



Gifted Program Policies and Procedures Manual

MISSION STATEMENT

The mission of Furlow Charter School is to offer a different approach to public education by encouraging critical thinking and multi-disciplinary learning through an active and engaging education. Furlow Charter School is committed to fostering cultural awareness, social responsibility, and academic excellence through family and community involvement in the development of life-long learners.

DEFINITIONS : Rules 160-4-2-.38 Education Program for Gifted Students

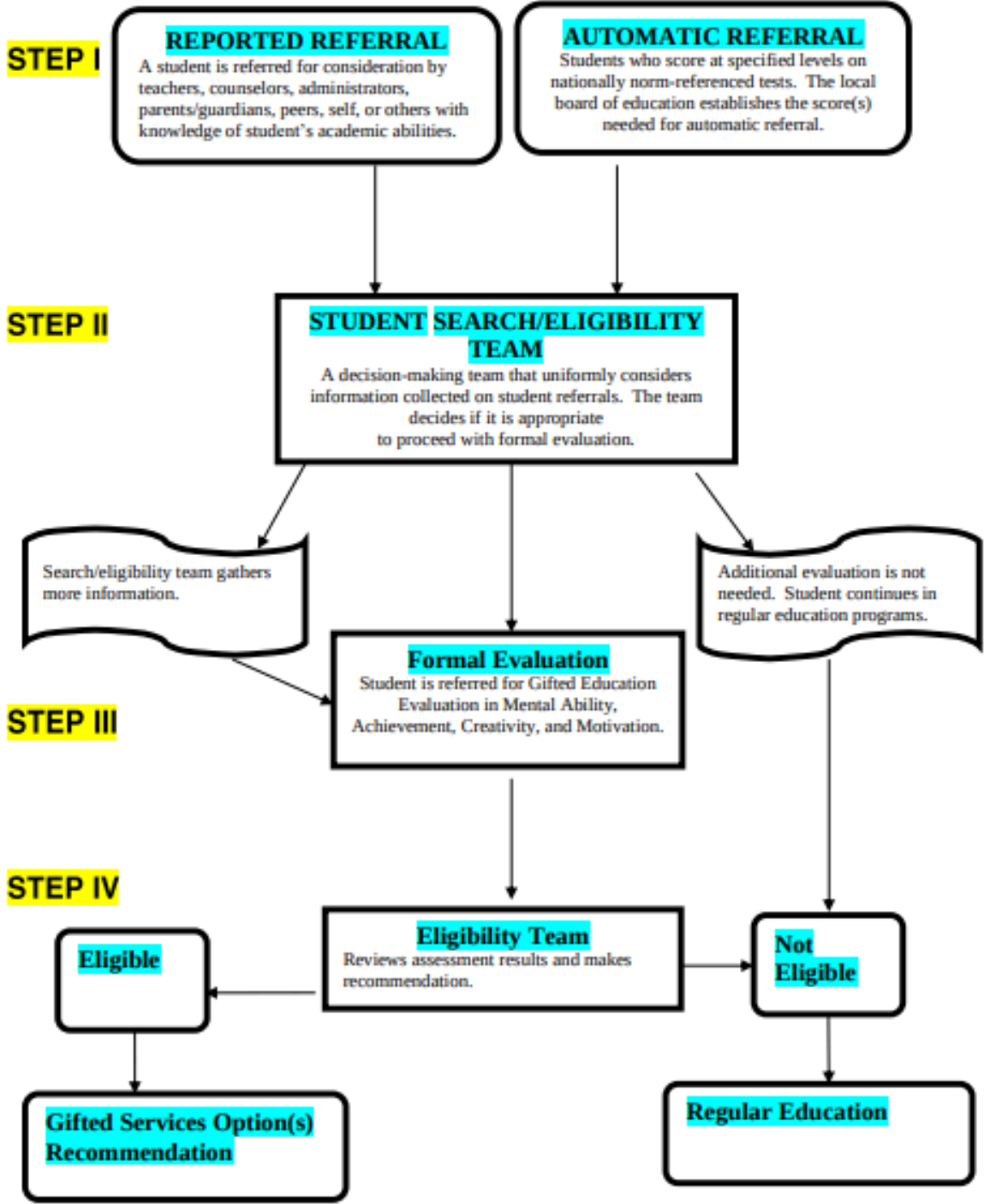
Gifted student:

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

Differentiated curriculum:

is composed of courses of study in which the content, teaching strategies, and expectations of student mastery have been appropriately modified for gifted students.

SECTION IV REFERRAL and ELIGIBILITY PROCESS CHART





STEP 1

TYPES OF REFERRALS

1. Reported Referral

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

Persons wishing to refer a student will complete a Gifted Program Referral Form. Teachers will provide student summary information and complete the required paperwork. Gifted Program Referral forms as well as other paperwork are to be turned in to the gifted education teacher. Referrals may be turned in any time during the school year but will be reviewed by the Furrow Eligibility Team in the 1st semester of the year.

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

2. Automatic Referral

A student is automatically referred if the student has some qualifying scores or significant scores from the previous two years of testing warranting further assessment. Such testing may include MAP scores, Georgia Milestones, and previous intellectual or academic achievement assessments.

REFERRAL PROCEDURES

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



The referral process has five basic steps:

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

STEP 2

GIFTED ELIGIBILITY TEAM

The Gifted Eligibility Team will meet according to a site-based schedule to review referral information. This team is composed of, but not limited to, the Gifted Teacher, classroom teachers, Counselor, and Administrator. This information should include the referral form, Classroom Gifted Checklist, products/projects completed by the student, and any other supporting documentation.

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

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

OR

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

CONSENT

Once a decision has been made for further assessment, the team will notify the parents or guardians in writing. The form, Parent Nomination for Consideration/Consent for Evaluation for the Program for the Gifted is used for this purpose. Parental consent to evaluate must be obtained before further assessment occurs.

STEP 3

FORMAL EVALUATION

Assessment of students referred for gifted services will be conducted between Fall and Spring of the school year.

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



STEP 4

ELIGIBILITY

After data has been collected in all four eligibility categories, the Eligibility Team will carefully review all data to determine if sufficient information is available to make an eligibility decision. Any data used to meet eligibility in one category may not be used again for another category. Rating scales may be used for either Creativity or Motivation but not for both categories. In keeping with GBOE Rule 160-4-2-.38, a student must meet eligibility criteria in one of two ways:

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. (See pg. 35-36 for additional information) ➤ Grades K-12 Rating scales used to qualify student motivation must equate to the 90th percentile ➤ Grades K – 12 Superior product/performance/structured observation with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators



Ineligible Students

If students do not meet eligibility criteria as per GBOE Rule 160-4-2.38, students at grades K-8 will be eligible for re-screening in subsequent years. If scores are older than two years, then the student will be re-screened in that particular area.

Use of Outside Data

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

Placement in Gifted Program

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

- The student is eligible for gifted program services under the criteria established under Rule 160-4-2-.38.

OR

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

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

Curriculum Adaptations for Ineligible Students

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

GIFTED POLICIES AND PROCEDURES

Reciprocity

Students transferring from out of state will need to be considered on an individual basis by the Eligibility Team and a determination made regarding whether sufficient information exists to establish eligibility based on state



and local criteria or whether further testing is needed. Transfer students must meet continuation policy criteria established for FurLOW in order to continue receiving gifted education services.

Students who have been in a gifted program in another county in Georgia will automatically begin receiving gifted education services at FurLOW as soon as documentation of placement in the former school district is confirmed and parent permission is received. There is no mandated reciprocity between states unless the student is a dependent of military personnel as provided in O.C.G.A. § 20-2-2140 et. seq.

Continuation Policy/Procedure

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

Satisfactory performance shall be based on the student maintaining passing

- at K-5 in the gifted resource class
- gifted education classes at 6-12

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

Should a student fail to maintain satisfactory performance in the gifted classroom, a Plan of Improvement will be developed and a conference will be held with the gifted student and their parents. This plan will identify specific student goals that should lead to satisfactory performance once again. Parents/guardians will receive a copy of the Plan of Improvement that includes notification of the probationary period. The probationary period will be a minimum of one grading period for students at all instructional levels. At the completion of the probationary period, the Plan of Improvement will be reviewed. Students who meet the terms of the Plan of Improvement will continue to receive gifted education services. Students who do not meet the terms of the Plan of Improvement will no longer receive gifted education services.

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

Withdrawal from Gifted Education Services

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

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



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

Re-entry

If a student has withdrawn from the gifted program for any reason other than moving from the county, and is considered for re-entry at a later time, the student will not be able to re-enter until the beginning of the next school year. The referral and eligibility process will be the same as the initial placement with the following conditions:

- A student who was dismissed from the program following the development of a Plan of Improvement/Placement Review must meet the goals of the Plan of Improvement/Placement Review that were in place at the time of dismissal from the program.
- A student who exited the gifted program at the request of the parent/guardian must meet the eligibility criteria in place at the time of re-entry. It is the responsibility of the parent(s) or guardian(s) to request permission for the student to be considered for reinstatement into the program.

When determining redetermining eligibility, additional testing may need to be completed if original assessments are over 2 years old.

GIFTED EDUCATION SERVICE DELIVERY MODELS

The mission of the Program for the Gifted of Furlow is to provide for the extension of learning opportunities, development of individual potential, enhancement of the student's self-concept and advancement toward becoming an independent learner beyond the opportunities and experiences of the regular classroom. The program will provide differentiated curricula offerings based on the assessed needs of the student while meeting GSE objectives and the state gifted standards. The curricula will focus on developing cognitive, learning, research and reference, and meta-cognitive skills at each grade level. All gifted identified students are served at a minimum of 5 segments a week.

Furlow Charter School may use any number of the following service delivery models to serve gifted students.

DIRECT SERVICES

- Resource Class (K-12)
- Advanced Content (K-12)
- Advanced Content Classes: Advanced Placement Courses (9-12) and International Baccalaureate Course (11-12)
- Cluster Grouping

INDIRECT SERVICES



- Collaborative Teaching (K-12)
- Internship/Mentorship (9-12)
- Directed Study (9-12)
- Community Service Learning (9-12)
- Innovative Models

More information can be found in the Georgia Resource Manual for Gifted Services found at:
<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Gifted-Education.aspx>

DATA COLLECTIONS

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

FurLOW Charter School shall evaluate its gifted program at least every three years using criteria established by GaDOE.

Full Time Equivalent (FTE)

FTE refers to the state funding mechanism based on the student enrollment and the educational services local school systems provide for the students. The base amount of money received for each FTE student is determined by the Georgia General Assembly. Gifted is one of the 19 categories of instruction funded through the state's FTE funding formulas. For more information about FTE, refer to the Georgia Resource Manual for Gifted Services.

CLASS SIZES

Gifted Education class sizes are established by the State Board of Education. The current funding ratio for gifted education is 12. The maximum individual gifted education class sizes are listed below:

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



MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

How does gifted education fit into the MTSS framework?

Advanced learning needs for the majority of students can be addressed in a general education classroom which offers a quality learning environment by providing instructional interventions prior to, or in lieu of, identifying students for specialized educational services. By documenting instructional interventions, the MTSS process allows gifted and high-achieving students access to a differentiated curriculum, flexible pacing, cluster grouping, and other universal interventions. The MTSS process for referral, evaluation, eligibility, and instruction of gifted education students is set by the State Board of Education and defined in the Georgia Department of Education Resource Manual for Gifted Education Services.

When should students be considered for gifted education services?

If there is evidence that instructional modifications have not met a student's needs, local school districts should follow the student nomination and decision-making process outlined in the FurLOW Gifted Program Administrative Procedures Manual. Factors to be considered in the nomination process should include evidence of the student's advanced learning needs and the recency and performance levels of any previous gifted program referrals or placements.

The term differentiation is used quite often in education. What is differentiation and when should differentiation be used in the classroom?

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

Differentiation of curriculum for gifted learners is the process of adapting and modifying curriculum structures to address these characteristics and needs more optimally. Thus curriculum goals, outcomes, and activities may be tailored for gifted learners to accommodate their needs. Typically, this process involves the use of the strategies of acceleration. Acceleration is a broad term used to describe ways in which gifted student learning may occur at a faster more appropriate rate throughout the years of schooling. It refers to content acceleration through compacting and reorganizing curriculum by unit or year, grade skipping, telescoping two years into one, Advanced Placement (AP) courses, International Baccalaureate (IB) courses, dual enrollment in high school and college or university, as well as more personalized approaches such as tutorials and mentorships that also would be sensitive to the advanced starting level of these learners (NAGC, 2011).

Additional information regarding Gifted Education can be found on the Georgia Department of Education website.



INSTRUCTIONAL OPTIONS FOR GIFTED and HIGH ABILITY LEARNERS

The needs of gifted and high-ability students vary widely; therefore, an array of instructional modification options should be available for all grade levels and content areas. Specific learner objectives are developed on a case-by-case basis. Tier 1, 2, 3, and 4 options to consider include, but are not limited to, the following:

Acceleration (subject and whole grade)

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

Assessments

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

Cross-Age Grouping/Multi-Age Grouping

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

Curriculum Compacting:

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

Gifted Resource Classes/Enrichment Clusters

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

Graduated Rubrics

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

Independent/Directed Study

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

Internship/Mentorships

A student works with a mentor to explore a potential career choice. The internship/mentorship teacher maintains close contact with both the participating student and the selected mentor to ensure acceptable



progress towards the student's individual career goals.

Interest Centers

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

Subject Grouping Within Class/Gifted Cluster Classes

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

Subject Grouping across Teams/Classes

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

Subject Advancement across Grades

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

Tiered Assignments

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

Tiered Products

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

Instructional Modification Options for Gifted and High Ability Students

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

- **Content** –The State Board of Education adopted curriculum standards the student is expected to master and related support materials.
- **Process** – instructional strategies designed to ensure that students acquire a deep understanding of the curriculum standards.
- **Products** - vehicles through which students demonstrate and extend what they have learned
- **Assessment**- formative and summative on and off-grade-level monitoring to document students mastery of curriculum standards and learning levels.
- **Readiness** - a student's entry point relative to a particular understanding or skill
- **Learning Profile** - how an individual student learns
- **Gifted Education Tier 1,2, and 3** instructional and management opportunities with varying degrees of preparation might include: (Table 2, page 13)



Table 2: Differentiation Table

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



RESOURCES

PUBLIC REVIEW

Furlow will make available for review by the public and the GaDOE a copy of its administrative procedures for the operation of its gifted education program and the LEA's gifted education curricula.

GIFTED EDUCATION ORGANIZATIONS

Council for Exceptional Children (CEC)

<https://exceptionalchildren.org/>

Georgia Association for Gifted Children (GAGC)

www.gagc.org

National Association for Gifted Children (NAGC)

www.nagc.org

Supporting the Emotional Needs of the Gifted (SENG)

www.sengifted.org

World Council for Gifted and Talented Children (WCGTC)

<https://www.world-gifted.org/>

REFERENCES

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

Coleman, M.R. & Hughes, C. (2009). Meeting the Needs of Gifted Students Within and RtI. *Gifted Child Today* (32)3, 14-17.

Hall, T., Stangman, N. & Meyer, A (2011). Differentiated Instruction and Implications for Universal Design for Learning. Retrieved December 14, 2011, from The National Center on Accessible Instructional Materials Web Site: [http://aim.cast.org/learn/historyarchive/backgroundpapers/differentiated instruction udl](http://aim.cast.org/learn/historyarchive/backgroundpapers/differentiated%20instruction%20udl)

National Association for Gifted Children. (2011). Common Core State Standards: Definitions of Key Words. Retrieved December, 2011, from <http://ascd.org>

Tomlinson, C. & Imbeau, M. (Speakers). (2011). Leading and Managing a Differentiated Classroom. (webinar). Association for Supervision and Curriculum Development. ASCD.org/professions



APPENDIX

1. Classroom Student Search Form
2. Data Sheet for Kindergarten and 1st Graders
3. Data Sheet for 2nd - 12th Graders
4. Parent Consent for Evaluation
5. Parent Notice of Eligibility
6. Continuation Form - Annual Review
7. Plan of Improvement



FurLOW Charter School
Classroom Student Search

School: _____ Grade: ____ Teacher: _____ Year: _____

Directions: The needs of gifted and talented students result from those behavioral characteristics that differentiate them from students the same age. You are asked to observe the students in your class in light of the characteristics listed below in the areas of Mental Ability, Achievement, Creativity, and Motivation. In the space provided below, jot down the names of students who exhibit these characteristics in the corresponding area(s). Students may be listed in more than one area/column if necessary. For future reference and use, please collect and maintain samples of exceptional work and/or recorded observations (may be noted on back of this form) of students listed. Thank you for assisting in the search for students who may need instructional modifications and/or special services.

Behavioral Characteristics of Gifted/Talented Students:			
Mental Ability	Achievement	Creativity	Motivation
Students who.... <ul style="list-style-type: none"> Learn easily and rapidly Know a lot about a variety of topics Exhibit quick mastery of most academic subjects Retain/recall information easily Have keen powers of observation; usually "see more" or "get more out of stories" Demonstrate superior ability to think critically, reason logically, and/or conceptualize Are highly verbal; demonstrate advanced language development Transfer concepts and learning to new situations Have ability to make inferences & see connections between unconnected ideas Ask unusual questions for age; ask questions that reflect thinking or abstract ideas 	Students who... <ul style="list-style-type: none"> Demonstrate advanced ability or knowledge in specific area(s) Have advanced vocabulary & knowledge base Have high standardized test scores Memorize easily and rapidly Demonstrate superior ability to organize Easily comprehend what they see, hear, read, etc. Enjoy challenging activities Set personal goals and strive to achieve them Are perfectionists; may turn other students off or be considered a "smart aleck" Understand topics in-depth 	Students who... <ul style="list-style-type: none"> Exhibit heightened curiosity or questioning attitudes Are highly imaginative Have a keen sense of humor Have high levels of energy Are unusually sensitive or intuitive Have a wide range of interests Are risk takers Offer many, original ideas or solutions Are nonconformists, flexible, accept disorder, do not fear being different Include details in work; elaborate Have an aptitude for art, music, acting, or writing Understand jokes or puns earlier than others 	Students who... <ul style="list-style-type: none"> Are unusually persistent, goal-directed Have longer than average attention spans Are unusually alert; eager Demonstrate an intense desire to learn, "be somebody", or do something Are independent; self starters; leaders Consistently make good grades Have hobbies, collections, long term interests Are concerned with adult topics Require little direction to complete work; carry responsibilities well Motivate/influence other; may be bossy Are sought out by other children for play or work group Do not want to quit; very enthusiastic about learning; boundless energy Can tune others out
Mental Ability	Achievement	Creativity	Motivation
1.			
2.			
3.			
4.			
5.			
Teacher Signature:			
***Return this form to the gifted specialist in your school even if no students are identified!			



Scholar: _____ School: Furlow Charter School

Advisor: _____ Current Grade: Kindergarten/First Grade

Grades	1 st 9 weeks Current
ELA	
Math	
Science	
Social Studies	

MAP Data (Percentile Rank)	Reading	Math
Beginning of the Year		

SAGES Scores	Quotient for Subtest 1	Quotient for Subtest 3	Quotient for Subtest 4

.....

Teacher Comments:

Below is to be completed by Gifted Specialist and Gifted Review Team:

Student Review Team Meeting Date: _____

Student Review Team Decision: Refer for Evaluation Wait and Watch Do NOT Refer



**Furlow Charter School
Gifted Education**

Parental Consent for Evaluation

Date: _____

Dear Parent/Guardian of: _____

Your child was recommended by the Gifted Eligibility Team for evaluation for the Gifted Program at Furlow Charter School.

If you agree to have the evaluation completed, the Gifted Education Specialist will conduct the testing necessary to determine if eligibility criteria are met. You will be notified after the testing is complete. A conference can be arranged in order to discuss the results of the evaluation.

Please sign below to let us know whether or not you agree for testing to take place and return the letter to me. If you do not return this form within two weeks, we will contact you regarding your decision.

Thank you for the opportunity to work with your child.

Sincerely,

Crystal Lingefelt

Director of Student Services
Furlow Charter School
931-8667

_____ Yes, I agree for Furlow Charter School to evaluate my child for the gifted program.

_____ No, I do not agree for Furlow Charter School to evaluate my child.

Signature of Parent/Guardian

Date



Gifted Services Eligibility Report

_____ Eligible for Services

_____ Not Eligible for Services

Name _____
Last First

Student # _____

Grade _____

Date of Birth _____

Home School _____ School Year _____

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

	Data Considered	Dates	Std. Score/Scores/%ile	Criteria	
Mental Abilities	<ul style="list-style-type: none"> ● Cognitive Ability Test (N) ● Naglieri (N) ● Weschler Intelligence Scale III (N) ● Other _____ 	_____	V ____ Q ____ NV ____ C ____	96%ile	Circle
		_____	Total _____		No
Achievement	<ul style="list-style-type: none"> ● Iowa Assessments ● Diagnostic Achievement Battery III ● PSAT (N) (9-12 only) ● SAT (N) ● Other _____ ● Product Performance (Panel) 	_____	R ____ M ____ T ____	90%ile	No
		_____	R ____ M ____		Yes
Creativity	<ul style="list-style-type: none"> ● Characteristics Rating Scale (GRS) ● Torrance Test of Creativity (N) ● Product/Performance (Panel) ● Other _____ 	_____	_____	90%ile	No
		_____	_____	90%ile	Yes
Motivation	<ul style="list-style-type: none"> ● Characteristics Rating Scale (Hawthorne) ● Product/Performance (Panel) ● Other _____ ● GPA (M.S./H.S. only-see *) <p style="font-size: small; color: red; margin-top: 5px;">* GPA at or greater than 3.5 on a 4.0 scale (Must be within the top 10% - see GA DOE Guidance)</p>	_____	_____	90%ile	No
		Yr. I ____ Yr. II ____	Yr. I ____ Yr. II ____	90	Yes

** Rule 160-4-2-.38 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 nationally normed reference test.

Eligibility Decision

Eligibility Team

- _____ 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. (K-2)
- _____ RECIPROCITY data from another **Georgia** county.



Gifted Education
Parental Notification of Ineligibility

____ / ____ / ____

Dear Parents/Guardians of _____:

The eligibility team for the gifted education program at Furlow Charter School has completed the evaluation of your child's referral data and test results. The eligibility team has determined that your child did not achieve the necessary criteria for eligibility and placement according to State of Georgia eligibility requirements.

A number of bright and capable students have been referred and evaluated for possible placement in the gifted education program, and some students did not achieve the criteria required for placement in this program. The fact that your child was referred indicates that he/she is above average in achievement and abilities. Please encourage your child to continue the performance that resulted in a referral to this program. Where appropriate, the eligibility team has provided recommendations for modifications to address your child's strengths in the regular classroom. Please note that every year, Furlow Charter School will conduct a student search process in which every child is considered for nomination into the referral process for gifted education.

Eligibility criteria and your child's test results are attached. If you would like to discuss the results of the evaluation or the decision made by the eligibility team, please contact me at the number listed below to schedule a conference.

Sincerely,

Crystal Lingefelt

Director of Student Services
Furlow Charter School
931-8667



Gifted Education
Gifted Eligibility Letter

____/____/____

Dear Parents/Guardians:

Thank you for your patience during the testing procedure. As you can see on the attached form, your child meets eligibility requirements for the gifted education program. If you would like your child to participate, please sign the enclosed form and return it to school.

The gifted program is a system wide program. A differentiated curriculum is used to meet the needs and challenges of these students. Multi-disciplinary units teach or refine skills, encourage higher levels of thinking, enhance creative/productive thinking and extend the academic base of knowledge.

Thank you for your cooperation in the testing and placement process.

Sincerely,

Crystal Lingefelt

Director of Student Services
Furlow Charter School
931-8667

Gifted classes for your child will begin on _____.

Your scholar's gifted teacher will be _____.



Gifted Education
Annual Review of Program Participation/Continuation

(This form must be completed annually for each student and at such other times as necessary when probation, withdrawal, or re-entry is recommended. A copy must be sent to parents.)

Student: _____ Date: _____

A review of each student's performance in the program for the gifted and in the regular education program must be completed annually. A review by the Eligibility Team on the date stated above has determined:

- 1) _____ Continued placement in the program for the gifted is recommended. This recommendation is based on the Continuation Policy, which is attached.
- 2) * _____ A probationary period of continuation in the program for the gifted is recommended due to unsatisfactory performance in:
 - a. _____ the regular education program
 - b. _____ the program for the gifted.

This recommendation is based on the Continuation Policy. If probation is recommended, the Team will develop an improvement plan for the student and set the length of time for the probation period, at the end of which time the improvement plan results will be evaluated. A copy of the completed Improvement Plan is attached to this form. Students who do not satisfactorily complete the Improvement Plan and/or do not meet continuation criteria after a probationary period will be withdrawn from the program.

- 3) * _____ Withdrawal from the program for the gifted, effective _____ (date).

This recommendation is based on the lack of satisfactory completion of an Improvement Plan and/or failure to meet Continuation Policy criteria after a probationary period of continued placement in the program for the gifted. (See the attached Improvement Plan and evaluation of results.)
- 4) * _____ Re-Entry into the program for the gifted, effective _____ (date).

This recommendation is based on Continuation Policy criteria in which it is specified that a student may re-enter the program after completion of at least one semester following termination if the student meets criteria of satisfactory performance in regular education.

Attachments:

Option 1: Continuation Policy

Option 2: Improvement Plan, Continuation Policy

Option 3: Improvement Plan, Continuation Policy

Option 4: Continuation Policy

Committee Members:

Gifted Education Specialist: _____ Parent: _____

Student: _____ Regular Education: _____

Administrator: _____



Plan of Improvement

Student Name: _____ Date _____

Class(es) _____ Advisor(s) _____

Nature of teacher's concern:

___ Attendance ___ Failed exams or homework ___ Missed exams or homework

___ Other: _____

Student: Grade I think I am currently earning in the course: _____ Actual Grade: _____
Grade I would like to make: _____

BARRIERS TO MY ACADEMIC SUCCESS:

- | | |
|--|--|
| ___ Poor time management | ___ Poor grades on tests in spite of hours spent preparing |
| ___ Not keeping up with reading or not remembering what I read | ___ Poor class attendance |
| ___ Incomplete notes, classwork, or homework | ___ Health/personal concerns |

COURSE OF ACTION:

Areas of Opportunities for Growth/Interventions (Check those to be used)

- Time Management _____
- Tutoring _____
- Writing _____
- Study Skills (note taking, reading) _____
- Disabilities _____
- Counseling _____
- Health Consultation/Evaluation _____
- Adjustment Issues _____
- Student Involvement/Life Issues _____
- Academic Motivation/Direction Academic Advising (teacher/counselor): _____
- Career Direction _____
- Other: _____

Date by which I will implement plan with the assistance of my teacher(s) and parent(s)/guardian(s):

I hereby agree to abide by the terms of this improvement plan:

Student's Signature

Date

Parent's/Guardian's Signature

Date

Teacher's Signature

Date

