students will be sent at the end of each nine-week grading period (Appendix T). If the student is experiencing difficulties, a parent conference will be requested to discuss how to address any concerns (Appendix U).

GIFTED EDUCATION SERVICES

Learning Objectives

In an effort to match students' advanced learning needs and interests (as documented by assessment results) to programming options, curriculum and instruction for gifted students at Irwin County Schools are built around four primary goals:

Gifted students will develop advanced research skills and independent study skills. Curriculum for gifted students will allow for in-depth learning of self-selected topics within the area of study.

Rationale: Gifted learners possess an extensive knowledge base, learn at an accelerated pace, and are capable of an advanced level of comprehension. In addition, many gifted students are highly curious and intrinsically motivated, especially to pursue topics which interest them. As compared to their age-peers, gifted learners tend to have longer attention spans, exhibit a stronger need to know and can follow through with assignments. If gifted students are to benefit from these abilities, the gifted program must emphasize the development of skills that enable them to become effective as independent learners.

Because of the advanced nature of their abilities and interests, gifted students need to learn how to access advanced-level reference materials, including a variety of print and non-print references and information retrieval systems. They need learning tasks that allow them to explore personal interest through guided research, independent study and community involvement. In order to conduct authentic research, students need instruction and guidance in learning to ask the right kinds of questions by looking at techniques used by experts in the specific field. They need instruction in the development of a written plan of research with emphasis on how one gathers, categorizes, analyzes and evaluates information in particular; assistance in evaluation their own work and in considering implications for future research.

Gifted students will develop and practice creative thinking and creative problem-solving skills with a variety of complex topics within the area of study in order to be generators of ideas and products original to the students.

Rationale: Gifted learners have the ability to generate original ideas and solutions, and they characteristically see diverse and unusual relationships. Their instruction must allow opportunities to further develop and apply these differential patterns of thought processing (divergent thinking, sensing consequences, making generalizations); a curricular need is to be able to often explore alternative and consequences of those choices, and to draw and test generalizations. The original thought and ideas often expressed by gifted students require an environment in which the student feels free and safe to stretch beyond the need for a right answer.

Gifted students will develop and practice higher order and critical thinking skills in the pertinent academic areas.

Rationale: Gifted learners need less time to learn new material and master new skills. One strategy for differentiating the delivery of CCGPS based curricular instruction for gifted students is to structure lessons and units in such a way that gifted students spend a larger proportion of their time on high order thinking. They should use content they have mastered to further develop their understanding of the concepts and practice the skill of critical thinking.

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.

Rationale: Gifted learners need the ability to effectively communicate their products and ideas to others. It is important to remember that throughout history we have recognized "gifted" individuals because of the impact of their products and areas of giftedness. Feedback from real audiences provides gifted learners with a chance to utilize their advanced communication skills. Internal motivation develops when students pursue ever-increasing levels of excellence in their final products and receive confirmation from real audiences that others value their intellectual and academic talents.

CURRICULUM AND PROGRAM DELIVERY MODELS

Delivery models for serving gifted students include the resource model and/or facilitator model, and the State Department-approved delivery models which appropriately serve the identified needs of gifted students in elementary, middle and high schools. To meet student achievement needs, teachers of the gifted may utilize one or several of the following opportunities:

Elementary School: Resource Class, Collaborative Teaching, Advanced Content, and Cluster Grouping

Resource Gifted Services in grades K-5 are offered through a daily scheduled academic class or an alternate weekly scheduled class. Through curriculum compacting, the gifted specialist provides opportunities for students to master clearly defined state and local objectives at a faster pace than their peers. This allows for the gifted students to work with advanced level content that is appropriate for their rate of learning. For example, while all fourth grade students study the causes of the Civil War, gifted students do in-depth research into the political and social climate of the era resulting in a self-selected product reflecting their research.

In developing these products, students have the opportunity to incorporate mathematics, science, communication, and technology skills. The gifted class also allows students to participate in a variety of competitions and activities designed to promote academic excellence, creative thinking, teamwork, and communication skills.

Collaborative teaching allows direct instruction by a regular classroom teacher with substantial, regularly scheduled collaborative planning between the content area teacher and the gifted teacher to plan in-depth differentiated lessons that meet the needs of the gifted student(s) while in the regular class environment (Individual student contract Appendix W).

In advanced content classes students are homogeneously grouped on the basis of achievement and interest in a specific academic content area. These students are provided with an advanced curriculum, one that is clearly different in content, pacing, process skills emphases, and expectations of student performance from the courses that more typical students in that grade level would take. Students may qualify for the advanced content model as determined by recent test scores, past classroom performance, and teacher and administrator recommendation.

Cluster grouping a small group of identified gifted students (group of 5-8) into an otherwise heterogeneous regular classroom taught by a gifted-endorsed teacher allows differentiated instruction for gifted students. The cluster teacher must document the curriculum modifications made for the gifted students by way of separate lesson plans and individual student contracts (Appendix W) showing why a particular student needs an advanced curriculum in that particular content area (e.g., pretest grade)

- Learning objectives for the gifted students;
- Alternative activities in which the gifted student will be engaged;
- Dates and amount of time (in segments) the students will engaged in the higher level activities; and
- Means by which the gifted student's learning will be assessed (e.g., the expected outcomes or products).

Middle School: Resource, Collaborative Teaching, Advanced Content, Cluster Grouping

Resource gifted services for grades 6-8 are offered through a daily scheduled academic class. Georgia Performance Standards are taught at a rigorous pace more appropriate for the rate of learning of a gifted student. Less time is spent on review and practicing mastered objectives. Rather, students will be given the opportunity to apply basic knowledge and skills in a variety of in-depth activities and projects including cooperative learning, research, critical thinking, debate and communication skills in interdisciplinary enrichment activities. Self-directed activities will allow for individual academic growth allowing students to demonstrate understanding of abstract concepts. Additional gifted services may be offered through connections classes.

Collaborative teaching allows direct instruction by a regular classroom teacher with substantial, regularly scheduled collaborative planning between the content area teacher and the gifted teacher to plan in-depth differentiated lessons that meet the needs of the gifted student(s) while in the regular class environment (Individual student contract Appendix W).

In advanced content classes students are homogeneously grouped on the basis of achievement and interest in a specific academic content area. These students are provided with an advanced curriculum, one that is clearly different in content, pacing, process skills emphases, and expectations of student performance from the courses that more typical students in that grade level would take. Students may qualify for the advanced content model as determined by recent test scores, past classroom performance, and teacher and administrator recommendation.

Cluster grouping a small group of identified gifted students (group of 5-8) into an otherwise heterogeneous regular classroom taught by a gifted-endorsed teacher allows differentiated instruction for gifted students. The cluster teacher must document the curriculum modifications made for the gifted students by way of separate lesson plans and individual student contracts (Appendix W) showing

- Why a particular student needs an advanced curriculum in that particular content area (e.g., pretest grade)
- Learning objectives for the gifted students;
- Alternative activities in which the gifted student will be engaged;
- Dates and amount of time (in segments) the students will engaged in the higher level activities; and
- Means by which the gifted student's learning will be assessed (e.g., the expected outcomes or products).

High School: Resource, Advanced Content Class, Cluster Grouping, Mentorship/Internship,

In an effort to meet the needs of the gifted students at ICHS, several resource courses will be offered in grades 9-12 which will be a part of the gifted student's regular daily schedule and will receive core/elective credit. These rigorous advanced content courses and Honors courses, taught by a gifted-endorsed teacher, will include such courses as English, Journalism, Dramatic Arts, Math 1, Math 3, American and World History, Biology, Human Anatomy, Physical Science, Chemistry as well as independent study and mentorship.

Using more advanced materials and a faster pace to challenge gifted learners, students will be expected to research self-selected topics within the areas of study and practice advanced communication skills using a variety of techniques. Teachers will establish course curriculum showing very clearly how the advanced course content, pacing, process skills emphasis and expectation of student outcomes differ from the course more typical students at that grade level would take in that content area.

In advanced content classes students are homogeneously grouped on the basis of achievement and interest in a specific academic content area. These students are provided with an advanced curriculum, one that is clearly different in content, pacing, process skills emphases, and expectations of student performance from the courses that more typical students in that grade level would take. Students may qualify for the advanced content model as determined by recent test scores, past classroom performance, and teacher and administrator recommendation.

Cluster grouping a small group of identified gifted students (group of 5-8) into an otherwise heterogeneous regular classroom taught by a gifted-endorsed teacher allows differentiated instruction for gifted students. The cluster teacher must document the curriculum modifications made for the gifted students by way of separate lesson plans and individual student contracts (Appendix W) showing

- Why a particular student needs an advanced curriculum in that particular content area (e.g., pretest grade)
- Learning objectives for the gifted students;
- Alternative activities in which the gifted student will be engaged;
- Dates and amount of time (in segments) the students will engaged in the higher level activities; and
- Means by which the gifted student's learning will be assessed (e.g., the expected outcomes or products).

Students may also participate in the Mentorship/Internship Program that will provide opportunities for gifted students to work closely with a mentor to explore a profession of interest while being closely monitored by the gifted education specialist to ensure acceptable progress toward the student's individual learning goals.

Gifted Personnel Certification and Continued Professional Learning

Personnel working as teachers of the gifted hold a professional certificate with the gifted endorsement. Professional development appropriate for teachers of gifted students is provided annually as a part of the Irwin County School System's comprehensive professional learning plan. Offerings are determined by local need, resources available and contractual arrangement. Colleges and universities, the Georgia Department of Education, RESA, GLRS, and Professional Education Organizations offer opportunities for appropriate professional learning. Professional leave, expense reimbursement and administrative encouragement are provided to all teachers of gifted students for involvement in professional development activities.

Irwin County School System reviews and revises, if revisions are needed, its curricula for gifted and talented students at least annually.

Family and Community Involvement

We, educators in the Irwin County Gifted Education Program, believe parent and community involvement are keys to the continuing success of our program and to our students' growth. With the support and expertise of our parents and community members, we are able to enhance and expand our students' world.

Parents and community members participate in gifted program activities in Irwin County. The list below details some of the events/activities we provide to encourage parental and community involvement in our program.

- Multiple opportunities for parents to attend field trips: e.g. Challenger Learning Center, WALB television station, Flint River Aquarium, New Ebenezer Retreat Center, Warner Robins Aerospace Museum, Washington, D.C., etc.
- Invited speakers; e.g. Representative Jay Roberts of the Georgia General Assembly, Buddy Green sharing the history of the Berlin airlift.
- Visits to various community worksites.
- Multiple opportunities for parents to visit classrooms to view class, group and individual projects, including scheduled school-wide open houses four times per year.

APPENDICES

1.	Nomination forms.....	A-D
2.	Eligibility Team Meeting Minutes	E
3.	Notification of Consideration and Permission to Evaluate	F
4.	Documentation for Non-Testing “Wait and Watch”	G
5.	Notification of Eligibility/Permission to Place.....	H
6.	Notification of Ineligibility.....	I
7.	Eligibility/Placement Report	J
8.	Education Plan.....	K
9.	Annual Review Notification.....	L
10.	Annual Review	M
11.	Conference Minutes.....	N
12.	Notification of Probation	O
13.	Withdrawal Notification.....	P
14.	Change in Status	Q
15.	Voluntary Withdrawal	R
16.	Reentry Notification	S
17.	Progress Report.....	T-U
18.	Authorization to Release Information	V
19.	Collaborative/Cluster Model Student Contract	W
20.	TAB Checklist	X-Y
21.	Gifted Program Class Size.....	Z

GIFTED PROGRAM NOMINATION FORM

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

Nomination Date: _____ School: _____

Biographical Information

Student's Name: _____ FTE # _____
Last First Middle

PowerSchool # _____ Ethnicity: Black Hispanic Asian American
 Indian/Alaskan Native Mixed White

Date of Birth _____ Home Phone _____ Gender: Male Female

Home Address: _____
Number/Street City State Zip

Parent(s) or 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 off as each step is completed.)

- 1. Complete all of the requested information above.
- 2. Photocopy and attach standardized testing history for the cumulative folder and most recent report card (if applicable).
- 3. Attach one complete Traits, Aptitudes and Behaviors (TABS) observation sheet. The TABS Observation form must be completed by at least two adults, one of whom must be the student's academic instructor.
- 4. Work Samples

After you have gathered the above data, give this packet of information to your school Eligibility Team Chairperson, _____ . The Eligibility Team is to review a profile of the student through observational data, existing performance data, and standardized testing history to determine appropriate instructional planning. The 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.

Eligibility Team decisions will be made three times a year, approximately in August/September, January, and April/May. Exceptions will be made only upon the recommendation of the Eligibility Team.

GIFTED EDUCATION ELIGIBILITY TEAM MEETING MINUTES

Name of Student: _____ Date of Meeting: _____

Committee Members Present:

1. _____ Chairperson-Gifted Resource Teacher
2. _____ (Must have no fewer than 3 faculty members)
3. _____
4. _____
5. _____

Source of Nomination:

Automatic (System) Parent Self Teacher Peer Other _____

Decision of Committee Members Present:

_____ Refer student for formal evaluation
_____ Request additional information
_____ Wait and Watch

Rationale for Decision:

**GIFTED EDUCATION
NOTIFICATION OF CONSIDERATION AND PERMISSION TO EVALUATE**

Date: _____

Student Name: _____ Date of Birth: _____

Parent Name: _____ Address: _____

Dear Parents or Guardians,

Your child, _____, is being considered for the gifted program. This consideration is based upon the following:

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

To determine your child's eligibility, the Eligibility Team needs your consent 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.

When the evaluation has been completed, you will be notified in writing of your child's eligibility status and service recommendations and given an opportunity to discuss this status and these recommendations at that time.

The process is an opportunity for the school to determine your child's special needs and serve him/her appropriately. If you have questions, please call me. The school phone number is _____.

Please return this form to your child's school within 5 (five) days. Testing will begin after consent is received.

Sincerely,

Eligibility Team Chairperson

Please indicate your response below, sign, date, and return to me.

- Yes, I do agree for this evaluation process to proceed, including the administration of any necessary tests.
- No, I do not agree for this evaluation process to proceed.

Signature of Parent/Guardian

Date

**GIFTED EDUCATION
DOCUMENTATION FOR NON-TESTING “WAIT AND WATCH”**

Date: _____

Dear _____,

Recently, you submitted the name of _____ as a nomination for the Irwin County Gifted and Talented Education program. After collecting and reviewing a profile of information, the school’s Eligibility Team has recommended no further evaluation for gifted services. The Team believes that the student’s academic needs can best be met in the regular classroom program.

Please encourage the student to continue the excellent academic achievement that contributed to the original decision to refer him or her to the Gifted Program for consideration.

This decision does not preclude consideration of this program at a later date. Please feel free to contact me if you need further information.

Sincerely,

Eligibility Team Chairperson

**GIFTED EDUCATION
NOTIFICATION OF ELIGIBILITY**

Date: _____

Dear Parents/Guardians:

Your child, _____, has been determined to be eligible for placement in the gifted program. After receipt of your signed consent, services will begin on _____ (date) for approximately _____ hours per week.

I have attached: (a) a program description; and (b) criteria for continued placement in the gifted program.

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 the gifted program, we will notify you in writing prior to making the changes.

Should you desire a conference to discuss this matter, please contact me at _____.

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

Sincerely,

Teacher of Gifted Students

- I give my permission for my child to be placed in the gifted program.
- I do not give permission for placement.
- I have received and kept a copy of the program description and continuation policy.

Signature of Parent/Guardian

Date

GIFTED EDUCATION NOTIFICATION OF INELIGIBILITY

Date: _____

Dear Parents/Guardians:

Your child, _____, was referred for evaluation for the gifted program. The Eligibility Team has completed that process, and according to the Georgia Department of Education guidelines, he or 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 or her to the gifted program for consideration.

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

Sincerely,

Eligibility Team Chairperson

Irwin County Gifted Education Services Eligibility/Placement Report

Student's Name: _____ **DOB:** ___/___/___ **FTE#** _____ **Powerschool** _____
School: _____ **Grade:** _____ **Gender:** _____ **Race** _____
Parent/Guardian: _____ **Phone:** _____
Address: _____ **City, State, Zip:** _____

Direct Referral (Check One): Automatic Parent Peer Self Teacher
 Consideration Notification: _____ (Date)
 Parental Consent for Evaluation Rec'd _____ (Date)

I. Mental Ability						
Data Considered	Date	Standard Score/Scores/Percentile				Criteria
		V	Q	NV	C	
Cognitive Ability Test						96 th %ile 99 th %ile Check One: <input type="checkbox"/> YES <input type="checkbox"/> NO
NNAT		C				
Other						

II. Achievement					
Data Considered	Date	Standard Score/Scores/Percentile			Criteria
		R	M	T	
Iowa Test of Basic Skills					90 th %ile Check One: <input type="checkbox"/> YES <input type="checkbox"/> NO
Kaufman (KTEA)					
Product/Performance (Panel)					
Other					

III. Creativity					
Data Considered	Date	Standard Score/Scores/Percentile			Criteria
		R	M	T	
Torrance Test of Creativity					90 th %ile Check One: <input type="checkbox"/> YES <input type="checkbox"/> NO
Product/Performance (Panel)					
Other					

IV. Motivation					
Data Considered	Date	Standard Score/Scores/Percentile			Criteria
		R	M	T	
GRS-2					90 th %ile Check One: <input type="checkbox"/> YES <input type="checkbox"/> NO
Product Performance (Panel)					
Other					

<ul style="list-style-type: none"> <input type="checkbox"/> Student is not eligible <input type="checkbox"/> Student is eligible through Multiple Criteria Approach (Rule .38) (At least 3 of 4 categories must be "Yes") <input type="checkbox"/> Student is eligible through Psychometric Approach (Rule .08) Grades K-2: mental ability: 99% AND achievement is 90% or greater <input type="checkbox"/> Student is eligible through Psychometric Approach (Rule .08) Grades 3-6: mental ability: 96% or greater AND achievement is 90% or greater <input type="checkbox"/> RECIPROCITY-Data collected from another county in Georgia 	<p style="text-align: center;">Eligibility Team Members</p> <p>_____</p> <p>_____</p> <p>Administrator: _____</p> <p>Date: _____</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------

GIFTED EDUCATION SERVICES EDUCATION PLAN

Student Name	
School Year/Grade	Year Grade
Delivery Model	<input type="checkbox"/> Advanced Content <input type="checkbox"/> Independent Study <input type="checkbox"/> Resource <input type="checkbox"/> Intern/Mentor <input type="checkbox"/> Advanced Placement <input type="checkbox"/> Collaborative <input type="checkbox"/> Cluster Group
Segments served per week	_____ segments per week (min. of 5)
Goals	<input type="checkbox"/> Develop advanced research skills and independent study skills <input type="checkbox"/> Develop and practice creative thinking and creative problem-solving skills <input type="checkbox"/> Develop and practice higher order and critical thinking skills <input type="checkbox"/> Develop advanced communication skills <input type="checkbox"/> Meet or exceed expectations on GA Milestones Assessment (Grades 3-12) <input type="checkbox"/> Meet or exceed expectations on benchmarks and SLOs (Grades K-2) <input type="checkbox"/> Maintain a 90 or above yearly average in all academic classes
Teaching Strategies	<input type="checkbox"/> Curriculum compacting <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Research <input type="checkbox"/> Debate <input type="checkbox"/> Interdisciplinary Enrichment <input type="checkbox"/> Other _____
Differentiation	
Method(s) of Assessment of Goal mastery	
Parent Signature/Date	
Student Signature/Date	
Teacher Signature/Date	

GIFTED EDUCATION ANNUAL REVIEW NOTICE

Date: _____

Dear Parent or Legal Guardian:

In order to plan better for your child, _____, we will review his/her progress in the Irwin County Gifted and Talented Education program for the _____

School year at a meeting to be held at: _____ on _____
(Place) (Date)
at _____.
(Time)

- The purpose of this meeting is for the parents and resource teacher to review this year's progress and plan for next year. Classroom teachers, students, and principals may have input into the plan for next year.
- The results of this meeting and the Annual Review Report will be on file at his/her school, and a copy will be available for you.
- In addition, you are encouraged to list below any suggestions for your child's educational program.

Sincerely,

Gifted and Talented Education Teacher

Please check one below, sign, and return this letter to your child's resource teacher.

- Yes, I will attend the above-scheduled meeting.
- No, I will not attend. (A copy of the Annual Review will be mailed upon request.)
- I will attend but at another time. I will call the school to make the necessary arrangements.

(Parent or Guardian) (Date)

Suggestions: _____

GIFTED EDUCATION SERVICES ANNUAL REVIEW

Student's Name _____

School: _____ Grade _____

I. Program Description for Current School Term: _____ (Date)

Teaching methods: Resource Cluster Advanced Content

Contact Hours: _____ segments per week

Curriculum Focus: _____

II. Objectives Reviewed

- Academic achievement
- Cognitive skills
- Learning skills
- Research and reference skills
- Communication skills
- Metacognitive skills

These objectives have been evaluated by testing, teacher observation and class participation.

III. Present Level of Performance

Meets Continuation Criteria in Gifted Education: Yes No

Eligibility: Continuation Probation Termination--student's grade of _____
fails to meet gifted education requirement.

IV. Goals for Next Year

1. Meet Continuation Criteria
2. Continue skills development in research, productive thinking, independent study, and self-direction
3. _____

Review Date

Date Mailed

Gifted and Talented Education Teacher

GIFTED EDUCATION SERVICES CONFERENCE MINUTES

Date: _____

Place: _____

Persons Present: _____

Purpose of Conference:

Items Discussed:

Conclusions and/or agreements made:

GIFTED EDUCATION SERVICES/ADVANCED CONTENT NOTIFICATION OF PROBATION

Date: _____ **School:** _____

Dear Parent/Guardian:

In order for a student to continue in Irwin County's Gifted program/Advanced Content classes, specific criteria must be met. The requirements for continuation are explained in Irwin County's Continuation Criteria for Gifted Education, which were outlined to you at the time your child entered the gifted program/advanced content class. An additional copy of the current continuation policy has been attached for your reference.

According to the continuation policy, your child, _____, is failing to meet the minimum requirement in the following area:

_____ Gifted Education Class Performance

_____ Advanced Content Class Performance

Please be advised that your child has been placed on probation from _____ to _____ to meet the continuation criteria. If at the end of this period continuation criteria have not been met, the student will be dismissed at logical transition points in the school year. If the continuation criteria have been met, the student will be returned to good standing.

We hope that you will continue to encourage your child to perform to the best of his/her ability.

Sincerely,

Gifted and Talented Education Teacher

GIFTED EDUCATION SERVICES/ADVANCED CONTENT WITHDRAWAL

Student: _____ Date _____
 Last First Middle

Grade: _____

Dear Parent/Guardian:

Your child, _____, will be withdrawn from the Gifted Education program/Advanced Content Class beginning _____ for the following reason(s):

- Failure to maintain Continuation Criteria
- Unsatisfactory performance in the Gifted program/Advanced Content Class

Comments: _____

_____ may re-enter the program after successfully meeting Continuation Policy requirements.

If you wish to schedule a conference, please contact me at _____.

Sincerely,

Gifted and Talented Education Teacher

GIFTED EDUCATION SERVICES CHANGE IN STATUS

Student: _____ Date: _____
 Last First Middle

Grade: _____ School: _____ Year: _____ FTE#: _____

*Teacher of Gifted Students: Identify with a checkmark the correct area of change, provide the necessary information requested, and **sign**.*

- Moving.** The student is moving to _____. (Send the student's folder with this form to the director.)
- Re-entering.** This student is re-entering the gifted program effective _____. Explanation and method of documentation:

The above-named student is being served in the Irwin County Gifted and Talented Education program as indicated below:

- Resource Delivery Model
- Mentorship/Internship
- Advanced Placement Program
- Cluster class
- Collaborative Services

He/She will be in the Gifted and Talented Education Program for _____ segments per day.

Gifted and Talented Education Teacher

GIFTED EDUCATION SERVICES/ADVANCED CONTENT CLASSES VOLUNTARY WITHDRAWAL

Student Name: _____

School: _____ **Grade:** _____

My child, _____, has my permission to withdraw from the Gifted Education program/Advanced Content Classes for the _____ school year. I understand that according to policy, my child may re-enter the program only *once* after voluntarily withdrawing from the program.

1. Procedures for withdrawal

- (1) A conference which includes the parent/guardian, the gifted/advanced teacher and an administrator or designee must be held. This conference may include the student and other participants as appropriate.
- (2) Minutes will be kept concerning the discussion and decision of the conference.
- (3) A form indicating parental approval of the withdrawal will be signed at the meeting. This form shall be placed in the due process folder of the student.

2. Procedures for reentry

- (1) If the date of voluntary withdrawal is less than one (1) year prior to the time of the request for reentry, the student can reenter the program under the original eligibility data.
- (2) If the date of voluntary withdrawal is more than one (1) year prior to the time of the request for reentry, the student must undergo the full evaluation process and meet eligibility criteria.

Parent/Legal Guardian

Date

Approved:

Gifted Lead Teacher

Date

Administrator

Date

Other

Date

GIFTED EDUCATION SERVICES REENTRY NOTIFICATION

Student: _____ Date: _____
 Last First Middle

Grade: _____ School: _____ FTE#: _____

Dear Parent/Guardian:

Your child, _____, will re-enter the Gifted and Talented Program on

_____. Please encourage your student to continue to meet the necessary requirements as set forth in the Irwin County Continuation Policy.

If you wish to schedule a conference, please contact me at _____.

Sincerely,

Gifted and Talented Education Teacher

GIFTED EDUCATION SERVICES PROGRESS REPORT

M-Meeting the essential requirements
D-Developing the essential requirements

Process Skills		Nine- Week Assessments							
		1 st Nine Weeks		2 nd Nine Weeks		3 rd Nine Weeks		4 th Nine Weeks	
		M	D	M	D	M	D	M	D
1.	Reasons things out , thinks logically, recognizes relationships (Analytical Thinking)								
2.	Exhibits imagination and original, flexible, and elaborative thinking. (Creative Thinking)								
3.	Exhibits ability to make judgments based on criteria (Evaluative Thinking)								
4.	Grasps concepts easily and rapidly and demonstrates an increase in general knowledge.								
5.	Deals appropriately with complex issues and problems								

Performance Skills		Nine- Week Assessments							
		1 st Nine Weeks		2 nd Nine Weeks		3 rd Nine Weeks		4 th Nine Weeks	
		M	D	M	D	M	D	M	D
1.	Exhibits willingness to take risks, accept challenges, show initiative and is committed to tasks (Motivation)								
2.	Develops skills of gathering research by knowing how and where to find needed information								
3.	Works cooperatively in a group when assignment requires teamwork and is independently productive.								
4.	Completes assignments correctly, neatly, and in allocated time								
5.	Takes initiative to go beyond requirements and takes pride in work.								

 Parent/Guardian Signature

(End of year report)

Annual Review: Student has met the requirements and is recommended to continue in this program the following school year.

Student has NOT met the requirements and is NOT recommended to continue in this program for the following school year.

GIFTED EDUCATION SERVICES PROGRESS REPORT

Student: _____ Date: _____
 Last First Middle

Grade: _____ School: _____

Dear Parent/or Guardian:

Your child, _____ is experiencing problems in the
Irwin County Gifted and Talented Education program as demonstrated by: _____

A conference with you is requested to discuss this further. Please contact me at _____
to make an appointment.

Sincerely,

Gifted and Talented Education Teacher

GIFTED EDUCATION SERVICES AUTHORIZATION TO RELEASE INFORMATION

Student: _____ Date of Birth: _____

I hereby authorize:

(School)

(Address)

(City, State, Zip)

to release all available educational, psychological, and screening information on my above-named child to the following school:

(School)

(Address)

(City, State, Zip)

Parent/Legal Guardian Signature

Date

Printed Name

GIFTED AND TALENTED EDUCATION SERVICES
Collaborative and Cluster Model Individual Student Contract

Name _____ Grade _____ Teacher _____ School _____	Beginning Date _____ Estimated Ending Date _____ Progress Reports Due on the following dates: _____
Evidence of Student Need: (Ex. Pretests, standardized test scores, etc.) 	
General Area Of Study	Specific Area of Study: Write a brief description of the problem that you plan for the student to investigate.
Specific Learning Objectives:	Specific Teaching Activities:
Dates of Lessons:	Amount of _____ Time Served (In Segments) **Maximum of 2 segments per day can be earned using this model.
Assessment Procedures:	
Classroom Teacher Signature _____ Date _____	

- comes up with plausible answers

9. Imagination/Creativity: Produces many ideas; highly original

- solves problems through non-traditional patterns of thinking
- shows exceptional ingenuity in using everyday materials
- has, wild seemingly silly ideas

10. Humor: Conveys and picks up on humor, exceptions sense of timing in words and gestures

- has keen sense of humor (may be gentle or hostile)
- sees unusual relationships
- demonstrates unusual emotional depth
- demonstrates sensory awareness

Optional Information (Include observation on hobbies, special interest, etc.)

11. This student has shown unusual (or outstanding) creativity in the following ways, products, and /or performances:

12. This student has shown unusual (or outstanding) motivation in the following ways, products, and/or performances:

Additional Observations, Comments, or Explanations:

Gifted Program Class Size

Class/Group Exception Plan	Funding Class Size	Maximum System Average Class Size
GIFTED (i) Elementary Resource (K-5) (ii) Middle School Resource and Advanced Content (6-8) (iii) High School Resource and Advance Content (9-12)	12 12 12	17 21 21

State Board of Education Rule 160-5-1.08