



Lanier County Schools

Gifted Program

Administrative Procedures

2025-2026

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Administrative Procedures for 2025-2026

The administration of educational services for gifted students within the Lanier County School System shall be determined by the school superintendent and the local board of education, and shall be reflected in the administrative procedures for gifted education. Gifted education services are non-discriminatory with respect to race, religion, national origin, sex, disability, and economic background.

Lanier County Schools provides gifted information through the district's website, student handbooks, and parent letters. All notification requirements referenced in State Board Rule 160-4-2.38 are available in English and Spanish. Other languages may become available upon request or need. The version of this document posted on the school website is up-to-date. Refer to the online copy of this guidance for the most updated guidance. All prior versions will be out of date.

Definitions

(a) Gifted Student- a student who meets the eligibility criteria as identified in the Gifted Education State Rule 160-4-2.38 and as identified in the GaDOE Resource Manual for Gifted Education Services.

(b) Differentiated Curriculum- courses of study in which the content, teaching strategies and expectations of student mastery have been adjusted to be appropriate for gifted students.

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

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

Lanier County Elementary School

Lanier County Elementary School uses the Advanced Content Model.

Advance Content Model - Students are homogeneously grouped. Other students who are not identified as gifted, but who demonstrate exceptional ability and motivation in a particular content area may be included in the class. Local criteria and guidelines are set to identify regular education students who will be successful in advanced content classes. Students are served for all academic content areas, and their mastery of standards are evaluated by formative and summative assessments based on GSE and state standardized tests.

The district maintains a description of the course curriculum which very clearly shows how the advanced course content, teaching strategies, pacing, process skills, and assessments differ from courses more typical for students at that grade level.

Lanier County Middle School

Lanier County Middle School uses the Advanced Content Model and/or the Resource Model.

Advanced Content - Students are homogeneously grouped. Other students who are not identified as gifted, but who demonstrate exceptional ability and motivation in a particular content may be included in the class. Local criteria and guidelines are set to identify regular education students who will be successful in advanced content classes. Students are served for one hour per day for each designated

subject area. Students' mastery of standards is evaluated by formative and summative assessments based on Georgia Standards of Excellence and the state standardized test, Georgia Milestones Assessment.

Resource Model – All students are gifted eligible. Curriculum follows Georgia standards, but focuses on interdisciplinary enrichment activities and not a single content area. Content and pacing are differentiated such that activities are not appropriate for more typical grade level students.

The district maintains a description of the course curriculum which very clearly shows how the advanced course content, teaching strategies, pacing, process skills, and assessments differ from courses more typical for students at that grade level.

Lanier County High School

Lanier County High School uses the Advanced Content Model.

Advanced Content - Students are homogeneously grouped. Other students who are not identified as gifted, but who demonstrate exceptional ability and motivation in a particular content area may be included in the class. Local criteria and guidelines are set to identify regular education students who will be successful in advanced content classes.

The district maintains a description of the course curriculum which very clearly shows how the advanced course content, teaching strategies, pacing, process skills, and assessments differ from courses more typical for students at that grade level.

Learning Needs

Each school provides program options that allow student's advanced learning needs and interests to be exhibited through activities, lessons, and assessments. The needs of gifted and high-ability students vary widely; therefore, an array of instructional supports is available for all grade levels and content areas. Specific learning objectives are developed on a case-by-case basis. A continuum of supports is available at Tiers 1, 2, and 3.

Hours of Service

Students identified as gifted and whose participation has received parental consent shall receive at least five segments (or the yearly equivalent) of gifted education services, using at least one of the approved models described in the GaDOE *Resource Manual for Gifted Education Services*. High school student's gifted services are determined by class schedule.

Curriculum

Curricula for gifted education learners must incorporate the SBOE approved curriculum. Local BOE curricula for gifted students shall focus on developing cognitive learning, research and reference, and metacognitive skills at each grade grouping, using principles of differentiation.

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

Content: Complex and challenging subject matter that:

- Requires intellectual struggle

- Includes primary documents
- Integrates research skills and methods
- Incorporates relevant and real-life experiences
- Integrates interdisciplinary connections

Process: Instructional strategies are designed to:

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

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

- Self-directed learning
- Meaningful collaboration
- Effective problem solving of challenging and complex issues
- Effective communication
- Social and emotional understanding of self-relative to community, culture, and physical environment

Environmental: Physical setting and work conditions to:

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

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

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

The curriculum modifications/differentiations for each course and/or delivery model are documented through curriculum maps, lesson plans, and contracts. The focus is on developing cognitive, learning, research and reference, and meta-cognitive skills. The current content areas are: mathematics, science, English/language arts, and social studies. Other areas such as world languages, fine arts, career, and technical/agricultural education may be embedded in the curriculum outlined in the resource and/or cluster delivery models. Documentation of the curriculum modifications/differentiations are collected and maintained at each school. The curriculum is reviewed and revised annually, at a minimum.

Continuation Policy

Continued participation in the gifted program shall be contingent upon satisfactory performance in gifted classes. Grades will be monitored each grading period. All eligible transfer students must meet criteria for continuation of gifted services.

*A Grading period is defined as 9 weeks for grades K-8th and one semester for grades 9th – 12th.

Probation

Any student not meeting the continuation criteria after a grading period will be placed on probation. Satisfactory performance is greater than or equal to a grade of 85% in gifted classes.

A student shall continue to receive gifted services while on probation and attempting to achieve satisfactory performance status. Intervention support and an improvement plan should be provided for any gifted student placed on probation. Intervention supports may include, but are not limited to supports that address academic, behavioral, social, and/or emotional needs. The gifted teacher will collaborate with the student and building level coordinator to develop supports or plans to best meet the needs of the student. Parents may be involved in the intervention process as appropriate. Removal of services shall only be considered if the intervention supports are proven, through progress monitoring data, to be ineffective. Documentation of the intervention supports, improvement plan and progress monitoring data should be maintained in the student's gifted folder.

Probation and interventions may be extended beyond two grading periods at the recommendation and approval of the building and district coordinator. Parents will be informed by letter when a student's placement is in jeopardy.

Withdrawal

Students who fail to demonstrate satisfactory performance in gifted classes during the probationary period and not meeting the continuation criteria for two consecutive grading periods shall be withdrawn from the gifted program unless probation is extended by above procedures. Any student who has been administratively withdrawn from the gifted program may re-enter upon meeting the continuation criteria for two consecutive grading periods. A student who is not eligible for re-entry after 12 months still retains gifted eligibility. The next step is to determine if the student should continue receiving gifted services.

Re-Entry

Any student who has been withdrawn from the gifted program may re-enter upon meeting the continuation criteria for two consecutive grading periods within 1 year (12 months) or based on student needs. Parents will be notified that their child is eligible for re-entry into the gifted program.

Parent Withdrawal

Parents may elect to withdraw students from the gifted program. When students are withdrawn by their parents or guardians, the withdrawal will be effective for 12 months from the date of withdrawal. No gifted services will be provided to the student during this period. Students must meet the continuation criteria for two consecutive grading periods prior to re-entry. Re-entry placement will be made only at logical transition points (beginning of a semester or grading period). A student who is not eligible for re-entry after 12 months still retains gifted eligibility. The next step is to determine if the student should continue receiving gifted services.

Parent Notifications

Parents are notified annually of the Lanier County Board Policy and Administrative Procedures for the Gifted Education Program by attaching a copy to the Annual Review letters for each student. In addition, the policy and procedures are included within the Administrative Procedures on the district's website as well as in the notification letters for eligibility, probation, and termination of services.

Referral and Eligibility Process

Reported Referral-Any student in Kindergarten through 12th grade may be reported for referral by teachers, counselors, administrators, parents or guardians, peers, self and other individuals with knowledge of the student's abilities.

Automatic Referral-i-Ready will be used as the universal screener for potential gifted referrals in grades K-5. The Fall and Winter screening results will be used. Students scoring at or above the 97th percentile

in Reading or Math will be automatically referred to the Eligibility Team for consideration. The DRC Beacon Assessment will be used as the universal screener in grades 6-8. The Eligibility team will gather and review individual student data to determine whether or not a student will be evaluated for gifted eligibility.

Private testing data may only be used for referral. Private data may not be used to determine gifted eligibility. Any private testing data used for referral must be less than 2 years old.

Kindergarten – 12th Grades

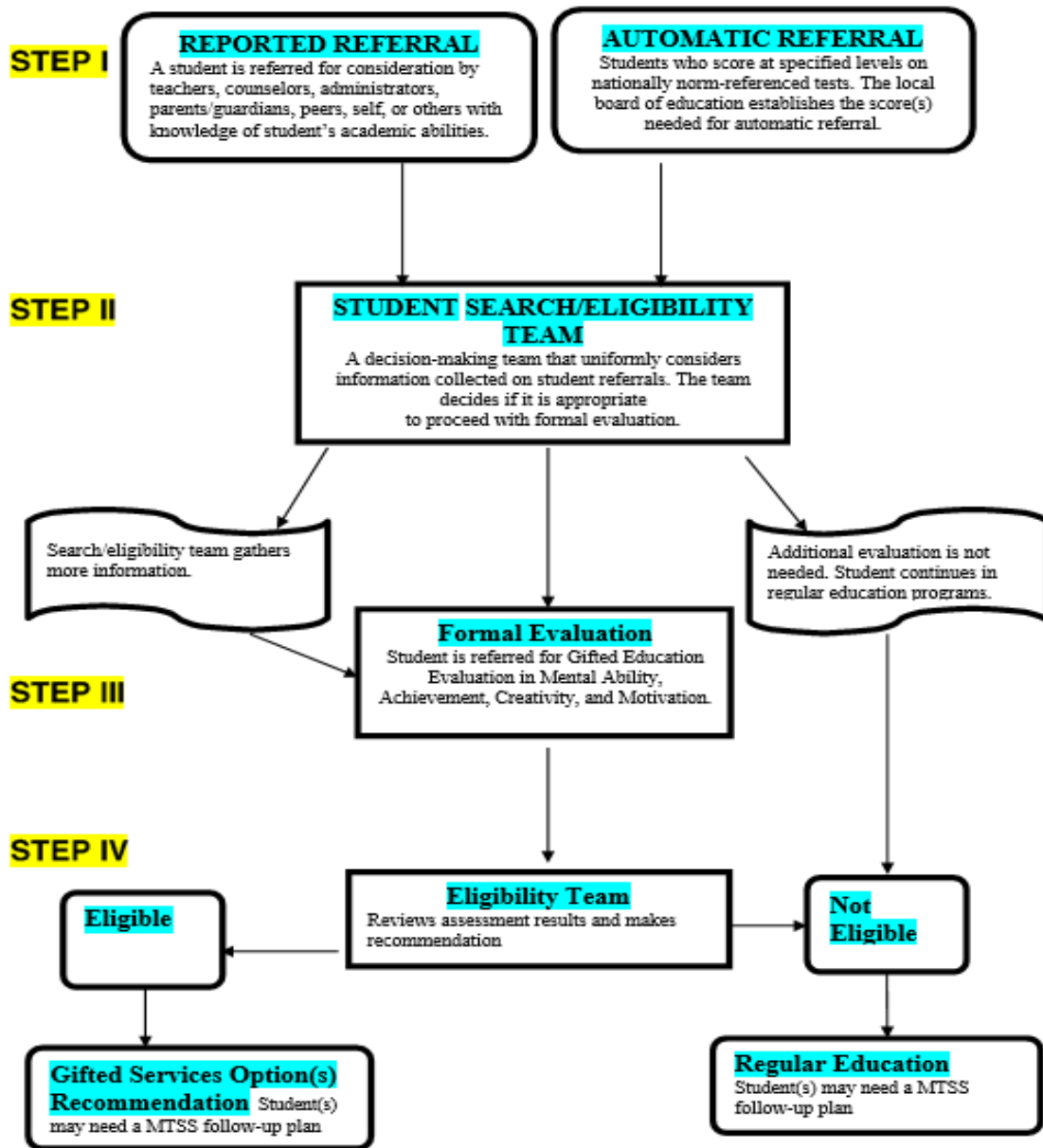
The *Gifted Referral* form may be requested through the Building Level Administrator or the gifted education school-level designee. A packet of information must be attached to the *Gifted Reported Referral* form prior to submission.

The *Gifted Referral Packet* includes:

- Completion of Referral Form
- Copy of most recent iReady or DRC Beacon Assessment results and any other standardized testing data available
- Copy of student's report card - student has $\geq 95\%$ average in reading and/or math for the subject area being considered
- Work samples – analyzed showing how student exceeds typical performance of others
- *Panning for Gold* sheet reflecting areas of potential gifted characteristics

Incomplete *Gifted Reported Referral Packets* will be returned and may delay the referral process. Automatic testing is not guaranteed when a student is referred to the eligibility committee.

REFERRAL AND ELIGIBILITY PROCESS CHART



Gifted Evaluation Procedures

Step 1-The Gifted Building Level Coordinator collects completed packets for all Reported and Automatic Referrals and submits these to the Eligibility Team.

- All referrals are documented on the *Gifted Referral Form*

Step 2-The Eligibility Team reviews student data for each Reported and Automatic Referral and determines which students will proceed with a formal evaluation, require follow up testing, or are ineligible at this time.

- The Eligibility Team's decision to advance or decline testing is recorded on the *Gifted Referral* form.

- The referring person is notified of the student's status for testing.

Step 3-Students proceeding with evaluation are assessed in the areas of mental ability, achievement, creativity and motivation.

- A cover letter detailing the student's referral for gifted testing, which includes a *Consent to Evaluate*, is sent home to parents/guardians. A copy of the *Consent to Evaluate* form will be sent to parents in the child's home language, whenever possible. No student will be evaluated for the gifted program without parental consent.
- All assessments are given and scored by the gifted teacher, counselor, gifted coordinator, and/or School Psychologist. All results of assessments are to be compiled and presented to the eligibility team.

Step 4-The Eligibility Team reviews evaluation assessment results and determines gifted eligibility.

- If students are determined eligible, a *Consent for Placement* letter and a copy of the *Gifted Program Eligibility* form, will be sent to parents.
- If students are determined ineligible, a *Notification of Ineligibility* and a copy of the *Gifted Program Eligibility* form will be sent to parents.
- Services will not begin for eligible students until a *Consent for Placement in Gifted Program* form is signed by parent/guardian. All appropriate teachers/personnel of students who become eligible for the program are notified.

Once a student is placed in the gifted program for services, their records are given to the gifted education school-level designee at his/her school. If a student does not meet eligibility criteria, then his/her individual folder is sent to the central office. Evaluation results will be shared with parents for all students. Parents may contact the District Gifted Coordinator for additional questions.

Locally Administered Assessments

	Mental Ability	Achievement	Creativity	Motivation
Primary Instrument	CogAT (K-12)	Iowa Assessment (K-12)	Torrance Test of Creative Thinking (K-12)	Gifted Rating Scale-2 (K-5) GPA (6-12)
Secondary Instrument(s)	KBIT-2 (K-12)	KTEA III (K-12)	Product/Performance (K-5) Gifted Rating Scale (6-12)	Product/Performance (K-5) Gifted Rating Scale-2 (6-12)

*Students are not tested if a current score is available.

**All evaluation data must be current (no more than 2 years old at the date of eligibility determination).

Secondary Instruments are used when a student scores between the 85th – 89th percentile on an assessment AND has met in all other areas that would potentially allow them to become eligible for the gifted program.

GPA – GPAs of students are determined by calculating the grades earned during the two years prior to evaluation in the subjects of mathematics, science, English/language arts, social studies, and full year world language, if such language study is included in the student's records. Grades used to determine the GPA must be a two-year average of regular school program core subject grades in mathematics, English/language arts, social studies, science, and full year world languages.

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

Gifted Eligibility Criteria

Option A. Psychometric Measures

A student can qualify for the gifted program by meeting the criteria in mental ability and achievement as listed below.

Mental Ability	Achievement	Creativity	Motivation
Grades K-2 99 th % percentile composite score on a nationally age normed mental ability test Grades 3-12 ≥96 th percentile composite score on a nationally age normed mental ability test	Grades K-12 ≥ 90 th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test	Evaluation data Required	Evaluation data Required

*Evaluation data for Creativity and Motivation are still required under Option A even though eligibility is determined based on Mental Ability and Achievement scores.

Option B. Multiple Criteria

1. A student must meet criteria in any three of the following four areas to qualify for the gifted program.
2. At least one of the criteria must be met by a score on a nationally-normed test.
3. Only one of the criteria may be met by a score on a rating scale.
4. Data used to establish in one area may not be used to establish eligibility in another area.

Mental Ability	Achievement	Creativity	Motivation
Grades K- 12 ≥ 96 th percentile composite OR appropriate component score on a nationally age normed mental ability tests	Grades K-12 ≥ 90 th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test OR Superior product/performance with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators	Grades K-12 ≥ 90 th percentile on composite score on a nationally normed creativity test; OR Rating scales used to qualify student creativity must equate to the 90 th percentile; OR Superior product/performance with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators	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; OR Grades K-12 Rating scales used to qualify student motivation must equate to the 90 th percentile; OR 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

Transfer Students

- Any student who meets the initial eligibility criteria for gifted services within Georgia shall be considered eligible to receive services in Lanier County Schools upon transfer.
- Out-of-state transfer students who are dependents of military personnel will be considered eligible for gifted services by reciprocity.
- All other out-of-state transfer students must meet local gifted eligibility criteria. There is no mandated reciprocity between states unless the student is a dependent of military personnel. If there are any assessments that do not meet eligibility guidelines, then additional assessments will be required to determine eligibility.
- A student transferring into the district must meet the criteria for Lanier County Schools District continuation policy for gifted services to remain in the program.

Eligibility Team Members (minimum of four)- One eligibility team will represent the district for each evaluation cycle and must include members from multiple schools.

- Gifted Education Teacher
- Building Level Gifted Coordinator
- Gifted District Coordinator
- Building Level Administrator
- School Psychologist/Assessment Coordinator
- School Counselor
- Others as deemed appropriate

Gifted Education Records

The building level Gifted Coordinator will collect and maintain all active gifted student records from referral, eligibility, and continuation documentation. Inactive or withdrawn student records, and ineligible student records are sent to the district level Gifted Coordinator in the central office.

Transfer of Records to Next School

At the end of each school year, all gifted records for 5th and 8th graders should be sent to the next school and personally delivered to the building level Gifted Coordinator.

Data Collection

Lanier County Schools collects and reviews multiple sources of student performance data to identify and monitor gifted learners across grade levels and subgroups. In grades K–5, i-Ready universal screening data is administered three times per year to assess student growth and achievement in reading and mathematics. For students in grades 6–8, DRC Beacon serves as the primary universal screening tool, providing detailed information on academic progress and readiness. Additionally, all students in grades 3–12 participate in the Georgia Milestones Assessment System (GMAS), which offers standardized measures of proficiency in core content areas. These data sources are disaggregated by subgroup, including gifted. The use of multiple data points across grade bands supports consistent monitoring of student achievement and provides a comprehensive picture of student performance over time.

Public Review

Lanier County Schools shall make available for review by the public and by GaDOE a copy of its administrative procedures for the operation of its gifted education program and the district's gifted education curricula. The manual is available to the public on the district website.

Gifted Program Coordinators

Lanier County Elementary School

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2025-2026 Gifted Program Dates

Date	Description	Time	Place
<u>Fall Dates</u>			
September 2, 2025	Gifted Referral Deadline		
September 4, 2025	Eligibility Team Meeting - Discuss referral for evaluation	3:15 pm	Middle School Conference Room
September 10-17, 2025	Gifted Testing	TBD	All Schools
September 22, 2025	Eligibility Team Meeting – Discuss eligibility	3:15 pm	Middle School Conference Room
September 26, 2025	All folders complete with all required forms including the parent consent. Ineligible folders sent to BOE		
<u>Spring Dates</u>			
January 29, 2026	Gifted Referral Deadline		All schools
February 2, 2026	Eligibility Team Meeting - Discuss referral for evaluation	3:15 pm	Middle School Conference Room
February 9-13, 2026	Gifted Testing	TBD	All schools
February 25, 2026	Eligibility Team/Eligibility Team Meeting – Discuss eligibility	3:15 pm	Middle School Conference Room
March 2, 2026	All folders complete with all required forms including the parent consent. Ineligible folders sent to BOE		All schools

2025-2026 Rank Order Criteria for Advance Content Eligibility

Students eligible for Advance Content courses will be determined using a rank order system using multiple criteria. The rank order for grades 1 through 8 will be determined using the criteria listed below to determine a student's eligibility for enrollment in Advance Content classes. Students with failing EOY grades in any core courses are not eligible for Advance Content courses in Grades 1-8.

1st Grade – Students will be rank ordered based on points earned from i-Ready Reading assessment results, end of year grades, and early literacy/dyslexia risk screener results. Students may earn up to 40 points.

iReady Assessment Reading & Math Percentile Rank Scores (PR).		EOY Average Grades ELA & Math		Early Literacy/Dyslexia Risk Screener	
8 points	99-95	8 points	100-97	8 points	No Observed Risk
7 points	94-90	7 points	96-93	4 points	Some Risk
6 points	89-85	6 points	92-89	0 points	At Risk
5 points	84-75	5 points	88-84		
4 points	74-60	4 points	83-79		
3 points	59-46	3 points	78-74		
2 points	45-31	2 points	73-68		
1 point	30-16	1 point	67-61		
0 points	15-0	0 points	60-0		

2nd & 3rd Grades – Students will be rank ordered based on points earned from i-Ready Reading and Math assessments, end of year grades, and successful completion of Advance Content classes in the previous school year. Students may earn up to 44 points.

iReady Assessment Reading & Math Percentile Rank Scores (PR).		EOY Average Grades ELA & Math		Early Literacy/Dyslexia Risk Screener	
8 points	99-95	8 points	100-97	8 points	No Observed Risk
7 points	94-90	7 points	96-93	4 points	Some Risk
6 points	89-85	6 points	92-89	0 points	At Risk
5 points	84-75	5 points	88-84		
4 points	74-60	4 points	83-79		
3 points	59-46	3 points	78-74		
2 points	45-31	2 points	73-68		
1 point	30-16	1 point	67-61		
0 points	15-0	0 points	60-0		

Successful Completion of Previous Advanced Content Classes for ELA and Math. Points will be given for both ELA and Math grades:

2 points	90-100
1.5 points	89-80
1 point	79-75
0.5 point	74-70
0 point	69-0

4th through 8th Grade - Students will be rank ordered based on points earned from iReady Reading and Math assessments, end of year grades, successful completion of Advance Content classes, and Georgia Milestone End of Grade Assessments. Students may earn up to 52 points.

**iReady Assessment Reading & Math
Percentile Rank Scores (PR).**

8 points	99-95
7 points	94-90
6 points	89-85
5 points	84-75
4 points	74-60
3 points	59-46
2 points	45-31
1 point	30-16
0 points	15-0

**EOY Average Grades
ELA & Math**

8 points	100-97
7 points	96-93
6 points	92-89
5 points	88-84
4 points	83-79
3 points	78-74
2 points	73-68
1 point	67-61
0 points	60-0

Successful Completion of Previous Advanced Content Classes for ELA and Math. (Social Studies applies for rising 8th grade only) Points will be given for both ELA and Math grades:

2 points	90-100
1.5 points	89-80
1 point	79-75
0.5 point	74-70
0 point	69-0

Georgia Milestones End of Grade (EOG) Reading & Math Assessment:

8 points	Performance Level 4 Top 50%
7 points	Performance Level 4 Bottom 50%
6 points	Performance Level 3 Top 50%
5 points	Performance Level 3 Bottom 50%
4 points	Performance Level 2 Top 50%
3 points	Performance Level 2 Bottom 50%
2 points	Performance Level 1 Top 50%
1 point	Performance Level 1 Bottom 50%